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БЕЛГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ

УНИВЕРСИТЕТ ИМЕНИ Ф. ПАЛАЦКОГО В Г. ОЛОМОУЦЕ
(ЧЕШСКАЯ РЕСПУБЛИКА)

МОЗЫРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ
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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 AND HUMANITARIAN SCIENCES

WOMEN - PRIESTESSES IN ELEUSIS AND DELPHI

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The article discusses the position of the Delphic pythonesses and priestesses, who organize the Eleusinian mysteries. The author speaks about criteria of selection of priestesses, their powers and importance and finds out the main reasons for choosing women as servants of the deity.

Key words: *Greek religion, priest, pythoness, Delphi, the Eleusinian mysteries, ritual practice.*

In modern historical research, a gender perspective has been widely adopted, based on the universal principle of the status of the sexes. The distribution of roles between men and women in ancient Greek religious practice, in particular, the role of female priestesses in the revered sanctuaries of Ancient Greece, is an important gender aspect of the life of ancient society as a whole. It seems relevant to analyze the role of women - priestesses in the sanctuaries on the example of two religious centers - Eleusis and Delphi. The source base of the study is presented by the works of Homer, Pliny the Sr., Plutarch, Strabo, Diodorus of Sicily and Pausanias. The methodological basis of the study is the gender approach and the method of complex analysis of sources and historiography.

The Delphic oracle was one of the most revered in ancient Greece. This prophet was at the temple of Apollo in Delphi. As it is known, according to ancient Greek ideas, originally this oracle belonged to the goddess of the land of Gaia and was guarded by the monstrous serpent Python, who was defeated by Apollo. The main person and at the same time the priestess of this sanctuary was the priestess, called the pythia.

For the first time the procedure of prophecy in the sanctuary of Apollo in Delphi is mentioned in Homer, in the hymn «To Apollo of Pythia». The author says that God prophesied from the leaves of the laurel tree (HH, III, 396).

According to V.V. Latyshev, prophesies were usually given once a year, in spring. In especially favorable times, predictions were given several times every month. As a result, three pythias were acting simultaneously in the sanctuary, one of which was considered a reserve one [Latyshev 1899: 186].

Farnell, relying on epigraphic data, came to the conclusion that the Pythia, under the influence of intoxicating fumes, was in a state of ecstasy [Farnell 1907: 189].

Before the prophecy, the Pythia took a bath, dressed in gold-lined garments and laid a laurel wreath on her hair. The tripod of the priestess was above the crevice, from which stupefying fumes emerged. Preparing for the ascent to it, the Pythia drank the water of the source of Kassotida, admitted from the sacred fence to the aditon of the temple of Apollo. Having cleaned herself with the waters of the sacred spring and fumigated herself with laurel and barley flour, she took a leaf of laurel in her mouth and, holding a branch of the same tree in her hand, went up to the tripod (Plut. De E ap. Delph., 2, 385 c; De Pyth or. , 6, 397 a; Paus., X, 5, 9; 24, 7) and fell into a trance, after which she was asked questions.

Ivanov argued that according to the ideas of ancient authors, in a trance Apollo got into a prophetess, and she spoke on his behalf. It is important to note that the predictions were given in the form of incoherent words and sentences. And only when the priests standing next to the pythia wrote them down, they acquired a certain meaning. This fact indicates that the position of the priestess, which, at first sight, seems to be predominant, was different [Ivanov 1994: 40].

The criterion for choosing a priestess was a certain age. Initially, the duties of the Pythia were performed by a young chaste girl, but the selection principle was changed after the case of the abduction of the pythia by one of those who came to receive a prediction (Paus., VIII, 5, 11-12). After this incident, a woman of at least fifty years of age was chosen as a prophetess. Later, however, in Delphi, the old custom was again introduced [Kulishova 2001: 95]. The Pythia lived in a special fenced sacred place. She had to lead a chaste life and observe certain ritualistic restrictions.

Why did the woman become a servant of Apollo? In general, this situation was not typical in the practice of the Greek religion. Men served the gods, and women served the goddesses. The most convincing explanation is that earlier in this sacred place the female deity was worshiped. Initially, the oracle belonged to the goddess Gaia, and her priestesses were women. In addition, some researchers suggest that the role of the Pythia in the procedure of prophecy in Delphi could be borrowed from the rituals of worship of Dionysus, who was revered in Delphi and his main attendants were also maenads [Sokolov 1971: 11]. Plutarch gave such an answer to the question of why Apollo chooses the woman for divination, emphasizing her honesty and inexperience: «As Xenophon believes that the bride of her husband should appear to him, having seen and heard almost nothing in life, so this maiden, being inexperienced and ignorant almost in everything, truly co-habits with God» (Pyth. Or., 23). Only having such characteristics, according to Plutarch, the Pythia is able to convey the true words of Apollo, and therefore, to be the most suitable object for prophecy (Pyth. Or., 22,23).

Another ritual, where women - priestesses took the leading position, was the Eleusinian Mysteries. Eleusinian mysteries were initiation into the sacraments of the cults of the goddess Demeter and her daughter Persephone (Cora) [Szczyrska 2010: 95]. Eleusinian Mysteries were divided into Small Mysteries and Great Mysteries. According to J. Gardner, Small Mysteries were held in spring in the town of Agra, and Great Mysteries were celebrated in Eleusis. Small mysteries were dedicated to Persephone and took place every year, while Great Mysteries were dedicated to Demeter and were held every five years [Hall 1994: 83].

According to D. Lauenstein, the Hierophant, Daduh and Kerik represented the minimum of the priests at which the Eleusinian sacraments could be performed. In addition to them priestly posts were occupied by the two main priestesses of Demeter and Artemis. In the course of the study, we found out that only the wives of the main priests or their close relatives could be elected as priestesses. This was due to the fact that the Eleusinian priesthood was hereditary and only the representatives of the two ancient families, the Eumolpids and the Keriks, could become priests of the sacraments. From the Keriks, aside from the main priests, there was a temple torchbearer or Daduh [Lauenstein 1996: 226].

The priestess of Demeter and Cora had a unique position that linked it to two different sanctuaries. In September of each year, she left the Great Sanctuary in Eleusis and took part in a procession of about eighteen kilometers to the center of Athens, during which she carried the shrines along with the other priestesses. The ritual of the arrival of the Eleusinian priestesses of the main goddesses symbolized the beginning of the mysteries. Upon arrival in Athens, priestesses were settled in the local sanctuary of Demeter, where they were kept for four days, until the entire population was notified of the beginning of the mysteries. Those who wanted to be initiated bathed in the sea and washed the piglets for the victims. The candidates spent four days in an isolated room and on the fifth day, along with the priestesses, went to Eleusis for an official dedication to the mystery. The Priestess of Demeter and Cora paced side by side with the priestess of Athena Pallada, accompanying the shrines, for their safe return home.

The priestess of Demeter and the priest were responsible for exercising control over the mysteries. It is believed that during the presentation of the plot of the myth, she reproduced the same torments that the goddess experienced during the search for Persephone. During the days of the mystery, the priestesses changed into goddesses, whom they served and represented various scenes from the myth, and also participated in religious ordinances.

After the beginning of Small Mysteries and the sacrifice of a deer, the mysts gathered near the eastern facade of the temple of Artemis-Hecate. The priestess and several torchbearers lit fire on the open altar, threw cakes there and told the mysts to lift up bloody hands in prayer, during which she, together with the priest, dipped branches into the water and sprinkled mysts with it. After the mysts had passed all the rituals, they held conversation with the priestess. As a rule, she asked what he had seen, and could hear anything in reply. If the priestess was satisfied with the answer, she would urge him to reveal himself by additional questions, as a result of which he interpreted the experience in detail, and the priestess pointed out the possibility of applying the knowledge obtained.

During Great Mysteries, the priestesses took an active part in the main rites. So in one of them the priestess of Demeter, like her goddess, sitting on a basket called kiste, waited for the initiates and as soon as the group crossed the threshold, the priestess got up, opened the basket and gave one of them the sign to get something. In the basket there was an inverted wooden maternal womb. The myst took it out of the basket, turned it over and saw what was in his hands. The priestess directed him to the sacred room, where in the shade, standing upright, stood a young priestess of

Hecate, who at the same time was also Cora. She was holding a kalathos on her head, a small basket. When she saw the myst, she took off the basket and showed him that it was empty. With a gesture, she ordered to put the womb there, without turning it over, then put the basket on her head, looked seriously at the myst for a while, removed the basket again, ordered him to take out the contents and leave. Behind the door, this object was turned over again and placed in a basket of Demeter, on which the priestess sat down again. According to Lauenstein, the rite contained an image of what should happen in the soul of the myst, in which the Eleusinian mystery in this way causes the coveted awakening, opens the capacity for the spirit-seeing.

Thus, analyzing the positions of female priestesses in Delphi and Eleusis, we came to the following conclusions: the priestesses of the two sanctuaries were a key element of ritual practice, without which it could not be realized. However, between the priestesses of the cult of Apollo and the priestesses of the cults of Demeter and Cora, there were significant differences. Unlike the Delphian Pythia, the priestesses of the Eleusinian Mysteries did not give predictions. Their main task was to help the mystics to learn the mysteries of the Eleusinian Mysteries. The priestesses of the Eleusinian Mysteries enjoyed more freedom than the Pythia. Unlike the Pythia, Eleusinian priestesses were allowed to be married, they did not live in isolation from others, the only criterion for choosing priestesses was their descent from the Eumolpids or the Keriks. Despite the relatively high position of both groups, the priestesses in the Eleusinian Mysteries, unlike the Delphic prophetess, had real power. All this allows us to state that the priestesses were among those few women of antiquity who occupied a significant position in ancient Greek society.

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THE ROLE OF THE FORTRESS OF VALUIKI
IN THE SMOLENSK WAR

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The article examines the role of the Valuiki fortress in the defense system of the southern border of the Russian state, the reasons why this fortress was of interest to foreign invaders. The significance of the ruin of the Valuiki fortress for the further development of military operations in the southern districts of the Russian state is determined.

Key words: *Southern border of the Russian state, Smolensk war of 1632-1634, ruin of the Valuiki fortress in 1633.*

From the second half of the XVI century active settlement of the southern borders of the Russian state begins. The reason for this process was the protection of state borders from the raids of the Crimean Tatars. One of the fortresses on the border of the southern border of Russia was the Valuiki fortress. This fortress had its own specifics not only among the typical cities of the country at this time, but also among fortress cities on the southern outskirts of the Russian state. However, despite this, little attention was paid to the study of the Valuiki fortress in the national historical science, especially to determining its role in the Smolensk war of 1632-1634.

In the domestic historiography there are several works devoted to the ruin of the Valuiki fortress in 1633, but they do not give an assessment of the strategic significance of the fortress under our consideration. A general study on history of this city was published by A.G. Chepukhin: «Voluika: Fortress on the southern outskirts (destinies of the servicemen and lodgers of the XVII century») [Chepuhin 2014: EHlektronnyj resurs]. In this monograph there is a mentioning of Valuiki ruin, but the author pays attention to the consequences of this event. In particular, the ruin of the Valuiki fortress in 1633 is described in the article by A.V. Fomin «Valuiki devastation of 1633»[Fominov 2013: 76-83]. Military actions that unfolded around the Valuiki fortress during the Smolensk war are considered in the works of A.I. Papkov [Papkov 2003: 93-117]. However, survey analytical study on the strategic significance of the Valuiki fortress has not been conducted. The ruin of the Valuiki fortress caused a resonance not only in domestic sources, but also abroad. This event was reflected in the German historical work «Theatrum Europaeum» («Spectacle of Europe»), as well as in the annals of Jan Binwilski. The restoration and ruin of Valuiki is mentioned in the petition of the builder of Valuiki Nicholas Priory Monastery Cyril to the king [Papkov 2003: 101].

In the course of the study, we need to solve a number of problems:

• Determine the role of the Valuiki fortress in the system of southern defensive structures

• Identify the reasons why this fortress was of particular interest to the invaders

• Analyze the significance of the ruin of the Valuiki fortress for the further development of military operations in the southern districts of the Russian state.

It can be said that a number of characteristics of the Valuiki fortress essentially distinguish it from other fortress towns of the southern outskirts of Russia in the 16th-17th centuries. These include: the features of geographical location, the role in international relations (primarily between the Russian state and the Crimean Khanate), as well as the specific composition of the population of this fortress. Let us consider each of these characteristics in detail.

The special geographical position of this fortress is pointed out by V.P. Zagorovsky in his monographs. He writes that this fortress was located beyond Belgorod boundaries, and, after the destruction of Tsarev Borisov, was the southernmost outpost of the Russian state. In addition, the fortress was east of the Izyumskiy Shlyakh, which led to frequent clashes between Crimean Tatars and the Valuiki population, since Izyumskiy Shlyakh was one of the roads most used by the Tatars, and in the immediate vicinity there were the Tatar nomads' camps located between the rivers Oskol and Don, along the rivers Boguchar, Aidar and Chir. From these nomads' camps Tatars «went» to the Russian outlying districts [Zagorovskij 1969: 27-31].

In addition, the Valuiki fortress also had a special political significance, stemming from its geographical location. Through Valuiki the road to the Crimean Khanate, called «the embassy road», ran, as it was mostly used by the ambassadors, fulfilling their diplomatic missions [Novosel'skij 1948: 7]. In addition, in this fortress «exchange of prisoners» took place. This fact, again was due to its special geographical location.

In his studies A.G. Chepukhin [Chepuhin 2014: Elektronnyj resurs] affirms that initially the exchange of prisoners took place in Livni, but later it was transferred to Valuiki. The initiators of this were the Tatars, claiming that this fortress was more convenient for these purposes, because it was closer to the Crimean Khanate. Tsar Mikhail Fyodorovich demanded that negotiations with the Tatars take place there, and not in Moscow, because keeping the Tatar embassy was very expensive for the Russian state. In this connection, in 1621 the Ambassadorial Courtyard was built in Valuiki. During the negotiations, a lot of Moscow people flocked to the fortress, including those who had high status. Consequently, at this time the defense of the fortress was greatly strengthened. Taking into account the political significance of this fortress, we can conclude that Valuiki was sufficiently strengthened and armed, even at the time when it did not accept embassies from the Crimean Khanate. Because, as it was mentioned earlier, the «embassy road» ran through it, along which the «embassy treasury» was delivered to the Crimean Khanate [Chepuhin 2014: Elektronnyj resurs].

A direct confirmation of the significant defensive capacity of the Valuiki fortress is the composition of its population.

In cities-fortresses of the southern border of Russia peasant population was rare and not numerous. In Valuiki there were no peasants at all. The population of the Valuiki fortress was formed from servicemen, which once again confirms the defensive capability of this fortress.

There are two main reasons why this fortress was of interest to foreign invaders.

The first reason arises from the special geographical location of the Valuiki fortress. Through this fortress passed the embassy road to the Crimean Khanate, and also since 1621 in Valuiki there was the Ambassador's courtyard. The fortress was of interest to the invaders because during the Smolensk War in Valuiki there was an «embassy treasury», which could attract the attention of the invaders. Fominov refers to this fact in his article, and considers it the main reason for the ruin of Valuiki, arguing that a traitor ran from the fortress, who could tell about the treasury sent to the Crimean Khanate [Fominov 2013: 81].

The next, no less significant reason is the strategic importance of the Valuiki fortress, described above and its high defensive capability.

Given these reasons, we can say that the ruin of this fortress in the Smolensk war of 1632-1634 would solve several problems at once:

The conquest of this fortress would open the way for the ruin of other fortresses of the Russian state, with the aim of profit and distraction of Russian troops from a hotbed of military operations. In addition, the Valuiki fortress, remaining in the rear, could cause a serious blow to the enemy.

The ruin and conquest of this fortress would give the enemy new provisions, as well as substantial riches. However, this was not destined to happen. The fact is that the government understood that it was extremely dangerous to leave the Treasury in Valuiki during this period, it sent it to another place, for researchers this issue is not yet fully explored. In addition, during the ruin of the fortress there was a big fire, during which, according to the source, the guns melted, and people fled. Consequently, the invaders did not get anything.

Thus, proceeding from all the above, we can conclude that the capture of the Valuiki fortress was of particular importance for the defense of the South of Russia during the Smolensk war, because this event prevented further destruction of other fortresses of the southern border. On the other hand, the impact of the Polish-Lithuanian Commonwealth armed forces on Valuiki was a distraction for the Russian military contingent, which was located in the central part of the Russian state. Thus, summarizing the above, the role of the Valuiki fortress in the Smolensk war can be defined as very substantial, practically strategic.

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DIE STATISTISCHE BEARBEITUNG VON KLINISCHEN DATEN

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Im Artikel handelt sich um die statistischen Analysen, die man bei der Bearbeitung von klinischen Daten verwendet. Die verschiedenen Verfahren werden beschrieben, durch die die statistischen Gesetzmäßigkeiten überprüft werden. Es geht um den Kolmogorov-Smirnov-Test, den Shapiro-Wilk-Test, Wilcoxon-Mann-Whitney-Test, Wilcoxon-Vorzeichen-Rang-Test, Runs-Test.

Key words: die statistische Analyse, Software, Variable, Stichprobe, Median, Quartile, Standardabweichung, t-Test, die statistische Hypothese, die Nullhypothese.

Im Laufe der Entwicklung strebten die Mediziner die Effizienz der Ergebnisse bei der Diagnose und Behandlung zu verbessern. Indem sie viele Fehler machten, schufen sie dafür eine Grundlage. Zurzeit wird jedes von den Experten erhaltene Ergebnis auf den überzeugenden Argumenten basiert, und die Daten, aus denen es folgt, werden anhand der sorgfältig geplanten Untersuchung mit den geeigneten Methoden von der statistischen Analyse geprüft.

Die wichtigste Aufgabe der statistischen Analyse von klinischen Daten ist die Auswahl eines oder mehrerer Merkmale, anhand dessen die zu vergleichenden Wirkungen angemessen geprüft werden – die beliebige Auswirkung von dem zu untersuchenden Arzneimittel oder Heilmethode, die für die Untersuchung der Wirksamkeit und Sicherheit gewählt ist [Kaminskij 2012].

Obwohl es viele statistische Softwarepakete wie Statistica, SPSS, MedCalc, SPlus, StatDirect gibt, die die komplexen mathematischen Berechnungen durchführen lassen, muss der Arzt die Logik der Anwendung der statistischen Analyse verstehen. Ohne dieses Wissen ist das Vorhandensein einer Anzahl verfügbarer Software und Hardware unsicher. In den meisten Fällen erfordert eine qualitative Analyse der medizinischen Daten die Hilfe des Fachmannes mit der Ausbildung in der mathematischen Statistik. Nur bei solcher Zusammenarbeit kann man eine tiefe und korrekte statistische Analyse erwarten.

Die Anwendung eines Verfahrens zum Vergleich der Studienergebnisse wird durch die Anwesenheit der Verbindung zwischen den zu untersuchenden Parametern bestimmt. Die Unabhängigkeit der Daten bedeutet, dass die Werte der Variablen nicht in den beiden zu vergleichenden Stichproben verbunden sind. Als Beispiel der abhängigen Stichproben können die Werte der Blutdruckmessungen, die um 9 und um 18 Uhr bei den Patienten durchgeführt werden, dienen. Für jede Person werden diese Messungen paarweise und abhängig beurteilt. Ein Beispiel für unabhängige Stichprobe können die Blutdruckmessungen bei Männern im Vergleich zu den Frauen sein [Rumjancev 2014].

Um die erhaltene Ergebnisse zu untersuchen, berechnen wir in der Anfangsphase der statistischen Analyse die grundlegenden deskriptiven Statistiken, unter denen es Mittelwert, Median, Quartile, Minimum, Maximum und Standardabweichung gibt. Mit dieser Darstellung von Daten in Abhängigkeit von den Aufgaben, analysieren die Ärzte die Stichproben nach verschiedenen Werten.

Eines der Hauptprobleme bei der statistischen Analyse von Daten ist die Auswahl des optimalen statistischen Tests, von dem die Qualität der Analyse und schließlich die Zuverlässigkeit der Ergebnisse abhängen. Wenn man die statistischen Charakteristiken gut versteht, so kann richtig die Auswahl verwirklichen [Rumjancev 2014]. Zu diesem Zweck kann man eine Schritt für Schritt-Algorithmus verwenden, um ein geeignetes statistisches Verfahren der Datenanalyse durch mehrere Faktoren zu bestimmen, und zwar: a) die Anzahl der zu vergleichenden Gruppen; b) ein Datentyp (kontinuierliche oder diskrete); c) abhängige oder unabhängige Stichproben; d) die Art der Merkmalsverteilung (parametrische oder parameterfreie).

Es sei darauf hingewiesen, dass man je nach der Anzahl der zu vergleichenden Parametern eine univariate und multivariate Analyse unterscheidet. Welche Art von Analyse verwendet wird, kann man in der Phase der Planung der erhaltenen Ergebnisse bestimmt werden. Wenn eine multivariate Methode verwendet wird, ist es notwendig zuerst eine deskriptive Methode zu gebrauchen und eine uninvariate Analyse durchzuführen. Diese Verfahren ermöglichen die Daten besser zu verstehen, sowie die Beziehungen zwischen den verschiedenen Variablen in den beiden Gruppen.

In der Übereinstimmung mit dem Typ werden zwei Prinzipien der statistischen Bearbeitung: parametrischer und parameterfreier verwendet. Parametrischer Prinzip umfasst alle Methoden der Analyse von den normal verteilten quantitativen Merkmalen.

Eine der Bedingungen für die Anwendung des parametrischen Verfahrens ist die Forderung der Gleichverteilung der zu vergleichenden Datensätze. Darüber hinaus ist es für eine Normalverteilung charakteristisch, dass alle drei Werte der zentralen Tendenz (Mittelwert, Median, Modus) praktisch zusammenfallen, und bei der asymmetrischen Verteilung kommt so was nicht vor.

Die am häufigsten verwendete Methode für parametrischer Unterschiede zwischen den zu vergleichenden Mittelwerte von unabhängigen Stichproben ist der t-Test. Durch ihn kann man die statistische HypotheseH_0 an die Abwesenheit der Unterschiede anhand der Annahme der Identität der Standardabweichung von Messergebnisse in den Gruppen überprüfen.

Bei der Vergleichung von zwei abhängigen Stichproben ermöglicht der t-Test die Hypothese über die Gleichheit von der paarigen Mittelwertdifferenz dem Null zu überprüfen.

Um den t-Test anzuwenden, ist die Normalverteilung vom Ganzen, von dem die Stichproben ausgewählt werden, notwendig. Durch den Kolmogorov-Smirnov Test und Shapiro-Wilk-Test kann man die Annahme der Normalität der Daten auf Irrtumswahrscheinlichkeit überprüfen. Wenn es keine Normalität der Daten gibt, ist es sinnvoll die parameterfreien Analysen zu verwenden.

Die parameterfreien Verfahren gelten als weniger leistungsfähige als parametrische, das heißt, es ist nicht immer möglich, durch sie die statistischen Gesetzmäßigkeiten bestimmen, die durch die parametrische Verfahren offenbart werden können .

Es gibt einige Vorteile von den parameterfreien Verfahren im Vergleich zu den parametrischen:

sie erfordern keine Annahme von der Normalverteilung der statistischen Masse, von der die Daten ausgewählt werden;

sie sind in den Situationen anwendbar, in denen die parametrischen Methoden nicht funktionieren, zum Beispiel für die Beobachtungen mit den nicht realen Werten;

die Bewertungsskala kann fortlaufend sein.

Die parameterfreien statistischen Verfahren sind in der medizinischen und biologischen Forschung von besonderer Bedeutung.

Zum Vergleich der Mittelwerte kann man eine Reihe von den parameterfreien Methoden verwenden, unter denen das Rangverfahren eine wichtige Rolle spielt, deren Verwendung auf dem Rang der Reihenglieder von den zu vergleichenden Gruppen basiert. Dabei werden nicht die Reihenglieder selbst, sondern ihre Laufnummer oder Range verglichen [Sergienko 2006].

Wie es bekannt ist, um die Fehler in der Analyse der biologischen Eigenschaften zu vermeiden, ist die Normalverteilung zu überprüfen. Es gibt eine Menge von Verfahren zum Testen einer Normalverteilung in STATISTICA-Programm.

Durch den Kolmogorov-Smirnov-Test und den Shapiro-Wilk-Test kann man die Nullhypothese auf die Abwesenheit der Unterschiede zwischen der beobachteten Verteilung und dem theoretisch erwarteten Normalverteilung überprüfen. Beim Irrtumswahrscheinlichkeit von $p > 0,05$ kann man behaupten, dass die zu analysierende Verteilung von der Normalverteilung nicht abweicht.

Der Wilcoxon-Mann-Whitney-Test (auch: Mann-Whitney-U-Test, U-Test, Wilcoxon-Rangsummentest) ist ein parameterfreie, dem t-Test alternative Test für die unabhängigen Stichproben, und ist der beste der parameterfreien Tests. Durch diesen Test wird eine Hypothese von Zugehörigkeit der zu vergleichenden, unabhängigen Stichproben zu derselben statistischen Masse überprüft.

DerRun- oder Runs-Test (auch Wald-Wolfowitz-Test) ist ein parameterfreier Test auf Zufälligkeit einer Folge und passt gut, um die Nullhypothese auf die Homogenität von zwei unabhängigen Stichproben zu testen. Also, durch diesen Test wird die Hypothese überprüft, ob zwei unabhängige Stichproben aus derselben Grundgesamtheit stammen.

Zweistichproben Kolmogorov - Smirnov Test ist ein parameterfreier Test für den Vergleich der empirischen Verteilungsfunktionen der beiden Stichproben. Durch diesen Test wird auch die Hypothese der Homogenität zweier Stichproben überprüft, also, ob zwei Stichproben aus derselben Grundgesamtheit stammen.

Der Wilcoxon-Vorzeichen-Rang-Test ist ein Test für den Vergleich von zwei abhängigen Stichproben unter Bedingung, dass die Daten nicht normal verteilt sind. Das Prinzip des Verfahrens besteht in der Berechnung der Differenz zwischen den gepaarten Daten mit der Ordnung in die positiven und negativen Zahle sowie der Berechnung von kritischem Wert für die Ablehnung der Nullhypothese.

Ausführlich kann man über die wichtigsten parameterfreien Teste in den Büchern [Glanc 1999] lesen, wo es eine Tabelle gibt, um diese Teste durchzuführen.

Anhand der parameterfreien Tests, die für die Prüfung der statistischen Hypothesen verwendet werden können, ist es wichtig zu beachten, dass man bei der Anwendung eines bestimmten Tests sicher sein muss, dass es Annahmen, auf denen er beruht, gibt. Im Gegenfall kommt es zu den falschen Schlussfolgerungen, obwohl die Reihenfolge der Handlungen richtig ist.

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DER EINFLUSS DES KALTWALZENS UND DER NACHFOLGENDEN THERMISCHEN BEARBEITUNG AUF DIE MECHANISCHE EIGENSCHAFTEN DES TWIP-STAHLS

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In dem Artikel handelt sich um den Einfluss von Kaltwalzen und der Glühtemperatur auf die mechanischen Eigenschaften von TWIP-Stahl.

Key words*: TWIP (Twinning Induced Plasticity), Streckgrenze, Bruchfestigkeit, Stapelfehlerenergiewert, Zwillingsbildung, Wiederkristallisationsprozess.*

Der Mangan-Hartstahl wurde im Jahre 1888 von Robert Hadfield eröffnet und heute ist das eines der zukunftsträchtigen Materialien für den Einsatz in der Automobilindustrie aufgrund der Kombination der hohen Festigkeit und Reißdehnung.

Die Streckgrenze von TWIP-Stähle (Twinning Induced Plasticity) kann etwa 250 MPa sein und die Bruchfestigkeit kann1500 MPa erreichen, Ausdehnbarkeit ist mehr als 100%. Also, dieser Stahl zeigt ganz einzigartige Kombination der Bruchfestigkeit und Ausdehnbarkeit. Die Stähle mit der austhentischen Matrize entwickeln TWIP-Effekt, wenn sich der Stapelfehlerenergiewert darin im Bereich von 20 bis 40 mJ/m^2 variiert. Solche Werte der Stapelfehlerenergie werden beim Hinzufügen von Legierungselemente in den folgenden Mengen (in Gew.%) erreicht:

Mn 18 bis 33, C bis 0,6und auch Al und Si bis 3%. In diesen Stählen wird die Spannungsvergütung durch Gefügeverfeinerung bis 20-40 nm aufgrund von Zwillingsbildung gewährleistet.

Der wesentliche Nachteil der TWIP-Stähle ist die niedrige Streckgrenze. Die Lösung dieses Problem für die TWIP-Stähle wird eine korrekt ausgewählte Thermobehandlung für die Formänderung.

Das Ziel des vorliegenden Artikels ist die Wirkung des Kaltwalzens und der Temperatur auf die mechanischen Eigenschaften von TWIP-Stähle zu untersuchen.

Der Stahl mit der chemischen Zusammensetzung, die in der Tabelle 1 gezeigt wurde, wurde bei der Temperatur von 1150 ° C zu einer Blechdicke von 10 mm warm gewalzt und anschließend im Laufe von einer Stunde bei der gleichen Temperatur geglüht. Dann wurden die warmgewalzten Bleche in derselben Richtung bis zu den Blechdicken von 8, 6, 4 und 2 mm kaltgewalzt, die den 20, 40, 60 und 80% von Abdünnen der Bleche entspricht. Der Schritt der Formänderung betrug 10%. Danach wurden die kaltgewalzten Bleche im Temperaturbereich von 400bis 700 °C im Laufe von 30 Minuten geglüht. Die Enthärtung beim Glühen wurde durch das Mikrohärteprüfung nach Vickers mit dem Gerät Wolpert 402MVD unter Last von 3 H (HV0,3) bewertet. Bis zu 15 Messungen wurden für jeden Punkt gemacht. Die Mikrohärtemessungen wurden von der transversalen Ebene der Bleche vorgenommen. Vor den Messungen der Mikrohärte wurde die Oberfläche des Bleches mit den Schleifscheiben mit der Körnung bis 2000 vorbereitet.

Tabelle 1

Die chemische Zusammensetzung TWIP-Stähle

C	Mn	Al	Si	Cr	S	P	Fe
0.62	17,5	1.5	0.03	0.04	0.007	0.017	bal.

Der Einfluss der Glühtemperatur auf die Enthärtung von gewalzten Stahlproben, deren Dicke auf bis 20, 40, 60 und 80% reduziert wurde, wird in der Abbildung gezeigt. Das Kaltwalzen führt zu einer zweifachen Erhöhung der Mikrohärte des Stahls bis 380 HV nach 20% Kompression und zu der weiteren konsequenten Erhöhung der Mikrohärte zu~ 600 HV bei der Walzreduktion bis 80% (Abbildung 1).

Das Glühen der Stahlproben Fe-18Mn-0,6C-1,5Al, die zu 20-80% im Laufe von 30 Minuten bei 400° C verformt wurden, führt nicht zu einer merklichen Abnahme der Härte. So können wir feststellen, dass es keine statische Kriecherholung in dieser Probe gibt. Durch die Erhöhung der Glühtemperatur bis 500° C wird die Härte aller Proben außer einer, die bis zu 20% reduziert wurde, wurde ein bisschen minder, was den Beginn der Kriecherholung anzeigt. Auch im Blech, der zu 20% Reduktionkaltgewalzt wurde, beobachtet man nach dem Glühen bei 600° C im Laufe von 30 Minuten, nur eine leichte Abnahme der Härte, die mit dem Kriecherholung verbunden ist, während man in den bis zu 40-80% Reduktion unterworfen Proben eine deutliche Kriecherholung in der Härtefeststellte, der mit den Wiederkristallisationsprozessen in diesen Proben verbunden ist.

Das Erhöhen die Temperatur auf 700° C führte zur Bildung einer vollständig wiederkristallisierten Struktur in allen Testproben mit Ausnahme der Probe mit 20% Reduktion, die teilweise wiederkristallisierte Struktur dargestellt ist.
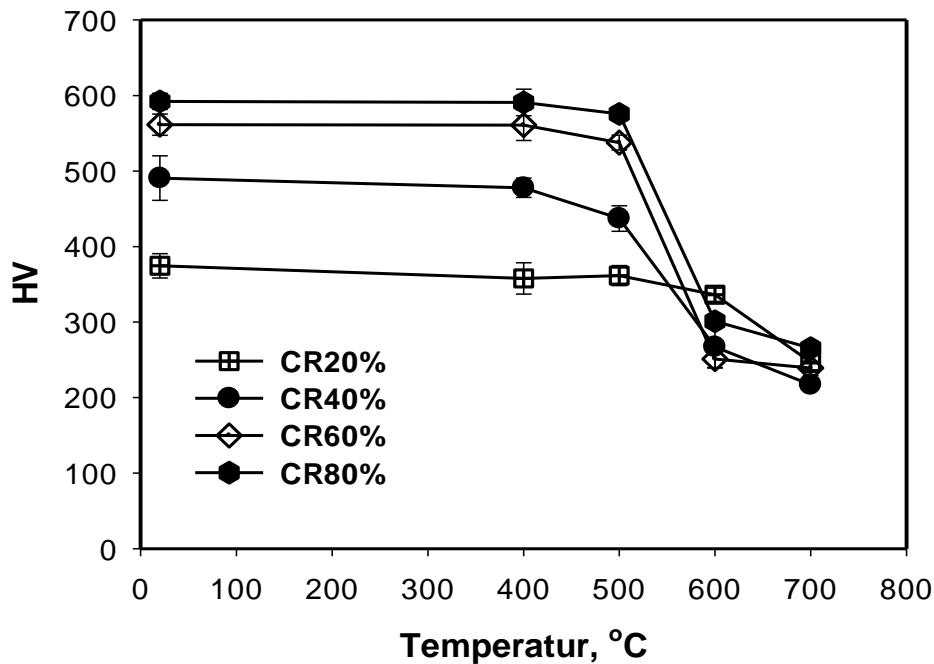
Abb. 1 Abhängigkeit der Mikrohärte Stahl Fe-18m-0,6C-1,5Al Grad der Vorverformung und anschließende Temperatur. Legende: CR – Kaltwalzen, 20% - Umformungsgrad

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THE POSITION OF THE INDIAN WOMAN IN THE INDIAN SOCIETY IN THE MIDDLE OF THE 20th CENTURY

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The article examines changes in the legal and social position of Indian women in the mid 20th century. Special attention is paid to the consideration of possible causes of the changes that are taking place. All conclusions are based on the analysis of historical sources, especially the legislative acts of the 20th century.

Keywords: *Indian woman, the constitution, marriage, inheritance, law.*

Women have always been below men in the social structure of Indian society. This was determined by the fact that the woman was materially and spiritually

dependent on the man. A special role in this process was also played by religion, which prescribed to the woman unconditional submission to her husband. This was considered her highest religious duty.

J. Wilkins lived for several decades in India and at the end of the XIX century wrote a book «Modern Hinduism: Religion and Life of Indians». In this book the author indicates that the position of contemporary women in India is determined by the «Laws of Manu», which were created more than two thousand years ago, but they are still laws for the Hindu community [Yurlova 2014: 19].

Gradual transformations begin to occur in the XX century. Changes in the status and rights of women are associated with the active struggle of the Hindus against the colonialists. Indian women were swiftly involved in this struggle since the 1920s: they participated in pickets and demonstrations, and sometimes headed them. A famous event in the Indian history of the 20th century is the «salt campaign» led by Mahatma Gandhi. Indian women defended the right to participate in this campaign. Despite the fact that they were not allowed to participate in the campaign directly, they were able to help the work of Mahatma Gandhi: at rallies they urged to support domestic production and not cooperate with the colonialists.

Such active participation of women in the life of the Indian society continued until 1947 - the year of India's independence. After the proclamation of India as an independent republic, the government needed to define a new path for its development. This way meant the elimination of poverty and illiteracy of the population. The government set the construction of a democratic society as its new goal. Under these conditions, the status of women in the Indian society begins to change.

Indira Gandhi, the first female minister in India, answering questions at a press conference in 1973 said that Indian women were able to improve their situation thanks to England: while in other countries women have sought improvement by fighting men, in India - fighting with men against a common enemy [Gandi 1975: 109].

The change in the status of a woman in the Indian society became possible after a change in the understanding of the world by the Hindus. This understanding was related to religion. In the XIX century there was a group of reformers of Hinduism, such as Rammohan Roy, Swami Dayananda Saraswati. They believed that it was necessary to change the approach to sacred texts, because not everything in them is an eternal truth. In their opinion, modern Hinduism leads to a moral decline, so it must be filled with ethical norms. Religion can not justify such inhuman customs as sati; it must be oriented towards common sense, so as not to distort the real value of human existence [Khayder Mudzhakhid 2001: 40].

Significant changes in the status of women occur at the legislative level in the late 40s - early 50s. In 1949 the Constitution of India was approved, and in 1950 the Constitution of India finally came into force. Its main feature was the proclamation of the equality of all citizens before the law. Now not only men, but also women have received a wide range of rights and duties: the right to life and personal freedom, freedom of speech, the creation of associations and unions. Women were legally allowed to move freely across the territory of India and live in any part of it, to receive any profession, to engage in trade or business independently. Women were also endowed with political rights on an equal basis with men: they could take part in elections or be elected to public positions [Yurlova 2014: 88].

Despite many innovations of the Constitution that guaranteed gender equality, many issues continued to be determined by Indian traditions: age of marriage, inheritance and dowry issues, women's rights to divorce, etc. In this regard, new laws are being created to resolve disputable issues in the second half of the 20th century. The «Hindu Code» was created in 1955-1956. It was a complex of laws, including the «The Hindu Marriage Act» (1955), «The Hindu Succession Act» (1956) and a number of other laws. All four laws were devoted to the regulation of family law [Chirkin 1997: 500].

The «The Hindu Marriage Act» of 1955 was the first of four basic laws of the «Hindu Code». It established a permission for marriages between representatives of different castes and interfaith marriages, determined the age of marriage - 18 years for boys and 15 years for girls, proclaimed equality of rights and duties of spouses [Shinkarenko 2008: 500]. The divorce was officially permitted in India in 1955, but the law strictly stipulated the circumstances permitting making such a decision. In the «The Hindu Marriage Act» there were special reasons for the termination of marriage only for women, apart from the basic divorce provisions that could be applied to both women and men: accusation of a husband of rape, the presence of another undistorted marriage (at that time polygamy was forbidden and monogamy was officially fixed) etc. However, all innovations applied only to the Hindus. [The Hindu Marriage Act 1955: El. resurs].

Thus, the procedure of marriage was changed: if earlier marriage was considered as a contract of giving a wife which was impossible to dissolve, then the new law abolished all these rules and opened new opportunities.

«The Hindu Succession Act» was adopted in 1956. Thanks to it, women were given the right to be the heirs of the property of husbands equally with their children, and the daughter received limited rights to inherit family property. Women were given the right not only to receive an inheritance, but also to transfer it. [The Hindu Succession Act 1956: El. resurs]. However, the procedure for endowing the property of the deceased was established in such a way that in the first place there were representatives of the male part of the family, and in their absence - the female part.

The achievement of the second half of the 20th century is the adoption of the «The Hindu Adoptions and Maintenance Act» in 1956. According to this law, both a man and a woman can adopt a child if they are Hindus, are of sound mind and have reached adulthood. [The Hindu Adoptions and Maintenance Act 1956: El. resurs].

Thus, the «The Hindu Adoptions and Maintenance Act» provided women with the opportunity to act as subjects of legal relations in the field of family law on an equal basis with men. The woman in it is considered as the person, capable of independent decision-making and performing of corresponding activity.

«The Hindu Minority and Guardianship Act» was issued in 1956. In accordance with this law, the natural guardians of the child were: for the boy or unmarried girl - the father, and in his absence, the mother, for illegitimate children - the mother, for the married girl - her husband. They were the guardians of not only the child, but also his property. But the guardian had limited rights to own and dispose of the property of the minor: he did not have the right to sell, give, exchange, lease it for more than five years. [The Hindu Minority and Guardianship Act 1956: El. resurs].

Thus, the «The Hindu Minority and Guardianship Act» shows us the further improvement of the status of women in the Indian society at the legislative level.

Despite so many innovations, in reality there have been insignificant changes after the introduction of new laws. For example, in rural areas new laws were practically not observed: marriages were concluded by agreement of the parents; the legal age of marriage was not respected, since nobody saw to the implementation of this law. Innovations applied to representatives of the middle and upper strata in a greater degree, although there they were not fully realized [Yurlova 1998: 85]. Religion and the caste system enshrined in the minds of people the dependence of women on families despite the establishment of the equal rights of men and women by the Constitution. Innovations have come into conflict with centuries-old traditions in everyday life.

Thus, the introduction of new legal norms that determined the status of the Indian woman can be regarded as progress in the development of the Indian society. The first Constitution of India and the Hindu Code were created in those years. In the 50s of the 20th century Indian marital and family law was modernized, due to political and social conditions prevailing in the country. Major transformations were carried out: women received ample opportunities in education, public administration and in ordinary daily life. However, it took time to introduce new orders in real life. It is impossible to change the perceptions and mentality of people formed over the course of many centuries overnight. Despite the government's willingness to address the issue of women's rights in the Indian society, all measures taken by them in the 20th century remained at the level of laws. Society was not ready for such radical changes that occurred in just a few decades. A serious obstacle was the position of men who were used to treating a woman as their subordinate and therefore did not see in her an independent person able to make decisions and participate as a subject in the public life of the country. For this reason, even in the 21st century, new orders coexist with ingrained customs and traditions.

Thus, the position of the Indian woman in the middle of the 20th century has significantly improved at the legislative level, but the system of relations between a man and a woman in everyday life has practically not changed.

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FESTESSEN IM ALTEN ROM

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Im Artikel geht es um das Festessen im alten Rom. Man betrachtet, wo es stattfand, wie viele Gäste daran teilnahmen, wovon man am Esstisch sprach u.a.. Man beschreibt auch das Menü des römischen Festessens, das Vielzahl von Speisen hatte.

Key words*: das alte Rom, Gastfreundschaft, Gäste, Abendessen, Lebensmittel.*

Heute gibt es in der Kultur keinen Bereich, kein Konzept, keine Theorie, die ins alte Rom nicht zurückführten. Im Altertum war eine Grundlage von der privaten und staatlichen Gastfreundschaft gelegt. Die Forschung der Gastfreundschaft im alten Rom bietet Möglichkeit, einige Phänomene und Prozesse in ihrer Vollendung vorstellen.

Im alten Rom gab es zwei Formen der Gastfreundschaft: private und öffentliche. Die persönliche (private) Gastfreundschaft (hospitium privatum) entstand zwischen den Personen einer Gemeinschaft und anderer. Zu dieser Gastkategorie gehören die näheren und entfernten Verwandte, Freunde, „peregrini» (freie Bürger fremder Staaten oder Städte), Kaufleute, Reisende und andere. Fals der Vertrag von der Gastfreundschaft zwischen mehreren Gemeinden geschlossen wurde, war das die öffentliche oder staatliche Gastfreundschaft (hospitium publicum). In diesem Fall galten als Gäste die Alliierten und Botschafter.

Eine Form von privater Gastfreundschaft im alten Rom war das Festessen (lat. *cena*). Die römischen Festessen – Feste – waren ein unverzichtbarer Teil des Lebens von Adligen und reichen Leuten. In der Regel werden Gäste nämlich zum Mittagsessen eingeladen. Die Informationen über die Sitte, Freunde und ihre Familien zu Gast in die Landhäuser anlässlich ihrer Ankunft zu laden, liest man in den Briefen von Cicero. Er schrieb an seinen Freund Attikus, der nach Rom zurückkam: „Sei bei mir unbedingt mit deiner Familie am Tag deiner Ankunft». [Rusavskaya 2013: 5]. Im alten Rom hatte die Frau ein Recht, zu Besuch zu gehen und die Honneurs zu machen. Sie konnte an einem Tisch mit ihrem Mann und seinen

Freunden zu essen, aber die Männer lagen und Frauen saßen (Col. XII, praef. 8) . [Sergienko 2008: 191].

Aber die Gäste mussten über ihre Absichten informieren. So bat Cicero seinen Freund Atticus darum, dass er ihn „bestmöglich über alle Angelegenheiten und Ankunftsabsichten» informierte (Cic. Att., I, 6). Cicero hatte Absicht den Gutshof in Tuskulum mit seinen Freunden besuchen. Darüber informierte er vorher seine Frau Terenzio und bat darum, dass sie alles in entsprechender Weise zum Empfang machte: „Heute oder morgen besuche ich den Gutshof in Tuskulum. Vielleicht ein paar Menschen kommen mit mir zusammen und wir bleiben auf die Dauer. Falls es im Bad keine Badewanne gibt, lasse sie einbauen. Lasse alles Notwendige für die Ernährung und Gesundheit und anderes zubereiten» (Cic. Ad Fam., XIV, 20). Markus Tullius Cicero schreibt in einem Brief an Lucius Papirius Paetus: „Warte auf den Gast, nicht nur am wenigsten gefräßigen, sondern auch den Feind des teuren Mittagessens» (Cic. Ad fam., IX, 23) [Prima 2015: 194].

Das spezielle Esszimmer, das Triklinium genannt wurde, diente zum römischen Cena. Es hatte einen Ausgang in den Hof. Die schöne Dekoration von Triklinium spielte eine wichtige Rolle. Das war der wichtigste Raum im Haus. Sogar in den ärmsten Familien versuchte man einen Teil der Wohnung als Triklinium dekorieren, obwohl manchmal es bedeutete nur eine Ecke des Zimmers durch die Gardine abzutrennen. Man schmückte Triklinium unbedingt mit Mosaik oder Wandmalerei. Die bis heute überlebenden Fragmente der Dekoration deuten darauf hin, dass die mythologischen Motive besonders populär waren. Die Wandmalerei in den Häusern von reichen Menschen war von höherer Qualität. Wenn sich der Herr des Hauses auf ein besonders wichtiges Festessen vorbereitete und seine Gäste beeindrucken wollte, wechselte er dann speziell die Dekoration der Wände.

In der Mitte von Triklinium stand ein Tisch. Man lag bei Tisch auf einem speziellen Speisesofa, dem *lectus triclinaris*. Um den Tisch, die *mensa*, wurden drei dieser *lecti* hufeisenförmig aufgestellt, und maximal drei Personen konnten pro *lectus* liegen. Die Köpfe waren dabei dem Tisch zugewandt, der linke Ellenbogen lastete auf einem Kissen und die Füße lagen an der Außenseite des Speisesofas. Auf diese Weise konnten höchstens neun Personen an einem Tisch gemeinsam essen. Die sittsame Dame des Hauses oder weitere Gäste sowie die Gefolgschaft mussten auf Stühlen sitzen, Sklaven oft sogar die ganze Zeit stehen.

Manchmal aß man bei mehreren Tischen: bei dem ersten Tisch speisten die Feldherren und die griechischen Wissenschaftler, bei dem zweiten – die hochrangige Zivilbeamten mit Ehrengästen. So gab Cäsar ein Festessen bei zwei Tischen: bei einem Tisch lagen die Gäste in den Militärkleidern oder im griechischen Kleid, bei dem zweiten waren die Gaste in den Togen zusammen mit den adligen Herren (Suet. Devita Caesarum.I.48).

Die Anzahl der Gäste beim festlichen Mittagessen war unbegrenzt. So Claudius Caesar veranstaltete reiche und häufige Feste, in den geräumigen Zimmern, so dass oft bei den Tischen sechshundert Männer lagen (Suet. DevitaCaesarum.V.32). Die Gäste nahmen ihre Plätze beim Festessen ausschließlich dem Rang nach ein. In den reichen Häusern wies ein Sklave – nomenclator – jedem seinen Platz hin. Im freundschaftlichen Kreis nahmen die Gäste beliebige Plätze ein. Halbrundes Sofa

kommt im I. Jh. u.Z. in der „Mensa» vor, man nannte es „Sigma» wegen seiner äußeren Ähnlichkeit mit dem griechischen Buchstaben. Als Ehrenplätze galten die Randplätze (cornua – „Hörner»): der rechte und dann der linke [Kolosovskaya 1999: 50].

Bei den Römern gab es eine besondere Sitte die Honneurs zu machen. Der Hausherr erwies den Gästen seine Hommage, indem er ihnen Wein in den kostbaren Bechern anbaut. Aber die Speisen der Mitesser waren verschieden. Der Fisch wird für jeden Gast serviert, aber der Hausherr verteilte die Fischspeise je nach Sozialstatus der Gäste. [Rusakov 2013: 173].

Es gab eine Vielzahl von vielartigen Speisen. Oft ging man mit dem Essen zu weit. Der Hausherr gab sich Mühe, seinen Reichtum zu demonstrieren. Der Gast wollte kostenlos für drei essen. Unendlicher Wechsel von Speisen machte Mittagessen zu einer Art des Marathons der Feinschmecker und endete mit der Überernährung. Seneca schrieb, dass man nur zur Schau aß und trank (Seneca. Ad Paulinum de brevitate vitae 5). Cicero bemerkte: „Das Mittagessen bestand in der Regel aus Vorspeise (Eier, Öl, gesalzener Fisch, Wurst; Getränke – Wasser mit Honig), Hauptgang (verschiedene Gerichte) und Nachspeisen (Gebäck, Käse und Obst)» (Cic. Ad Fam., IX, 16).

Zuerst servierte man Vorspeise, vor allem Eier, dann Gemüse (Kohl, Artischocken, Kürbis, Spargel, Salat, usw.), Pilze, gesalzener oder gewürzter Fisch, Muscheln und andere. Dazu wurden manchmal Kuchen und Bratgeflügel hinzugefügt, wie z.B. Drossel. Man trank süßen Wein mit Honig. Danach folgte Hauptgang. Die Sklaven brachten von drei bis sieben Gerichten ein: Fleisch, Fisch, Geflügel und als Beilage Gemüse mit scharfen Soßen. Nach der Hauptmahlzeit wurde in einer Pause den Laren, den Hausgöttern, geopfert. Dieses Opfer bestand in der Regel aus einem Fleisch-, einem Kuchen- und einem Weinopfer. Der Kuchen war meist mit Safran gefärbt. Dann wurde Nachspeisen serviert: die Sklaven brachten in der Regel den Esstisch weg und trugen einen neuen mit Früchten, Nüssen, Süßigkeiten hinein [Danilov 2009: 58].

Die Römer haben keine Messer oder Gabeln. Gegessen wurde mit den Fingerspitzen sowie zwei Arten von Löffeln, der größeren *Ligula* und dem kleineren *Cochlear* mit seinem nadelförmigen Stiel, der beim Verzehr von Schnecken und Muscheln auch eine Spießfunktion hatte. Der Sklave teilte die Speisen in handliche Stücke mit dem Spezialmesser – *Trancheur*, und sie wurden dann aus Schälchen (*acetabula* und *catilli*) und von Platten (*catini*) genommen. Nach jedem Gang wurden wieder die Finger gewaschen. Auch waren Servietten, *mappae* genannt, als Mundtuch üblich. Es wurden auch eigene *mappae* mitgebracht, in denen Speisen und kleine Gastgeschenke, die *apophoreta*, heimgenommen werden konnten.

Beim Mittagessen tranken die Römer Wein in kleinen Mengen. Es wurde angenommen, dass Wein den wahren Geschmack der Nahrung wahrzunehmen verhinderte. Doch am Ende der Mahlzeit trank man Wein in großen Mengen.

Etwa um 15 Uhr wurde mit der *cena* begonnen. Diese Mahlzeit zog sich oft sehr lange hin und dauerte drei bis sechs oder acht Stunden. Es war normal nach dem Essen gleich schlafen zu gehen. Nach Festessen darf man nicht das tägliche Essen beurteilen. Aber es wurde immer üppiger [Knabe 1986: 19].

Die Gäste spielten am Esstisch Musikinstrumenten. Man brachte jedem Gast die Leier (Quintilianus. Institutio oratoria.I.19). Es gab auch Glücksspiele, z.B. Spielwürfel. Bei Cicero gab es nur eine Belustigung – ein Gespräch zu den philosophischen, literarischen und alltäglichen Themen, aber immer lebendig und witzig. Es herrschte eine Atmosphäre der Freundschaft, Solidarität und Freude. Das Mittagessen selbst wurde schon keine Nährungsaufnahme. [Kozlenko 2009: 61].

Also, das Festessen war eine Form der privaten Gastfreundschaft im alten Rom. Die Gäste wurden nämlich zum Mittagessen geladen. Der Gast musste den Gastgeber informieren, ob er Absicht hat, zu kommen. Römisches Mittagessen fand in kleinem Raum – Triklinium statt. Die Anzahl der Gäste war fast unbegrenzt. Es gab eine Vielzahl von Gerichten. Das Mittagessen bestand aus drei Teilen: Vorspeise, Hauptgang und Nachspeisen. Messer und Gabel wurden nicht benutzt. Am Esstisch spielten Gäste Musikinstrumente und auf Glück.

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EFFECT OFAGING TEMPERATURE ON PARTICLE COARSENING RATE IN HEAT-RESISTANT MARTENSITIC STEEL

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Effect of aging temperature range of 600-650°C on particle coarsening rate in heat-resistant martensitic steel, was investigated.
Key words: *martensitic steel, coarsening, Ostwald ripening, aging, Laves phase, carbide, carbonitride.*

High-chromium martensitic steel sare an appropriate material for boilers and tubes of fossil power plants [Klueh 2004]. The structure of these steels consists of prior austenite grains (PAG), packets, blocks, laths and contains a high density of dislocation and a dispersion secondary phase particles. These are the $M_{23}C_6$- type carbides and MX- carbonitrides, these particles precipitate along boundaries and within matrix, respectively, during tempering. Another type of particles is Laves phase (Fe_2W). These particles precipitate during long-term aging and creep. The main elements included in these particles are Fe, W and Mo. W and Mo were added into heat-resistant steels for solid-solution strengthening and a decrease of diffusion rate. Thus, the precipitate of Laves phase has a ambiguous effect on creep. Some researchers suggest the precipitate of this phase promotes hardening; where as other researchers think Laves phase softens material [Prat etc 2010].

The material studied is P92-type steel with the chemical composition (in wt.%) of Fe_{bal}-0.1C-0.17Si-0.54Mn-8.75Cr-0.51Mo-1.6W-0.23V-0.07Nb-0.04N-0.003B. Heat treatment consists of normalizing at 1050°C for 0.5 h and tempering at 780°C for 3 h. The specimens were subjected to long aging at temperatures of 600°C and 650°C for 6876 and 9273 h, respectively. Microstructural characterization using a JEM-2100 transmission electron microscope (TEM) equipped with an INCA energy dispersive X-ray spectroscope. The precipitates were identified by chemical composition and diffraction pattern analysis. Equilibrium fractions of phases were calculated by the Thermo-Calc software using the TCFE7 database.

During tempering at 780°C $M_{23}C_6$- type carbides with average size of 106 nm and MX-type carbonitrides with average size 56 nm precipitate.

After long-termaging at temperature of 600°C and 650°C nucleation and growth of Laves phase take place, size of these particles is 213 nm and 671 nm, respectively. $M_{23}C_6$carbides coarsen up to 116 and 273nm after aging at 600C and 650C,respectively, where as MX carbonitrides is stable and their average size is about 55-60 nm after aging at both temperatures.

The chemical composition of all particles after tempering at 780°C and long-termaging at 600°C for 6876 h and 650°C for9273 h is shown in Figure 1.
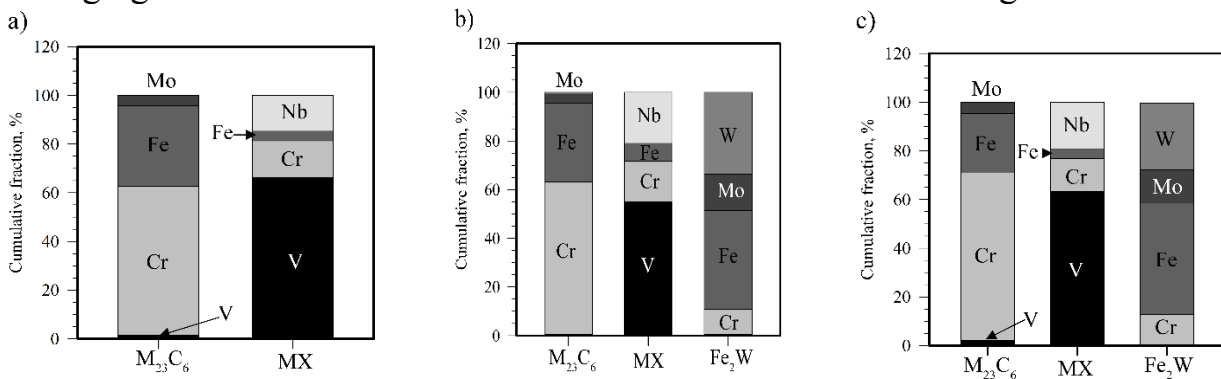
Figure 1. Dependence of the chemical composition (wt. %) of the secondary particles on temperature: a- tempering at 780°C during 3 h, b- aging at 600°C for 6876 h, c- aging at 650°C for 9273 h.

Figure 1 demonstrates the similar chemical composition of $M_{23}C_6$carbide after tempering and after long-term aging at 600°C and 650°C. $M_{23}C_6$ carbide consists of 65-70 wt.%Cr, 25-30%Fe, 3-4%Mo and less 2%V. MX carbonitrides are enriched by V (58-64 wt.%), and contain15-20%Cr, 3-5%Fe and 20%Nb. These particles are called as V-rich MX carbonitrides. Laves phase particles contain 40–48 wt.% Σ(W+Mo) and 52–58% Σ(Fe+Cr), wherein Mo:W ratio depends on exposure temperature and changes from 0.44 to 0.49 after aging at 600°C and 650°C, respectively.

The particle coarsening obeys the mechanism of Ostwald ripening. The mechanism is described by an equation of the type of the type:

$$d^3 - d_0^3 = K_d(t - t_0)$$

Where d and d_0[m] are average particle sizes at time t and t_0 [s], and K_d [m³/s] – particle coarsening rate. The time t_0 was taken as 0, and sizes particles after tempering were taken as d_0 [Jian Hua Yao etc 1992].
The particle coarsening rates after long-term aging at 600°C and 650°C are represented in Table.

Table

Effect of aging temperature on particle coarsening rate

Aging temperature, °C	K_d, 10^{-28} m³/s		
	$M_{23}C_6$	Fe_2W	MX
600	0,149	3,903	0,014
650	5,738	90,499	0,008

Increasing aging temperature from 600°C to 650°C leads to an increase coarsening rate of the Laves phase particles by a factor of 30. This can be related to reducing the volume fraction of the Laves phase particles. The volume fractions of Laves phase are 0,0109 and 0,0069 at 600°C and 650°C calculated by Thermo-Calc software. Reducing the volume fraction of the Laves phase particle leads to an increase in the mean inter-particle distance. At the same time, excess W and Mo depletes from the solid solution that causes a significant coarsening of the particles.

Increasing aging temperature has insignificant effect on the coarsening of $M_{23}C_6$ carbide that is associated with an increase in the diffusion rate of Cr and Fe

along the grain boundaries and dislocations. On the other hand, an increase in the aging temperature by 50°C does not affect the coarsening rate of the MX carbonitrides. MX carbonitrides are stable during long-term aging in the temperature range of 600-650°C.

In conclusion, we can say that prolonged aging at 600°C and 650°C during 6876 h and 9273 h is not effect on chemical composition of $M_{23}C_6$ carbides and V-rich carbonitrides MX. Though with increase temperature of aging was noted growth Mo: W ratio in chemical composition of Laves phase from 0,44 to 0,49, that probably associated with decreasing of volume fraction of Laves at 650°C compared with 600°C. As the same time increasing temperature of aging at 50°C leads to an growth coarsening rate of the Laves phase particles by a factor of 30 and $M_{23}C_6$ by a factor of 38,5, but carbonitrides MX are not coarse in the temperature range of 600-650°C.

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SECTION 2. METHODS OF TEACHING

DIE BESONDERHEITEN DER PHANTASIEENTWICKLUNG BEI DEN UNTERSTUFENSCHÜLERN MIT DER ALLGEMEINEN SPRACHSTÖRUNG

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Im Artikel handelt sich um die Besonderheiten der Phantasieentwicklung bei den Kindern mit Sprachstörung. Das Experiment wird beschrieben, in dem verschiedene Methoden der Phantasieerforschung bei den Unterstufenschülern gebraucht wurden. Das Resultat wurde besprochen und zum Schluss wird die Notwendigkeit der Zusammenarbeit von den Logopäden, Lehrer und Eltern betont.

Key words: *Phantasieentwicklung, Sprachstörung, Unterstufenschüler, Psychologie, Sprachentwicklung, kognitiver Prozess.*

Der Lernprozess stellt bestimmte Anforderungen ans Phantasieniveau eines Kindes. In den meisten Stunden, solchen wie das Lesen, die Umwelt muss sich der Unterstufenschüler nicht nur das neue Material aneignen, sondern auch an die Bilder der ihm übermittelten Informationen erinnern.

Heutzutage ist die Phantasieentwicklung bei den Unterstufenschülern von besonderer Bedeutung, denn es ist sehr schwierig im Zeitalter der Informationstechnologien die Kinder auf die kulturelle Bereicherung zu orientieren, die der Entwicklung des kreativen Potenzials fördert.

Mit den Problemen der Phantasieentwicklung beschäftigten sich viele Psychologen, so z.B. L. S. Wygotski, V. V. Davydov, N. S. Leites, Ja. A. Ponomarev S. L. Rubinstein, D. B. Эльконин und andere. Nach ihren Studien trägt die Entwicklung von Phantasie nicht nur zur erfolgreichen Aneignung des neuen Wissens, sondern auch zur kreativen Umgestaltung der bereits vorhandenen Fähigkeiten bei. Aber in der pädagogischen Psychologie sind die Fragen der Entwicklung der schöpferischen Phantasie bei den Kindern nicht ausreichend erforscht, was die Effizienz des Bildungsprozesses negativ beeinflusst. Sicherlich von besonderem Interesse ist das Studium der Phantasieentwicklung bei den Kindern mit allgemeiner Sprachstörung, weil die Besonderheiten der Sprachentwicklung die

Entwicklung aller kognitiven Prozesse und insbesondere der Phantasie negativ bewirkt.

Die Eigenart der Speicherung des Vokabulars, der Aneignung von Grammatik und der Sprache bei ihrer Unterentwicklung wurde in den Werken von V. K. Vorobyova, M. E. Mastyukova, R. E. Levina, F. A. Sohina, N. N. Traugott, T. B. Filatschyova, G. V. Tschirkina dargestellt. Ihrer Forschung nach macht der Mangel an Kommunikation mit den Gleichaltrigen und Erwachsenen nicht nur den Erwerb und die Aneignung von notwendiger Kenntnisse und Fähigkeiten sondern auch die Möglichkeit der normalen Phantasieentwicklung unmöglich und als Folge ruft die Schwierigkeiten beim Lernen in der Schule hervor.

Phantasie ist ein Prozess der Erzeugung des Gegenstandbildes, der Idee oder der Situation durch die Umstrukturierung der vorhandenen Vorstellungen. Mit Hilfe der Vorstellungskraft können wir die uns schon bekannten Bilder umwandeln und die neuen erzeugen, die wir noch nie zuvor hatten [Badina 2005].

Das ältere Vorschul- und jüngere Unterstufenalter ist für die Entwicklung der Phantasie sensitiv [Vygotskij 2005].

Die Phantasie der Unterstufenschuler ist durch das Vorhandensein von Elementen der reproduktiven Wiedergabe aufgrund der geringen Verarbeitung von empfangenen Vorstellungen bestimmt. So, im Spiel spiegelt das Kind die Ereignisse ab, die es in seinem Leben erlebt hat und spielt sie in der Reihenfolge, ohne die letzte fast zu verändern. Im Laufe der Phantasieentwicklung kommt die kreative Verarbeitung der Vorstellungen vor.

Bei der normalen Entwicklung wird der Phantasieprozess durch Lernaktivität meistens willkürlich: das Kind braucht keine Stütze auf den konkreten Gegenstand, um ein inneres Bild zu erzeugen.

Wichtig ist auch die Tatsache, dass die Rede-und Phantasieprozesse eng miteinander verbunden sind, daraus folgt, dass das Niveau der Sprachentwicklung auf die Geschwindigkeit der Phantasieentwicklung unmittelbar wirkt [Korshunova 2008]. Die Phantasie formt sich durch die allgemeinen Gesetze der psychischen Entwicklung wie bei den Kindern mit Sprachstörungen als auch bei den sich normal entwickelnden Kindern. Die Sprachstörung vermindert das Niveau der Vollkommenheit der psychischen Prozesse.

Bei den Kindern mit den Sprachstörungen entwickeln sich die kreativen Fähigkeiten etwa anders. Die Fähigkeit des Kindes, seine Kreativität aufzuweisen, beschränkt sich in hohem Grade darauf, dass es keine volle Vorstellung von einem Thema wegen des Mangels an der praktischen Erfahrung hat. Eingeschränktes Vokabular macht es unmöglich, mit vielen Begriffen zu operieren, sie mit den konkreten Gegenständen zu verbinden und als Folge keine neuen Bilder zu erzeugen. Die Kinder können keine verschiedenartigen schöpferischen Aufgaben wahrnehmen.

Die Erforschung der Besonderheiten der Phantasie bei den Kindern mit der allgemeinen Sprachstörung wurden in der Städtischen Haushaltsbildungseinrichtung „Gymnasium №3 Belgorod» durchgeführt. 6 Kinder mit Sprachstörung nahmen am Experiment teil. Es wurden folgende Methoden gebraucht: „Verbale Phantasie» (R. S. Nemow), „Zeichnung» (R. S. Nemow), „Skulptur» (R. S. Nemow), „Kreise» (Stolyarenko L. D).

Nach der Methodik „Verbale Phantasie» ergab sich bei der Mehrheit der Kinder (65%) das niedrige Niveau der Phantasieentwicklung, zwei Kinder (35%) erwiesen das Mittelniveau der Phantasieentwicklung. Die Kinder mit dem hohen Niveau der Phantasie gab es nicht unter den Teilnehmer des Experiments.

Es sei erwähnt, dass die Kinder in der kurzen Zeitspanne eine Geschichte ausdachten, deren Sujet in den meisten Fällen fehlte und ohne Emotionalität war. Die Entwicklung der Figuren fehlte auch.

Durch die Methodik „Bild» wurde bei allen am Experiment beteiligten Kindern ein mittleres Niveau der Phantasieentwicklung festgestellt. Es sei betont, dass alle Kinder das Bild des bereits von ihnen gesehenen oder erlebten Moments malten. Am meisten fehlt die Auszeichnung der Bilder.

Die Methodik „Skulptur» lässt ergeben, dass alle untersuchten Kinder über ein mittleres Niveau der Phantasieentwicklung verfügen. Die Kinder machten einfache Bastelarbeiten, die einige einfache Details haben.

Die Methodik „Kreise» hat gezeigt, dass ein Kind (15%) eine ausreichend hohe Niveau der Phantasieentwicklung aufweist, und die anderen (85%) entweder ein mittleres oder niedriges Niveau haben. Es sei unterstrichen, dass einige Kinder wegen des Mangels an Ideen, wie die Aufgabe zu losen, begannen in den Kreisen verschiedene Gegenstände zu malen, Buchstaben und Zahlen zu schreiben und damit falsch Aufgabe zu machen.

Bei der Analyse der Ergebnisse ergab sich, dass das Niveau der Phantasieentwicklung bei den am Experiment beteiligten Kindern unter dem Durchschnitt liegt. Besonders schwierig war es für die Kinder etwas Neues auszudenken, die Figuren der Geschichten, Zeichnungen waren mangelnd an Beschreibungen und Details, unentwickelt. Alle Ereignisse, die in den Geschichten der Kinder beschrieben wurden, waren kein Ergebnis ihrer Phantasie, sondern von ihnen einmal erlebt.

Anhand der im Laufe des Experiments gefundenen Ergebnisse kann man die folgenden spezifischen Merkmale der Phantasieentwicklung bei den Unterstufenschülern mit Sprachstörung herausheben:

1) die niedrige Motivation für die kognitiven Aktivität;

2) die geringen allgemeinen Kenntnisse über die Umwelt;

3) keine Herausbildung der Vorstellungskraft;

4) Schwierigkeit bei der Erzeugung innerer Bilder;

Bei der Untersuchung der nicht verbalen Vorstellung waren die Kenngröße der Originalität, Geläufigkeit und die Anzahl der Ideen ziemlich niedrig, was mit der geringen Phantasieentwicklung verbunden ist. Das niedrige Niveau der verbalen Vorstellung war durch die Sprachstörung bei diesen Kindern bedingt und ruft als Folge die Schwierigkeiten in der Wort-, Phrasen-, Sätzen- und Textbildung hervor.

Anhand aller im Experiment angewandten Methoden kann man Bilanz ziehen, dass bei den Kindern mit Sprachstörungen das Niveau der Phantasieentwicklung im Durchschnitt und unter dem Durchschnitt liegt, was die Lernaktivitäten negativ bewirkt. Wenn die Arbeit der Logopäden, Lehrer und Eltern richtig organisiert ist, wird diese Störung beseitigt.

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PROMOTING ACTIVE LEARNING STRATEGIES IN FOREIGN LANGUAGE CLASSROOM

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The article looks at the necessity of active learning implementation in foreign language teacher training. The author analyses the main techniques that promote active learning and looks at their impact upon the personality of a language learner. Pedagogical conditions providing active learning effectiveness are defined.

Key words*: foreign language, active learning, strategies, techniques*

Although the use of active learning in language-teacher training has been practiced for many years in the Russian educational system, the basic paradigm of formal teacher-centered education remains relatively intact, and consequently the impact of active learning strategies upon the student's personality has been underestimated.

Favoring these strategies in theory, English instructors face a lot of challenges in their classrooms, especially their students passive classroom learning habits formed from previous school experiences, lack of self-confidence in using second language, their shy personalities, etc. Besides, English teachers lack special literature on the use of non-traditional methods of foreign language teaching.

Most books on teaching methodology concentrate on the manipulative phase of language teaching - the phase in which students learn basic language structures through drills and exercises. Little guidance, however, is available to instructors in the communicative phase of language teaching, when they are to launch in creative conversation practice. It appears that written materials on active learning have often been fragmented.

The resulting pedagogical efforts have therefore lacked coherence, and the goal of interactive classroom has remained partially fulfilled. Particularly disappointing is that students who have endured long hours of study are not able to express themselves in creative contexts, because traditional classroom methods do not encourage it.

On realizing that, we started introducing a variety of active learning techniques into the classroom. The aim was to combine foreign language learning with the personality development and to consider the factors that contribute to this process. A vital issue that demanded examination was the impact of active learning strategies upon the personality of a language learner.

It was therefore hypothesized that active learning techniques positively affect the prospective teacher personality by encouraging the operation of certain psychological factors, such as motivation, spontaneity, increased capacity for empathy, heightened self-esteem.

Supporting the notion that student-centered classroom activities (cooperative learning, role playing, drama, debates, etc.) help the student attain communicative competence, we have found that they are a successful approach to teacher education because they permit the individuals to understand and relate, develop their interpersonal skills, reinforce empathic perceptions.

The term «active learning» (AL) has not been precisely defined in educational literature. Many teachers suppose that all learning is inherently active. Researchers typically rely on the initiative understanding of the term. Ryan and Martens note that 'Students learn both passively and actively. Passive learning takes place when students take on the role of 'receptacles of knowledge'; that is, they do not directly participate in the learning process…. Active learning is more likely to take place when students are doing something besides listening' [Ryan, Martens 1989: 20].

Bonwell and Eison define AL strategies as «instructional activities involving students in doing things and thinking about what they are doing. Students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation» [Bonwell, Eison 1991: 4].

An important issue that must be explored is how much active learning occurs in a typical university classroom. Key elements of AL are: talking and listening, reading, writing and reflecting. These elements involve cognitive activities that allow students to clarify, question, consolidate, and appropriate new knowledge [Meyers, Jones 1993: 20]. They do so because each element involves different type of thinking and helps students create new mental structures.

The variety of techniques associated with strategies promoting AL includes:

1) lectures with short discussions interspersed;

2) periodic pauses during a lecture so that students can work in pairs and compare notes;

3) short quizzes for immediate feedback on students' comprehension of the material;

4) in-class writing;

5) presentations;

6) small-group projects/presentations;

7) role playing;

8) brainstorming;

9) case studies;

10) extended discussions based on audiovisual materials or activities;

11) small group discussions;

12) surveys or questionnaires;

13) peer teaching and peer review;

14) debates;

15) field trips/library tours, etc.

A key element of most AL techniques is discussion that should capture the students' attention. Effective instructors know the different types of questions based on Benjamin Bloom's (1956) six cognitive levels:

Knowledge (identification and recall of information): «Who, what, when, where, how …?», «Describe …»

Comprehension (organization and selection of facts and ideas): «Retell …», «Summarize …»

Application (use of facts, rules and principles): «How is … an example of …?», «How is … related to …?», «Why is … significant?»

Analysis (separation of a whole into component parts): «What are the parts or features of …?», «Classify … according to …», «Outline/diagram …», «How does … compare/contrast with …?», «What evidence can you list for …?»

Synthesis (combination of ideas to form a new whole): «What would you predict/infer from …?», «What ideas can you add to …?», «How would you create/design a new …?», «What might happen if you combined …?», «What solutions would you suggest for …?»

Evaluation (development of opinions, judgments, or decisions): «Do you agree …?», «What do you think about …?», «What is the most important …?», «Place the following in order of priority …», «How would you decide about …?», «What criteria would you use to assess …?» [Bonwell, Eison 1991: 25].

Our research on AL found that it can produce numerous social and psychological benefits: it boosts the development of students' critical-thinking skills and fosters their social interdependence and support. In addition to its academic advantages, the use of role plays, discussions and other AL strategies did not only increase the students' involvement in the language learning process, but developed their personal and emotional experiences, imagination (patience, assertiveness, dedication), as well as their social skills, such as decision making, leadership qualities, people and conflict management, and communication. Such social benefits indirectly affected the students' academic achievement as well. Particular attention was given to the students' feelings, attitude improvement, enhanced self-esteem and comfort zone expansion.

At the end of the long-term research the students were asked to fill out the questionnaire giving their attitude towards these techniques. The response of 87 percent of the students was positive. The students indicated strongest approval of the creative games for the following aspects: increase of knowledge of lexical and structural items, and dimension to cultural items; developing their cognitive abilities, expressing their own meaning, creating relaxing and friendly atmosphere in the classroom; forming positive intergroup relations.

Another aspect of the use of AL strategies is worthy of mention. Active learning seems to be a promising approach to teaching culture through language in a way that makes a cultural phenomenon immediately obvious. Simply talking about an

aspect of the culture cannot provide the learning impact, which results from physical and emotional involvement. Such techniques as mime, simulations, role playing, drama, games and discussions can be a successful approach for integrating culture to language as they help the learner focus on the cultural meaning of likeness and differences in concepts, values, beliefs and culturally conditioned behavior. Students are also taught to expect and welcome the differences in values, preferences, attitudes, body language, etc.

While many faculties are aware of active-learning techniques, they are somehow reluctant to use them in their classes. Among the obstacles to AL are the following ones:

1. one cannot cover as much content in the time available;

2. devising strategies promoting AL takes too much preparation before class;

3. large classes prevent implementation of such strategies;

4. materials or equipment needed to support AL are lacking [Bonwell, Eison 1991: 59].

For successful active learning to take place, instructors should provide certain *pedagogical conditions* of effective implementation of AL strategies:

• selecting an AL technique that suits best the studied material;

• careful planning and structuring of the activity to be used;

• creating a positive supportive classroom environment (some teachers employ informal talking or a good joke as a transition to the AL);

• use of technology (overhead projector, taping, videotaping, etc.) to foster AL;

• providing an opportunity for the students to reflect on **what** they did and **how-** brief analysis of the activity is as important as the activity itself;

• constant self-assessment and students' assessment of how AL works;

• variety of instructional techniques, shifting back to a traditional mode when necessary [Grevtseva 2015: 110].

Our results can be encouraging to both beginning and experienced foreign language teachers who are not afraid of challenges but are constantly working on their teaching style with the aim to engage students in the learning process and make it more effective. All instructional problems cannot be solved with one approach. AL strategies cannot completely replace traditional methods of foreign language teaching. Variety is essential to maintain students' continued interest and greater achievement.

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CONSTRUCTIVIST'S APPROACHES TO LEARNER'S INTERACTION WITH THE CONTENT OF SUBJECT-SPECIFIC KNOWLEDGE DOMAIN AS A RELEVANT TREND OF MODERN EDUCATION

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The authors of the article consider the philosophical foundations of the constructivist pedagogy and present four main constructivist approaches that regulate the student's interactions with the subject-specific knowledge domain. The authors conclude that the constructivist philosophical approaches are the most relevant for the 21st century education.

Key words: Cognitive Constructivism, Co-Constructivism, Problem-based Learning, Project-based Learning, Enquiry-based Learning, Discovery-based Learning.

Ever since the second half of the XX century, constructivist philosophical approach has started to set in pedagogy, offering an alternative method of achieving understanding and knowledge construct, contrary to the cognitive-behavioral concept. Nowadays, constructivism remains extremely relevant, because the pedagogical approaches and teaching models based on it tend to, like no other, develop the essential skills in students [Johnson 2009: 11]. Constructivist pedagogy in general and the issues of authentic approaches to subject content in particular demand a thorough breakdown.

Cognitive Constructivism is represented in pedagogy by Theory of Cognitive Development by J. Piaget in early 1970s. J. Piaget argues that the simple knowledge transfer from the knowledgeable to the ignorant is not possible [Piaget 1971: 2]. Learning is a process of active knowledge construction that takes place in the mind of the student. The absorption of knowledge about the objective reality is accomplished through the display of new information and its comparison with the pre-existing knowledge schema. If they do not contradict each other, information is assimilated. However, if there is contradiction, a cognitive conflict (or puzzlement) appears and

information is accommodated instead of being assimilated. Contradictions and puzzlements are core factors for the consistent process of knowledge construction [Piaget 1971: 10; von Glaserfeld 1989: 121]. Constructivists emphasize the importance of pre-existing knowledge and focus on the personal significance of knowledge. Other people (social environment) are the source of alternative information, which provokes puzzlement, necessary for individual understanding, as well as for the development of a set of concepts that we call knowledge. Through comparison with the alternative viewpoints (social negotiation), we may conclude whether our understanding is viable enough to adequately function in the objective reality environment [Cunningham, Duffy, & Knuth 2005: 111]. J. Piaget's theory is focused on the learner, whereas the teacher loses his position as a direct knowledge source.

Co-Constructivism is represented in pedagogy by social-constructivist approach. J.J. Dewey and L.S. Vygotsky creatively improved on J. Piaget's idea, reviewing it in social context. Instrumentalism theory by J.J. Dewey is derived from the idea that the cognitive process is invoked by a specific problem, which a person tries to solve in the most optimal way through practical activities and experiment. This concept serves as a core of the instrumentalism philosophy [Dewey 2012: 175]. According to L.S. Vygotsky, learning is a socio-linguistic process, which requires close collaborative interactions with the help of language from the participants of a study team. These interactions carry cognitive functions, allowing constructing new meanings, understandings and knowledge through conversation and mutual discussion [Vygotsky 1978: 145]. Social-constructivist pedagogy accentuates the construction of new knowledge, shifting the 'locus of control' even more towards the student.

For the realization of the Cognitive Constructivism and Co-Constructivism ideas, authentic instructional environments are needed. They help to create certain inconsistencies between the learner's current understandings and the new experiences with relation to the subject content to invoke puzzlement in the student. The creation of such inconsistencies is, in fact, a new function of the teacher as a content expert [Perkins 1991: 19]. The teacher also must maintain healthy conditions for learner's active interaction with the subject of a specific knowledge domain. These are new roles of the teacher: advisor, tutor, facilitator or a guide on the side.

In constructivist instructional environments, four main approaches exist, regulating student's interactions with the content of subject-specific knowledge domain. All of them essentially are minimally guided instructional approaches and have both individual and group versions, with the latter being a preferential option.

1. Problem-based Learning presents subject content as a problem which needs to be understood and solved [Yew, & Goh 2016: 75]. The process begins with the presentation of the prepared information about the problem (without its formulation) to the group, which is carried out by the tutor. During group discussion, students, while exchanging questions, identify and formulate the problem and suggest ways for it solving. Next, each student works independently in his own specific area. Then members of the group meet again and discuss the results of each individual, newly emerging problems and their possible solutions, distribute new tasks, scheduled dates of future meetings. These steps are repeated until a complete problem solution is achieved.

Problem-based Learning is used in high education [Koshmann, Myers, Feltovich, & Barrows 1993/1994: 164], Schools of medicine [Barrow, & Tamblyn

1980: 160], Business Schools [Stinson, & Milter 1996: 33], Schools of Education [Bridges, & Hallinger 1997: 592]; Architecture, Law, Engineering, Social Work [Boud, & Feletti 1998: 344]; MBA programs [Stinson, & Milter 1996: 42]; Corporate and Community Education programs [Savery 2006: 9].

If the problem is presented as a specific situation in workplace, business or law etc., and it has the range of possible solutions without the preliminary knowledge of the correct answer, it is called a 'Case', and its examination and solution process is called 'Case study' [Schwartz, Webb, & Mennin 2001: 167]. First cases appeared in Harvard Business School in 1924. Learning and practical cases are used at all levels of professional education and training, and even in middle school. Case method is a mandatory step in any scientific research. In such circumstances, case method is used for fine-tuning understandings and metacognitive skills of researchers associated with problem solving in ill-structured knowledge domains. Also, it is essential that the researchers are well-acquainted with the problem and are completely aware of all of its nuances. Case method is used in graduate school, science training programs, in group scientific researches and research institutes.

2. Project-based Learning presents learning as a project, which, while being worked on, allows the students to acquire already existing knowledge and to create new knowledge [Scarbrough, Swan, Laurent, Bresnen, Edelman, & Newell 2004: 1579]. Relationship between knowledge, work practices, social groups and social context explains the fact that the project-based activities are closely related to applied sciences, practice (social, administrative, industrial, scientific), the acquisition of practical skills. Project-based Learning often results in creation of a material product (a functioning model) or an intellectual product (scenario, IT-software, article), both having practical value. Reaching the final result indicates the end of the project and related activities. The craft elements of practice are acquired individually, but the knowledge of what constitutes 'acceptable' and 'unacceptable' practice is developed and negotiated collectively among the participants of the learning group.

Project-based Learning is widely used in all levels of education from preschool up to higher education. In case of preschool education, projects take shape of games; in Middle School they have practical or social orientation; in higher education they are made according to the rules of scientific research; in graduate school they are implemented as dissertations.

3. Inquiry-based learning, widely known as Enquiry-based Learning (EBL), is a broad umbrella term for several approaches to learning based on inquiry (questioning) and enquiry processes [Kahn, & O'Rourke 2005: 2]. Approaches to learning which fall under the category of EBL are depicted on Figure no. 1.

Common features of this category are: the usage of pre-existing knowledge as a base; small-scale nature of learning activities; open-ended result without a clearly defined solution; the usage of facilitation techniques. Facilitator is a coordinator whose main purpose is to provide feedback for student interaction and to consult students in order to lead them to correct answers. EBL is intended for collaborative work of students in small groups.
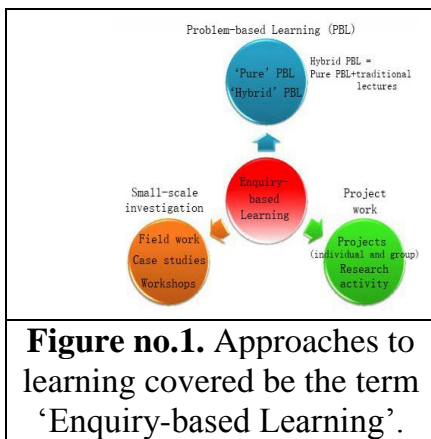
Figure no.1. Approaches to learning covered be the term 'Enquiry-based Learning'.

EBL is under consideration as a potential learning approach to be implemented in the UK higher education sector and beyond. As of now, EBL is primarily used for higher education, including final projects for Bachelor's degree and Master's degree; however, it is already starting to be utilized in post-primary school education as well as distance learning.

4. Discovery-based Learning is learning through a process of an experiment within a particular subject learning area in order for a student to accumulate experience and to discover new phenomena, rules, regularities or laws, which were put in the task by the tutor beforehand [Van Joolingen 1998: 385]. The accumulation of individual experience is regarded as building one's knowledge and the uncovering of new information is considered a discovery. In order to make the discovery, the student should have basic knowledge in the subject area, an access to the corresponding information and well-developed detection skills. These skills include hypothesis generation, experiment design, prediction and data analysis.

Each of the two main models of Discovery learning [Klahr, & Dunbar 1988: 48] includes a space of hypotheses and a space of experiments. Theoretical strategy is hypotheses generation and its study in the experimental field. If failures occur, iterating of new hypotheses follow. This strategy is used if there is a lot of background knowledge for hypotheses generation. The opposite Experimenter strategy starts with collecting data before a hypothesis will be stated, if the initial knowledge is not enough. The cognitive tools that are designed for supporting cognitive processes and extending the limits of the human cognitive capacities are of great importance in Discovery learning. Now, cognitive tools are often available in form of computer-based support.

Discovery-based Learning is widely used in special needs education, all levels of school education, colleges, universities, as well as in scientific research. Montessori education by M. Montessori is a popular constructivist 'discovery' model, where students (typically from 2.5 to 10-12 years old) learn concepts from working with materials, rather than by direct instruction. In scientific and game versions of Discovery Learning computer simulations are often used [Bernardini 2002: 185].

The analysis of current situation in educational theory and practice leads to a conclusion that the constructivist philosophical approaches focused on objective reality cognition remain a relevant trend of modern education, potential of which is very promising.

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MIND-MAP TECHNOLOGY IN THE COURSE OF ENGLISH GRAMMAR TEACHING

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The article deals with the issues of mind map use in the process of English grammar teaching. The author proves that this technology provides an easier way to organize and remember key grammar information, facilitates better understandingof grammar relationships and connections between concepts.

Key words: *mind-map, grammar, teaching process.*

English grammar is one of the most important components in the structure of language. The question of the choice of grammar teaching methods arises most acutely. Neither computer technology nor different theories and ideas do not contribute to learn English grammar points in the easiest way. In order to better understand and learn English, you must learn to combine theory with practice. If one of these components is lost, we are unlikely fully to master grammatically correct English speech. The English verb is used in 16 active and 11 passive voice tenses. The learner perceives the language as a system: it starts with the basics of grammar and gradually progresses in more complex language skills. But how can the teacher organize and systematize in student's head this knowledge? How can he teach to understand English grammar better?

E. F. Garifzjanova noted that the ability to quickly find and process information is a prerequisite for successful learning and further professional growth. In this regard, the problem of new educational technologies' development and introduction according to modern requirements seems to be actual [Garifzjanova 2007: 88].

Currently, there are many different types of learning activities, and many teachers try to move away from traditional forms of learning, inventing new methods and techniques. One of such teaching technologies is «mind map».

Mind map is supposed to be developed by Tony Buzan, a popular writer, lecturer and consultant on intelligence, educational psychology and the most powerful «thinking tool» of our times. Nevertheless, it's important to emphasize that the use of diagrams that visually «map» information using branching and radial maps traces back centuries. These pictorial methods record knowledge and model systems, and have a long history in learning, brainstorming, memory, visual thinking, and problem solving by educators, engineers, psychologists, and others. Some of the

earliest examples of such graphical records were developed by Porphyry of Tyros, a noted thinker of the 3rd century, as he graphically visualized the concept categories of Aristotle. Philosopher Ramon Llull (1235–1315) also used such techniques. The semantic network was developed in the late 1950s as a theory to understand human learning and developed further by Allan M. Collins and M. Ross Quillian during the early 1960s. Mind maps are similar in radial structure to concept maps, developed by learning experts in the 1970s, but differ in that the former are simplified by focusing around a single central key concept.

Buzan's specific approach and the introduction of the term «mind map» arose during a 1974 BBC TV series he hosted, called «Use Your Head». In this show, and companion book series, Buzan promoted his conception of radial tree, diagramming key words in a colorful, radiant, tree-like structure. Buzan said the idea was inspired by Alfred Korzybski's general semantics as popularized in science fiction novels, such as those of Robert A. Heinlein and A. E. van Vogt. He argued that while «traditional» outlines force readers to scan left to right and top to bottom, readers actually tend to scan the entire page in a non-linear fashion. Buzan's treatment also uses then-popular as sumptions about the functions of cerebral hemispheres in order to explain the claimed increased effectiveness of mind mapping over other forms of note making. So, according to his opinion, mind maps represent a graphic expression of the processes of perception, processing and memorization of information and creative tasks for development of memory and thinking. [Buzan 2003:54]

The most effective results can be obtained by using the mind maps with the introduction and control of new lexical material, combining these maps with lexical topic maps. [Nezhvedilova 2011: 125]

Mental map is an alternative method of recording information. The usual entry looks like this: books, reports, abstracts, dictionaries, essays, continuous text, etc. Mind map is an effective way of organizing and visualizing thinking, because we draw, we build a logical chain and create structure and systematization. Information is memorized in an organized way, so the perception of new knowledge happens easier and in large volumes. Mind mapping serves as a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Using different colours, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics. Mind Maps are ideal for teaching and presenting concepts in the classroom as they provide a useful focus for students, delivering an overview of the topic without superfluous information. Perfect for introducing a new subject in a way which is accessible and easy to follow, mind maps are an excellent way to present concepts and ideas.

It should be noted that the difference between «mind maps» and «concept maps» in that the first ones focus on only one word or idea, whereas concept maps connect multiple words or ideas. Besides, concept maps typically have text labels on their connecting lines/arms. Mind maps are based on radial hierarchies and tree

structures denoting relationships with a central governing concept, whereas concept maps are based on connections between concepts in more diverse patterns. However, either can be part of a larger personal knowledge base system.

As for modelling graphs, there is no strict right or wrong with mind maps, relying on the arbitrariness of mnemonic systems. A UML diagram or a semantic network has structured elements modelling relationships, with lines connecting objects to indicate relationship. This is generally done in black and white with a clear and agree diconography. Mind maps serve a different purpose: they help with memory and organization. Mind maps are collections of words structured by the mental context of the author with visual mnemonics, and, through the use of color, icons and visual links, are informal and necessary to the proper functioning of the mind map.

Mind mapping is a beneficial learning tool to help students brainstorm any topic and think creatively. Mind maps are particularly helpful in the writing process and provide students with a natural way of thinking and building thoughts on a story plot or theme.

Mind maps also provide teachers with insight into their students' thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of evaluating students' understanding.

In the case of difficult grammar explanation students are given the opportunity to draw a mind map. During this process, logical thinking, creativity and visual memorization of the required material is intensively activated.

Here is an example of mind mapping «Present Indefinite Tense».
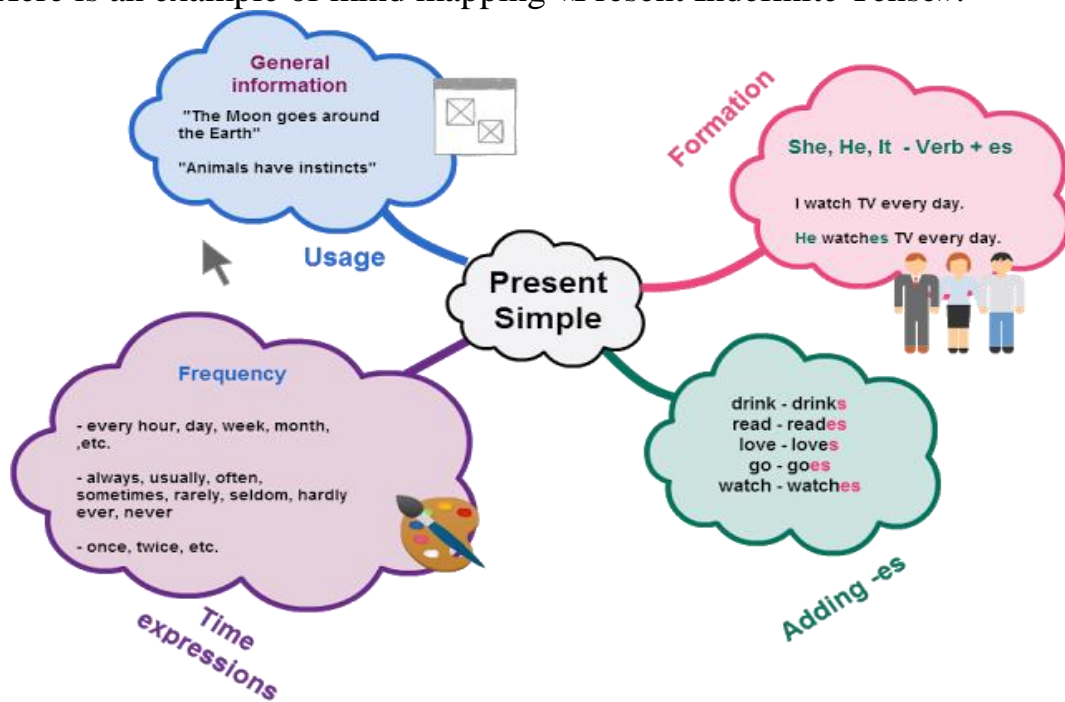
The basic principles of mind mapping include:

1. Choosing the main idea or topic. Then create an image or write a word, which represents that first main idea.

2. From that main idea, create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub-topics.

3. Create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics.

In conclusion, it is necessary to underline that a mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics. The use of «mind-map» technology in the course of foreign language grammar teaching allows to:
- to increase students' motivation to learn a foreign language;
- to brainstorm and explore any idea, concept, or problem;
- to facilitate better understanding of relationships and connections between ideas and concepts;
- to activate students' creative and logical thinking;
- to organize independent work, in which students use a variety of materials, such as dictionaries, books, records;
- to develop non-standard, creative thinking, memory and attention;
- make it easy to organize ideas and concepts.

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DIE FORMUNG DER GRAPHOMOTORISCHEN FERTIGKEITEN BEI DEN VORSCHULKINDERN MIT DEN ALLGEMEINEN SPRACHSTÖRUNGEN

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Im Artikel ist die Rede von den grafomotorischen Fertigkeiten bei den Kindern im vorschulischen Alter. Es wird betont, dass ihre Formung eine wichtige Komponente des erfolgreichen Prozesses der Ausbildung in der Schule ist. Die grafomotorischen Fertigkeiten muss man von der frühen Kindheit an im Spiel entwickeln. Es ist wichtig, die günstige Umgebung für die Ausbildung des Kindes zu schaffen und die Reihenfolge der Übungen zu beachten. Die richtige Entwicklung der grafomotorischen Fertigkeiten bei den Vorschulkindern trägt zur Vervollkommnung der Feinmotorik und der Vorbereitung der Hand des Kindes auf das Schreiben bei.

Keywords: die grafomotorischen Fertigkeiten, die entwickelnde Umwelt, Augen-Koordination, motorische Koordination, höhere geistige Funktionen.

Im System der vorschulischen Bildung wird eine große Aufmerksamkeit der allseitigen Entwicklung des Kindes geschenkt. Sie umfasst die Entwicklung und Aktivierung der kognitiven Fähigkeiten, die Sprachentwicklung, körperliche Entwicklung, die geistige und moralische Entwicklung. Ein wichtiger Teil der allseitigen Entwicklung des Vorschulkindes ist die Entwicklung und die Vervollkommnung der grafomotorischen Fertigkeiten.

Viele Eltern beunruhigt die Frage, wie man das Kind zur Schule vorbereiten muss, damit es später in der Schule dem Unterricht folgen kann. Dazu muss man von der Kleinkindheit an die kognitiven Fähigkeiten entwickeln, und zwar die Aufmerksamkeit, das Denken, die Erinnerung, die Wahrnehmung und die Grafomotorik.

Die grafomotorischen Fertigkeiten studierten viele Psychologen und Pädagogen: M.Frostig, B.G.Ananjew, L.A.Wenger, T.W.Achutina, P.Ja.Galperin, T.S.Komarowa, I.S.Jakimanskaja, N.N.Woloskowa, T.S.Komarowa u.s.w. Sie behaupten, dass die Entwicklung der grafomotorischen Fertigkeiten mit den optischen und auditiven Analysatoren eng verbunden ist.

Die grafomotorische Fertigkeit ist die bestimmte Position und Bewegung der schreibenden Hand, was zu zeichnen, auszumalen, die Muster zu kopieren, die Punkte zu verbinden usw. erlaubt.

Die Formung der Fertigkeiten hängt von der Entwicklung der grob- und feinmotorischen Fähig- und Fertigkeiten, der richtigen Organisation der Bewegungen, der Seh-und Raumvorstellungen und der visuellen Erinnerung ab. Die Entwicklung der Feinmotorik der Hände, der Erinnerung und der Sehvorstellungen bei den Kindern des vorschulischen Alters ist eine wichtige psychologisch-pädagogische und heilpädagogische Aufgabe.

Das Kind wird leicht dem Unterricht folgen, wenn die grafomotorische Fertigkeit im vorschulischen Alter richtig ausgebildet ist. Die grafomotorische Fertigkeit schließt einigen Fähigkeiten ein: die entwickelte Feinmotorik der Finger, die entwickelte Orientierung im Raum, die entwickelte Sehkontrolle.

Die Arbeit an der Ausbildung der grafomotorischen Fertigkeit beginnt in der Kleinkindheit. Es geht ums Spiel, weil die Spieltätigkeit bei den Kindern des vorschulischen Alters die führende ist. Die Ausbildung kann nach dem pädagogischen System von Marija Montessori durchgeführt werden. Es setzt voraus, dass sich das Kind entwickeln wird, wenn die notwendigen Bedingungen für es geschafft werden. Montessori meinte, dass das Lehren bedeutet:

- die entwickelnde Bedingungen zu schaffen;
- zusammen mit den Kindern einige deutliche und einfache Regeln zu erfüllen;
- dem Prozess nicht zu stören und die Kinder nur zu beobachten.

Von der Geburt an bis zu 3,5 Jahren bewegt sich das Kind aktiv, so erkennt es die Welt. „Ich bewege mich – also existiere ich». So geht die Aneignung der Umwelt, die später dem Kind hilft in den kleineren Räumen zu orientieren. Der Erzieher lehrt das Kind zwei und mehrere Gegenstände in der Hand halten, was später den Muskeln der Hand den Bleistift oder anderen schreibenden Gegenstand festhalten lässt (von 1 Jahr bis zu 2 Jahren). In diesem Alter werden verschiedene Methoden verwendet, die die Bewegungskoordination und den Gleichgewichtssinn entwickeln. Im ersten Lebensjahr läuft die motorische Entwicklung besonders rasant. Im Alter von 1,5 bis zu 3 Jahren entwickelt sich beim Kind die Bewegungskoordination, von 1,5 bis zu 4 Jahren – die Muskulatur, von 3,5 bis zu 4,5 – die Schreibfähigkeit. Die Anwendung der speziellen Übungen hilft diese Fertigkeiten auszubilden.

Im Alter von 5 bis 7 Jahre ist das Handgelenk für die Entwicklung sensitiv. In diesem Alter fordern die verschiedenen Tätigkeitsarten und Trainingsübungen der Entwicklung der Feinmotorik. Man muss die Feinmotorik der Finger noch in der Kleinkindheit mit Hilfe der Übungen entwickeln, die eine Beziehung zwischen dem Teil und dem Ganzen herstellen und die Teile mit dem vorgelegten Muster vergleichen lassen. Zum Beispiel, die Verwendung von Seguin-Tafeln. Mit Hilfe dieser Methode lernt das Kind, die Muskeln der Hände zu steuern, entwickelt den Sehanalysator.

Die erfolgreiche Formung der grafomotorische Fertigkeiten hängt von den folgenden Faktoren ab:

- der Sehwahrnehmung;
- einer willkürlichen graphischen Tätigkeit;
- der Seh- und motorischen Koordination der Bewegungen.

Die Vermittlung der Schreibfertigkeit wird in 4 Phasen verwirklicht. In der ersten Phase entwickelt man die Feinmotorik des Kindes (die Aneinanderreihung der

Glasperlen auf den Faden, das Auf- und Zuknöpfen, die Modellierung aus der Knete usw.). In der zweiten Phase kommt es zur Vertiefung der bisherigen Erfahrungen zur Lage im Raum und daneben entwickelt sich die Sprache. Das Kind lernt in seinem Körper und in der Umwelt zu orientieren. In der dritten Phase bilden sich selbst die grafomotorische Fertigkeiten: die Fähigkeit die Gegenstände auf dem Blatt Papier darzustellen, wobei die Punkten zu einer Figur verbunden werden, visuelles Gedächtnis perfektioniert sich. In der vierten Phase machen sich die Kinder mit dem Arbeitsheft und der Zeile bekannt. Sie zeichnen die geometrischen Figuren, auch die der komplizierten Form.

Die Entwicklung der grafomotorische Fertigkeiten bei den Kindern des vorschulischen Alters ist ein komplizierter und mehrstufiger Prozess, dessen Formung mit Hilfe der speziellen Übungen und Tätigkeiten durchgeführt wird.

Die Kinder mit den allgemeinen Sprachstörungen haben eine allgemeine somatische Schwäche und geringe Bewegungsstörungen. Sie verwechseln die Reihenfolge der Tätigkeiten. Es mangelt bei ihnen ein bisschen an Koordination der Finger und Feinmotorik.

Feinmotorikstörungen, unausgebildete Psychomotorik im Ganzen, sowie verschiedene Sprachstörungen bewirken negativ die Kommunikation und das Verhalten des Menschen in der Gesellschaft, die Verwirklichung der verschiedenen Tätigkeiten, die ein bestimmtes Entwicklungsniveau der motorischen und sprachlichen Fertigkeiten brauchen.

Bei den Kindern mit den allgemeinen Sprachstörungen werden die folgenden Merkmale von den grafomotorischen Fertigkeiten identifiziert:

die mangelhafte motorische Koordination;

die mangelhafte Bewegungsempfindung;

die mangelhafte Feinmotorik;

die mangelhafte visuell-räumliche Wahrnehmung und Auge-Hand-Koordination.

Das Üben der Feinmotorik soll man noch in der Kleinkindheit beginnen. Um die Entwicklung der Feinmotorik zu fördern, muss man spezielle Spiele organisieren, den Kindern Aufgaben und Übungen vorschlagen. Die Entwicklung der Feinmotorik der Hand mit den „Fingerspielen»; die Entwicklung von visuell-motorischer und auditiv-motorischer Koordination durch die „Theaterspiele»; die „graphischen» Übungen – alles das dient der erfolgreichen Entwicklung von grafomotorischen Fertigkeiten und trägt dem späteren Lernen in der Schule bei.

Also, von dem rechtzeitigen Erkennen der Besonderheiten der graphomotorischen Fertigkeiten bei den Kindern mit den allgemeinen Sprachstörungen im Vorschulalter hängt die richtige Organisation der Ausbildung ab, die zur Verminderung des Rückstands von der Norm beitragen wird. Wenn man im Vorschulalter keine Korrektionsarbeit mit den Kindern mit den grafomotorischen Störungen durchführt, kommt es zu den Problemen beim Schreiben lernen in der Schule.

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THE IMPORTANCE OF LEARNING ENGLISH FOR OCCUPATIONAL PURPOSES

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The present article points out the importance of learning English for occupational purposes. While teaching Computer Science to pupils at school, the teacher should be able to apply the knowledge of English terminology dictionary. Special attention in the article is paid to the interaction of English with Information Computer Technologies.

Key words: *English for occupational purposes, information technologies, professional terminology dictionary, program, software, software localization, upgrade.*

English is a global language, so it is the most common in the world. More than 400 million people have English as a native language. For about 300 million people learn English as a second language. 500 million people in the world learn English as a foreign language.

English knowledge helps a person not only in everyday life but also in professional activities. Elite elite's universities in the world Oxford and Cambridge are known as English-speaking universities. In countries where English is the second language, students choose English for their studying. Knowledge of English provides the opportunity to get a qualified education and build a successful career in the future.

English has become the language of the XXI century, so called the century of technical progress and information technologies. Today all the instructions and programs for new gadgets are written in English. Scientific reports, articles, and reports are published in English. Nine typercent of Internet resources is presented in English. The vast majority of information in all spheres such as science, sports, news, and entertainment is published in English.

Currently, pupils and teachers have free access to information technologies, the use of which requires knowledge of English for Science and Technologies.

Terminology dictionary is a dictionary, containing the terminology of a particular field of knowledge and their definitions or clarification. It may also provide terminological vocabulary for computers and information technology. It covers all

sections of the subject area of Informatics and information technologies provided for educational standards [Epov 2013].

No one company, which is a manufacturer of specialized scientific software, releases localized (so-called *russified*) versions of their products [Kvasova 2010]. «Software localization» refers to the translation and adaptation of interface elements, reference and auxiliary files, and documentation. The local software version is a precondition for its successful promotion to the national market. As a rule, after the localization of software, sales may increase greatly.

The process of developing and producing new versions of programs in English is at an increasingly rapid pace. Therefore, service provider is responsible for quickly translating of large volumes of information. An important condition for quality software localization is ensuring the resemblance of terminology when translating different versions or updates into English.

Users who want to improve the functionality of their programs, which have built-in programming languages, will inevitably face with English terms [Voronin 2008: 147]. Only a few percent of students can translate a small percentage of these concepts. The teacher of Computer Science is required to know a large number of terminological English words, such as keyboard, hard disk, software, operating system, monitor, program, joystick etc.

Most of terms are not studied in a classical course, and many words have different meanings. This requires being a teacher of Computer Science to study English for occupational purposes [McEwan 2007]. This demand is reflected in Professional Standards (general cultural competence -10)

In order to understand, if the future teachers of Computer Science need English while studying information technology or not, we conducted a small research study, interviewing students of Computer Science at Belgorod State University. The questionnaire was made up for the final year students getting Bachelor degree. It included such questions as:

1. Do you often use English while working with computer programs?

2. In what areas of your life has the knowledge of English already proved useful (study, work, research activities, etc.)

3. Is knowledge of English necessary for you in studying Computer Science?

4. What language do you usually use when working with programs – English or Russian? (English, Russian, English and Russian)

5. How rich is your English terminological dictionary in the area of Computer Science?

After analyzing the questionnaire for the students, we concluded, that all students use knowledge of English when working with computer programs. They use English in such spheres as education, science, or working with graphic editor, communicating or designing something. As we supposed, most of the students use English in their studying computer sciences. While working within programs, they enjoy both English and Russian languages.

The final question showed lack of student's English terminological dictionary in the area of Computer Science. However, they would like to improve it.

To sum up, the motivation to learn English is primarily associated with information technologies in education. Therefore, it is important to study English for occupational purposes.

More than that, English is the language of a global network Internet and we should consider it. It is impossible to imagine modern life without these things. By studying English, students learn about the world, broaden their horizons, develop their outlook, and improve their knowledge [Krasovskaya 2016].

We live in the information age and for better interaction with them, we need to learn English for occupational purposes.

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THEATERTECHNOLOGIEN BEI DER ENTWICKLUNG DER POLYKULTURELLEN PERSÖNLICHKEIT

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In diesem Artikel handelt es sich um Theatertecnnologien, die die Entwicklung der polykulturellen Persönlichkeit fördern und um ihre didaktischen Prinzipien. Es werden einige praktische Tipps zum Gebrauch der Technologien angeboten.

Schlüsselwörter: Theatertechnologien, Dramapädagogik, interkulturelle Kompetenz, Anschauungsprinzip, Prinzip der Approximation, Sprechfertigkeit, Gedicht, Intonation, Motivation.

Heutzutage ist in Kasachstan die Fremdsprache, meistens englische Sprache, eine untrennbare Komponente auf allen Bildungsetappen: der vorschulischen, Schulbildung, Hochschulausbildung. Das Erlernen der Fremdsprache ist eines der Mittel der allgemeinen Erziehung und Entwicklung der polykulturellen

Persönlichkeit, des Schlüsselbegriffes in der Erziehung der heranwachsenden Generation Kasachstans. Für einen multinationalen Staat wie Kasachstan ist die Erziehung einer polykulturellen Persönlichkeit eine grundlegende Aufgabe. Die Bedingungen der Mehrsprachigkeit oder „Polysprachigkeit» in Kasachstan, d.h. das Wissen der Muttersprache und der Staatssprache und auch das Erlernen der Fremdsprache erweitern die Grenzen des linguistischen Bewusstseins und des Gesichtskreises der Persönlichkeit, tragen zur Aneignung der Toleranz bei.

Fürs Erreichen des effektiven Resultats im Fremdsprachenerlernen werden verschiedene Methoden verwendet, die nicht nur Motivation der Lernenden, sondern auch die Sprachaktivität auf allen Etappen erhöhen. Das Fremdsprachenerlernen ist auf die Bildung des interkulturellen Kompetenzbereiches gerichtet, der weiterhin erlaubt, die erworbenen Kenntnisse und Fertigkeiten sowohl im Alltag und sozialem Leben als auch im Berufsleben zu verwenden. Heute verfügt die Methodik des Fremdsprachenunterrichtens über ein solides Arsenal verschiedener Methoden und Technologien, solche wie:

Technologie der Niveaudifferenzierung;

Spieltechnologien;

Informationstechnologien;

Case-Technologien;

Projekttechnologien;

Online-Technologien;

CLIL-Methoden usw..

Zur Bildung der polykulturellen Persönlichkeit gehört auch ästhetische Erziehung der Studierenden. Durch das Fremdsprachenerlernen lernen die Studierenden die Kunst des Landes, dessen Sprache sie erlernen: Musik, Folklore, Malerei, Literatur kennen. Dadurch entwickeln die Studierenden ihren künstlerischen Geschmack, ihre Einbildung und lernen die Schönheit schätzen. Als polykulturelle Persönlichkeit schließt sich der Studierende der Kultur des Volkes, dessen Sprache er erlernt, an. Er vergleicht sie mit der Kultur eines eigenen Volkes, „fremde» kulturelle Realien mit eigenen Realien, er versucht sich mit ihnen zu identifizieren. In diesem Zusammenhang ist das Verwenden im Fremdsprachenerlernen der Theatertechnologien begründet.

Noch der Große deutsche Klassiker J.W. Goethe in seinem Werk „Wilhelm Meisters Lehrjahre» zeigte uns, wie Theaterkunst einen Menschen beeinflussen kann. Das Theater entwickelt Persönlichkeit nicht nur körperlich sondern auch in sozialer Richtung: wie man sich in der Gesellschaft verhalten soll, wie man eigene Ängste bekämpfen kann, und auch eigene Sprech- und Sprachfähigkeiten entwickeln kann. In der deutschen Pädagogik existiert der Begriff „Dramapädagogik», die sich mit der Synthese des Theaters und der Pädagogik befasst. Diesen Begriff verwendet man in deutschsprachigen Ländern seit Ende der 80-er Jahre. Der Begriff gehört zum ästhetisch-orientierten Fremdsprachenerlernen, in dem ist die Theaterkunst eine Quelle der Inspiration und der Wegweiser des pädagogischen Prozesses.

Unbedingt, die Theatermethodik kann keinen spontanen Charakter haben, sie fordert eine besondere Vorbereitung in der Materialienauswahl, im Integrieren der Materialien in den Lehrprozess, in die von dem Lehrplan vorausgesehene Thematik. Die Materialienauswahl hängt vor allem von dem Geschmack und den Präferenzen des

Lehrers und des Studenten ab. Als Material für eine Theateraufstellung können nicht nur literarische Werke, Märchen, sondern auch musikalische Kunstwerke, Lieder, Situationen aus dem alltäglichen und Studentenleben dienen. Die Hauptsache ist, Ziele und Aufgaben des zu planenden Theaterstücks zu bestimmen. Man sollte auch allgemeine didaktische Prinzipien im Gebrauch der Theatertechnologien beachten.

Einer der wichtigen, unserer Meinung nach, und gut für diese Tätigkeit passenden ist *der individuelle Ansatz.* Bei der Rollenverteilung kann der Lehrer sowohl die Vorzüge als auch die Mängel seiner Studierenden berücksichtigen, damit sie einige ihre persönlichen Eigenschaften aufdecken und andere verbergen könnten. Einer ist geschlossen, der andere ist emotionell, einige Studierende haben eine ausgezeichnete Diktion, die anderen tanzen sehr gut, sind sportlich. Der Lehrer kann die Rolle des Regisseurs übernehmen, individuelle und schöpferische Besonderheiten seiner Studierenden entwickeln. Neben dem individuellen Ansatz gilt auch *das Prinzip der Aktivität jedes Studierenden,* als am Lernprozess alle Studierenden ohne Ausnahme teilnehmen.

Während der Probe oder selbst der Aufführung kann der Lehrer einige Fehler sowohl in der Aussprache als auch in der Grammatik machen lassen, die den allgemeinen Diskurs nicht beeinflussen oder die Konzeption der Aufführung nicht verletzen. Aber im Unterricht bleibt kein einziger Fehler ohne Aufmerksamkeit des Lehrers. So kann der Studierende seine Sprachhindernisse überwinden, hat keine Angst mehr einen Fehler zu machen. Auf solche Weise erhöht sich seine Selbsteinschätzung und Motivation. Es handelt sich um das Prinzip der Approximation, das auf dem Bereich der Mathematik verwendet wird.

Die Technologie lässt die Grundarten der Sprachtätigkeit wie Sprechen, und Hören, auch Aussprache-, grammatische, lexikalische Fertigkeiten entwickeln, was den *komplexen Ansatz* charakterisiert. Es geschieht die unmittelbare Wechselwirkung des Sprechens und Hörverstehens. Studenten spielen ihre Rollen, dabei sind sie auf die sprachliche Wechselwirkung mit ihren Bühnenpartnern, auf die Reaktion des Lehrers, der Hörer konzentriert. Um das beste Ergebnis zu erreichen, soll man der Rhetorik, der richtigen Atmung, der Choreographie Aufmerksamkeit schenken.

Der Lehrer kann in diesem Prozess auch ein Beobachter sein, wenn es führende Studenten gibt, die über Eigenschaften eines Regisseurs verfügen, oder diejenigen, deren choreographische, technische Fertigkeiten gut sind, die sich mit Dekorationen für die Aufführung beschäftigen können. So entsteht bei Studierenden ein Verantwortungsgefühl für den Erfolg der gemeinsamen Sache. So verwirklicht sich das kommunikative Prinzip durch den Verkehr der Studenten miteinander in einer informellen schöpferischen Umgebung.

In der Regel hat die Theaterpädagogik immer Erfolg bei Studierenden, wenn man sie bedacht verwendet, ihre Sprachniveau, persönlichen Eigenschaften berücksichtigt, wenn man die Zeit richtig plant und Materialein thematisch richtig auswählt. Aus unserer Erfahrung können wir einige Beispiele des erfolgreichen Einsatzes der Theatertechnologien beim Erlernen der deutschen Sprache anführen. Interessant war die Aufführung des Liedes von Rolf Zuckowski „Jane und John». Das Lied wurde als eine Minivorstellung zur Woche der Sprachen an unserer Hochschule inszeniert und hatte einen großen Erfolg unter allen Zuschauern, das waren auch eingeladene Schüler der städtischen Schulen. Es gibt ein Gedicht vom russischen

Dichter S. Marschak «Sstarucha, sakroj dwer!» (Greisin, mach die Tür zu!), dessen Inhalt dem Lied von Zuckowski ähnlich ist. So haben unsere Zuschauer die Aufführung schnell verstanden. Nicht alle Studenten haben eine Rolle bekommen, aber sie machten Dekorationen, schuffen Kostüme. Die Studenten haben selbst die Bewegungen der Hauptfiguren, ihre Kostüme ausgedacht. Sie zeigten ihre Fantasie, Kreativität, Interesse an der deutschen Sprache.

Eine andere positive Erfahrung hatten wir mit der Aufführung des kasachischen Märchens „Der Zaubermantel von Aldar-Kosse" in der deutschen Sprache. Diese Aufführung bereiteten Studierende, die Deutsch als zweite Fremdsprache studierten. Aldar-Kosse ist die Hauptfigur kasachischer Märchen, und ist dem Till Eulenspiegel ähnlich, der genau so schlau ist. Er betrog die Reichen und die Geizigen, um sie zurechtzuweisen. Diese Aufführung war eine Synthese von zwei Kulturen, das Märchen wurde von Studierenden mit Hilfe des Lehrers ins Deutsche übersetzt, und außerdem modernisiert, das heißt die Handlung spielt in unserer Zeit. Die Studenten arbeiteten mit großen Interesse und Ansatz an diesem Projekt, der auch einen Riesenerfolg hatte. Diese Aufführung bereiteten wir im Rahmen der Maßnahmen, die dem Jahr des Deutschlands in Kasachstan gewidmet waren, vor. Dieses Beispiel zeigt, dass man im Fremdsprachenunterricht nicht nur authentisches Material sondern auch die Folklore des eigenen Volkes durch die Fremdsprache gebrauchen kann.

Noch ein Beispiel der Theatertechnologien im Fremdsprachenunterricht ist die Aufführung des deutschen Brauches „Walpurgisnacht» von Studierenden, die Deutsch als zweite Fremdsprache studieren. An diesem Projekt nahmen alle Studierenden teil. Einige waren Sänger, andere - Tänzer, Vertreter der bösen Kräfte. Das war eine Inszenierung des Liedes, zu dem es ein Video im Internet gibt. Hier lässt sich über das Anschauungsprinzip sprechen. Mit Hilfe des Videofilms bekamen die Studenten eine Vorstellung über diesen Brauch, der in Kasachstan unbekannt ist. Die Aufführung wurde im jährlichen Festival der Freundschaft dargestellt, in dem alle Studierenden unseres Studiengangs Sitten und Bräuche der in Kasachstan lebenden ethnischen Minderheiten präsentieren. Eine der darzustellenden Minderheiten ist deutsche Minderheit.

In allen Fällen wurde die Arbeit außer Unterricht durchgeführt, denn die Anzahl der Unterrichtseinheiten sehr gering ist. Nach Kredittechnologien sind für das Fach „Zweite Fremdsprache» 3 Kredite vorausgesehen, das heißt 3 Stunden pro Woche. Aber solche Arbeit ist begründet und fruchtbringend, denn das hat eine ganze Reihe von Vorteilen bei der Entwicklung der polykulturellen Persönlichkeit durch Fremdsprachen:

• Es werden kreative Fähigkeiten der Studierenden (nicht nur sprachliche, sondern auch handwerkliche – malen, nähen, kochen, basteln), ihre persönlichen Eigenschaften (sie werden offener, überwinden psychologische Hindernisse);

• Die Studierenden lernen selbständig sein, ihre eigene Wahl treffen, eigene Interessen, Bevorzugungen berücksichtigen, ohne Lehrer arbeiten;

• Sie schließen sich an die Kultur und Kunst des Landes, dessen Sprache sie lernen an, was der Erweiterung ihres Gesichtskreises, des ästhetischen Geschmacks beiträgt;

• In der informellen Umgebung lernen sich die Studierenden und der Lehrer besser kennen, dadurch entwickelt sich Verantwortung füreinander und allgemeine Sache;

• Es werden landeskundliche Kenntnisse der Studierenden durch die Bekanntschaft mit Realien des Landes, dessen Sprache sie lernen, entwickelt;

• Es erhöhen sich das Interesse von Studierenden für die Sprache und Motivation zum Erlernen.

Auf solche Weise ist die Theaterpädagogik eine der effektiven und günstigen für das Schaffen einer freundlichen und vertraulichen Atmosphäre zwischen den Studierenden und Lehrern. Die Besonderheit dieser Technologien erlaubt nicht, sie oft anzuwenden, aber ihre Ergebnisse sind sehr fruchtbringend und unvergesslich.

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INNOVATIONS IN PEDAGOGY – FETISH OR NECESSITY OF MODERN WORLD

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This article is a treatise on innovations in educational system. Nowadays modernization in pedagogy is an extensive phenomenon. However, a numerous number of disputes are held over the consequences of such processes. Not all the scientific community agrees whether these changes are really needed. We are to discourse upon what drawbacks innovations in educational system may bring and how the society can cope with these drawbacks. We are also to show the alternative approach to the question favored by Professor Rudolf Lvovich Livshits.

Key words*: pedagogy, innovation, educational system, progress, modernization, innovational methods.*

Undoubtedly, innovation is a very popular word today. It is used practically in all fields of contemporary world either we talk about science, medicine, technologies or education. However, when we talk, for example, about modern technologies we usually consider innovations positively like something that is needed to conduct the

progress. Yet as regards education, fierce polemics are held about whether it is a good tendency or not.

Among those who consider that innovations in education is the root of evil is Rudolf Lvovich Livshits. He is a Doctor of Science who has a degree in Philosophy and works as the head of the department of philosophy in The Teacher-Training University. His article «The innovation fetish in pedagogy and real pedagogical process» has given us ambiguous feeling.

The main point of this article is that an innovation in educational area is an absolute and unquestionable evil. Professor's main argument is that we used to have a strong educational system in the Soviet Union that was efficient. And if something has proved to be successful why should we change it.

However, the question is whether we can completely change our political, economic and social life and at the same time leave one area of our life untouched. It doesn't even matter if these changes are for the best. What matters is the fact that our life has changed radically. And this prior educational pattern and pedagogical approaches as efficient as they were do not fit in this modern reality.

It is interesting, when it concerns medicine for instance nobody argues whether innovations are good or bad. Nobody would take outdated pills and use last century methods to cure the illness even if these methods and pills used to work. No, we go and buy modern drugs and choose modern ways because only they can fight contemporary diseases. This is what they call evolution. In this world where even microbes and bacteria can evolve how can the educational system stay unchanged?

The main shortcoming of innovational process in education professor Livshits sees in total illiteracy (though professor himself uses a stronger word). No matter what term we choose the truth is we can not deny this tendency. But what we can argue is that this tendency arises from educational system gaps. More likely, this phenomenon is the result of modernization of the society and acceleration of rhythm of life. In other words, we just don't have enough time to write competently.

Modern youths have amazing skills for writing massages by means of smileys and abbreviations. But even the most innovative methods of education do not teach these skills. It is just easier and faster. Today we can tape the article on computer and the Office programs check the spelling and even grammar for us. As a result, we stop thinking about how to spell this or that word and gradually it becomes a common practice. Undoubtedly, this is a great problem. But as we have said before, the root of this problem doesn't lie in the educational system.

In his article the professor holds the Soviet methods of teaching up as an example. That is how he describes these methods: «They made us write copybook by copybook filling up missing letters and punctuation marks, underlining principal and secondary sentence parts. Routine! Drilling! Totalitarian personal violence! But on the other hand these methods stimulated motor memory.»

The key words here «made us», «routine», «drilling», «totalitarian». These words reflect the common tendency of Soviet education. At that time university was a conveyor that produced skilled workers for varies fields. But the bottom line is that all these fields had one common purpose – to build better socialist future. For that

purpose along with the proper skills, future specialists were taught community spirit and obedience to the Soviet ideology.

But the world has changed a lot since then. The Soviet Union stopped its existing to begin with. The system of values has undergone dramatic transformations. Given the above, if our universities continue to prepare graduates using the Soviet methodic and principles it will be unfair first of all to the graduates themselves. The point is we have moved from collectivism to individualism.

Although it is a topic for another discussion whether these transformations are for the best. Now we simply ascertain the fact that our government doesn't provide young specialists with jobs anymore. Today's graduates are on their own way to find a place in the world and to build better future. For that purpose they need to be competitive, should be able to adapt to dynamically developing world. In other words, new reality sets new goals for the educational system. And these new goals in their turn demand new methods.

Precisely these innovational methods professor Livshits criticizes so passionately. Undoubtedly, there is no arguing when we deal with statistics. Numbers speak for themselves. But we are to look into causes, try to understand the reason why the level of knowledge of our students is going down.

Unfortunately, the current generation lives in time of global changes when previous methods don't work anymore and new are still under development. As we know, every truth and knowledge can be found only through trial and error. Education sphere is not an exception. The key problem is that it is not enough to develop methodic. Furthermore, it should be approbated, approved and implemented. In other words, it should start working properly. However, unlike medicines, it couldn't be tested on mice first. And unlike in case with medical experiments, the results of educational experiments have far-reaching effects.

We can not get the outcome in one moment. But when we finally get it we can analysis it and draw conclusions about the road forward – something should be changed, some moments can require further modification and some should remain as they are.

Innovation process is a complex phenomenon; it doesn't happen in one moment. Actually that is why it is called a process. It needs time. Moreover, it needs intensive work of the innovators. In that regard we consider it inappropriate to divide pedagogues into those who «write articles about innovations» and those who «take their work as social obligation». This division is absolutely unacceptable because pedagogues-innovators are equally concerned about their social obligation. At the same time, they are not afraid to import new ideas to a system, to search the ways of development and enhancement. Unlike those teachers who work by the clock, innovators don't choose the way of minor resistance. Consequently, they obtain a deluge of criticism from multiple skeptics.

All in all, we cannot but agree on some points mentioned by Professor Livshits. In particular, that «education is not just the process of obtaining of knowledge, it also contributes in forming the personality» and the main goal of every pedagogue is «to develop student's intellect, to arouse the thirst for knowledge».

Undoubtedly, these goals can only be achieved in teacher-to-pupil collaboration. Neither computer nor other modern technologies are able to replace

live communication. We agree on this statement. What we try to say in this article is that technologization and computerization of educational system is not the core of the innovational process. It is just the means. On contrary, all the new methods are aimed to develop the communicative skills, ability to hold the polemic, to prove your own point of view.

Although Professor Livshits states lecture as «an absolute achievement of pedagogy» we are sure that the two-way communication is a more effective format of lesson. It keeps student's concentration and motivates to explore and analyze the issue. There is a Chinese saying: «Tell me and I will forget. Show me and I will remember. Involve me and I will learn».

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DIE ROLLE DER PROFESSIONELLEN SELBSTERZIEHUNG IN DER ENTWICKLUNG DES PÄDAGOGEN

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Der Artikel beschreibt die Besonderheiten von professioneller Selbsterziehung in einem Prozess der Entwicklung des Pädagogen, stellt die notwendigen Eigenschaften dar, die ein Pädagoge als Subjekt der pädagogischen Tätigkeit besitzen soll. Zum Schluss unterzeichnet man die Wichtigkeit und Bedeutung von professioneller Selbsterziehung.
Keywords: *professionelle Selbsterziehung, Pädagoge, Fachkompetenz, Methodenkompetenz, Selbstkompetenz.*

In modernen Bedingungen ist die kontinuierliche Entwicklung des Pädagogen durch die intensive Arbeit an sich selbst von besonderer Bedeutung.

Das Wesen des Prozesses der beruflichen Ausbildung besteht in der Verbesserung der Fachkompetenzen, Methodenkompetenzen und Selbstkompetenzen

des Pädagogen, die für eine erfolgreiche Verwirklichung der pädagogischen Tätigkeit notwendig sind [Vorob'eva 2013].

Was versteht man gewöhnlich unter Fachkompetenz, Methodenkompetenz und Selbstkompetenz in methodischer Literatur.

Fachkompetenz ist es, Wissen (Regeln, Begriffe, Definitionen) zu besitzen; Zusammenhänge erkennen zu können; in einer Disziplin erworbenes Wissen und Können sowie gewonnene Einsichten in Handlungszusammenhängen anwenden zu können; Wissen zu verknüpfen und zu sachbezogenen Urteilen heranziehen zu können.

Methodenkompetenz umfasst jene Fähigkeiten, Fertigkeiten und Gewohnheiten, die erforderlich sind, um Arbeitsschritte zielgerichtet zu planen und anzuwenden; rationell zu arbeiten; Lernstrategien zu entwickeln; unterschiedliche Arbeitstechniken und Verfahren sachbezogen und situationsgerecht anzuwenden; Informationen zu beschaffen (auch mittels Neuer Medien), zu speichern, in ihrem spezifischen Kontext zu bewerten und sachgerecht aufzubereiten; Probleme und Problemsituationen zu erkennen, zu analysieren und flexibel verschiedene Lösungswege zu erproben und situationsgerecht Problemlöse-Strategien anzuwenden; Ergebnisse zu strukturieren und zu präsentieren (Präsentationstechniken, Visualisierung, Medienwahl und -einsatz).

Zur *Selbstkompetenz* gehören Leistungsbereitschaft; das Erkennen und Einschätzen eigener Stärken und Schwächen; die Bereitschaft; Verantwortung zu übernehmen und entsprechend zu handeln; sich selbst Arbeits- und Verhaltensziele zu setzen; zielstrebig und ausdauernd zu arbeiten; Sorgfalt, Selbstvertrauen und Selbständigkeit; mit Misserfolgen umgehen zu können; die Bereitschaft, Hinweise anderer aufzugreifen; Hilfe zu leisten und anzunehmen; Selbstkontrolle und -reflexion und Anstrengungsbereitschaft [Lehmann, Nieke 2005].

Es sei deswegen betont, dass diese Kompetenzen im Sichtbild des Lehrers, der sich mit der professionellen Selbsterziehung beschäftigt, sein sollen.

B.N. Charnyj bezeichnet die professionelle Selbsterziehung als eine bewusste Arbeit des Lehrers nach der systematischen Entwicklung von positiven Eigenschaften und Beseitigung von negativen Eigenschaften der Persönlichkeit [Charnyj 1990].

Grundlage der professionellen Selbsterziehung ist Erfahrung der Arbeit an sich selbst. Das bedeutet eine bewusste Arbeit der Entwicklung seiner Persönlichkeit als Fachmann, d.h. die Anpassung seiner individuell einzigartigen Eigenschaften zu den Anforderungen der pädagogischen Tätigkeit, ständige Weiterbildung der Fachkompetenzen und der kontinuierlichen Entwicklung der sozialen und moralischen Eigenschaften der Persönlichkeit [Vorob'eva 2013].

Um Profi als Pädagoge zu sein, muss man vor allem viele persönliche Eigenschaften besitzen: Aufmerksamkeit, Verantwortung, Mitgefühl, Fingerspitzengefühl, Geduld, Liebe zu Kindern. Wesentliche Bestandteile des Pädagogen sind ein gutes Gedächtnis, Aufmerksamkeit, hohe kommunikative Fähigkeiten, eine gemeinsame Kultur und Gelehrsamkeit, die sachkundige Rede, gut ausgebildete Stimme, die Fähigkeit, ein Team zu verwalten. Man muss auch Fähigkeit haben, sein Verhalten und Emotionen zu kontrollieren; ein starkes Nervensystem haben, weil die Arbeit des Pädagogen in einem ständigen mentalen und emotionalen Stress stattfindet.

Wenn der Pädagoge notwendige persönliche Eigenschaften besitzt, Kenntnisse in Pädagogik, Psychologie, Grundlagen des Lebenssicherheit, Ethik und Ästhetik, in der

Organisation der Erziehung und Ausbildung, Unterrichtsmethoden und Entwicklung der Kinder hat; wenn der Pädagoge in der Lage ist, motorische, produktive, kommunikative, berufliche, kognitive, musikalisch-künstlerische Aktivitäten der Kinder zu organisieren, Kontakte zu den Eltern und den Mitarbeitern der Bildungseinrichtung zu knüpfen, hat er alle Voraussetzungen für das Werden zum Fachmann.

Also, um Profi in der pädagogischen Tätigkeit zu sein, muss der Pädagoge allgemeine Kompetenzen und Fachkompetenzen besitzen. Deswegen soll er das Wesen und soziale Bedeutung des zukünftigen Berufes verstehen; stetiges Interesse an den Beruf haben; richtig eigene pädagogische Tätigkeit organisieren; passende Methoden wählen; Reflexion seiner Arbeit machen; Informationen suchen, analysieren, die für die Formulierung und Lösung von beruflichen Aufgaben, die fachliche und persönliche Weiterentwicklung notwendig sind; methodische Materialien auf der Grundlage der Besonderheiten des Alters von Gruppen und einzelnen Schülern entwickeln; pädagogische Erfahrungen und pädagogische Technologien im Bereich der Bildung durch das Studium der Fachliteratur beurteilen; Einschätzung von anderen Pädagogen machen.

Erfahrung in der professionellen Selbsterziehung wirkt auf die allgemeine Selbsterziehung fördert ihre Entwicklung.

Der Pädagoge ist einer jener Berufe, der eine Person motiviert, die ganze Zeit zu wachsen. Der Pädagoge soll sich im Einklang mit neuen sozialen Anforderungen der Gesellschaft ändern. Also, der Lehrer kann sich nicht leisten, an solcher Etappe zu bleiben, als er das Stadium an der Hochschule absolvierte. Daraus folgt, der muss ständig an sich arbeiten, um an der Spitze der pädagogischen Tätigkeit zu sein, das Interesse an den Beruf nicht zu verlieren, sich eine innere Befriedigung der Arbeit zu fühlen.

Die Selbsterziehung des Pädagogen ist eine Triebkraft für seine professionelle Entwicklung. Das professionelle Wachstum des Pädagogen hängt nicht nur von den beruflichen Ressourcen ab, sondern auch von der subjektiven Bereitschaft der Persönlichkeit, seine vorhandenen Potentiale zu gestalten und effizient zu nutzen.

Selbsterziehung soll die Fähigkeit des Pädagogen zur freiwilligen Erfüllung der persönlichen Verpflichtungen und der auf den Anforderungen des Kollektivs basierenden Verpflichtungen stärken und entwickeln. Selbsterziehung soll moralische Gefühle, die notwendigen Modelle des Verhaltens, Willensstärke formieren. Also kann man sagen, dass die Selbsterziehung ein Ergebnis der Erziehung und der Persönlichkeitsentwicklung ist.

Der Prozess der Selbsterziehung soll nicht fragmentiert, sondern ständigen, kontinuierlichen Charakter haben Dieser Prozess soll auf die Anpassung der individuell einzigartigen Eigenschaften zu den Anforderungen der pädagogischen Tätigkeit, auf die ständige Verbesserung der Fachkompetenzen und Selbstkompetenzen und anderer Eigenschaften der Persönlichkeit zielen.

Zusammenfassend kann man als Beispiel die Äußerungen von A. Diesterweg einführen. Er schrieb über den Pädagogen: «Er ist nur so lange in der Lage, tatsächlich zu erziehen und zu ausbilden, wenn er selbst an seiner eigenen Erziehung und der Ausbildung arbeiten»[Disterveg 1956:158].

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GENDER DIFFERENCES IN FOREIGN LANGUAGE LEARNING

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The article deals with the explanation of differences between boys' and girls' abilities in foreign languages learning. It's well known that there are more females than males who are interested in career connected with language skills.

Keywords: language learning abilities, language skills, learning strategies, education psychology.

There is a stereotypical idea that females are more verbal than males. The researches (J.Booth, D. Burman, D.Walsh and others) show that girls develop language skills earlier than boys. Even though girls talk sooner, more clearly, and have a larger vocabulary earlier than boys, boys do eventually catch up. To encourage son's language development parents should involve him in conversations. Besides, girls are much more successful in this sphere than boys. It is interesting to mention it really depends on their gender.

According to the researches there are some peculiarities in nervous system and brain structures of representatives of opposite genders. It can be proved by the fact that boys' brains have more gray matter but girls' brains have more white matter. Gray matter localizes brain activity in a single part of the brain, rather than spreading to the other parts of the brain. White matter connects brain activity with different parts of the brain, including emotion centers. Being more emotional female children increase verbal activity which in its way stipulates an interest to other languages and improves motivationof learning them. Also, being more talkative women have more possibilities to communicate with people from other countries which gives higher level of foreign language speaking skills. Besides, females use both hemispheres of

the brainin processing sounds, while males tend to use mainly the left side of it. If girls are therefore better at isolating the various sounds in a word, it would make sense that they can also be better at decoding it and spelling it. So, girls seem to be better at spelling. As for reading, in general, women's overall reading abilities are better than men's, and this gender difference often makes itself apparent when children are still in primary school. Researchers are still investigating how much of this difference is inborn and how much is acquired, but part of the answer would seem to be that girls have a greater taste for reading. Thus at least part of the reason that girls are better readers might simply be that they spend more time reading, while boys often spend more time playing sports. Some experts believe that «increasing the time that boys spend reading and writing, and offering them content that interests them, could reduce this gap between boys and girls» [Burstall, 1975].

As it's mentioned above girls have a larger vocabulary than boys. It's proved that generally a 20-month year-old girl has twice the vocabulary as a 20-month year-old boy. But this difference in vocabulary knowledge doesn't last, as boys' vocabulary knowledge improves to meet the vocabulary skills of girls. It also appears that boys have more difficulty with oral reading than girls. Boys and girls perform the same on reading tests that don't require writing. Writing seems to be more of an area of difficulty for males. So, by the time children start to attend school girls are more predisposed to foreign language learning.

But biological is not the only factor that influences on the result of foreign language learning. According to researches, «girls' success in FLL may also be partially explained by their positive attitude and integrative motivation» [Domyei, 1998].

It should be said that there are two more factors – education and environmental. Feng Zhongliang points out that the individual style of thinking is developed with age in the education psychology, «according to the research of Chong Delin, preschool age is mainly intuitive thinking action, elementary school period is mainly image abstract thinking, junior high school period is the main experience of abstract logical thinking, and the senior high school period is the main theoretical model of abstract logic thinking» [Feng, 1997]. Senior high school students are in the last two periods, and their abstract logical thinking should be developed properly. Until now, however, people often think that abstract logical thinking of girls is less than that of boys, because females suffer family, social and gender discrimination in school education.

However, «there is no scientific basis in second language acquisition» [Ellis, 1986]. In fact, numerous examples show that the girls' abstract logical thinking is not inferior to that of boys, and their ability of thinking in images is better than boys. On second language acquisition – English language learning, students should not only need a better image thinking, but also need to have a good abstract logical thinking ability, especially in grammar learning and reading comprehension. And girls just have these two styles of thinking. So it is so natural that the girls have better English scores than boys.

As for learning strategies there are also few differences. Learning strategies are ways for learners to store and process information. According to the information

processing theory, strategies are divided into three categories: metacognitive strategies, cognitive strategies and social/affective strategies [O'Mclley, 1990]. With the right strategy learners can correct incorrect learning behaviors in second language acquisition at any time, making more self learning guidance, and higher efficiency. According to our daily teaching observation, it can be easily found that girls' English strategy is more conscious than that of boys. Their learning strategies include the plan and the reflection.

In conclusion some numbers which illustrate that girls at school are more successful in second language learning should be mentioned. The research done by XinXiong gives us the definite results. Grade one students in the middle school (24 boys, 21 girls): five excellent students are all girls. Their average mark is 61. The boys' average mark is 49. Boys' pass rate is 41%, while girls' one is 76%. Grade two students in the middle school (23 boys, 18 girls): boys' excellent rate is 9% and girls' excellent rate is 17%. Boys' pass rate is 58% and that of girls is 77%. Boys' average mark is 45, and that of girls is 51.Obviously, girls have more advantages than boys on biological and psychological levels and that's why they gained such results. But from the psychological point of view, motivation factor could be decisive and a person with extra high level of self-motivation is able to reach very high level of foreign languagelearning.

Summarizing all the information mentioned aboveit is fair to say that most of factors which effect result and process of foreign language learning provide girls with more advantages. But we should say, that biological ones are so misbalanced only during the childhood and are characterized by high (to some extend) motivation level.It is possible for males to reach results which are not specific to women.

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EXPANDING HELIX METHOD AS A MEAN OF LEXICAL AND GRAMMAR MATERIAL STRUCTURIZATION

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This article gives a review of Helix Method as one of the ways to structurize lexical and grammar material at a foreign language lesson (English as an example). The method assumes giving of lexical and grammar material in a certain sequence, cyclically repeated widening and enhancing the material at every step. An option of referring the every study topic to one and the same time period of academic year is also explained in the article.

Key words: *foreign language teaching, EFL, lexical and grammar material structurization, teaching method.*

«It is obvious that currently in all technically advanced countries we can see the discrepancy in volume of teaching methods used for secondary and high school. If there is no cardinal improvement in teaching methods, the young generation will be deprived of general education, so important for comprehensive life». [Artyomov 1969: 177]

The same is related to the whole education system in our country, annually proved with results of Obligatory and Unified State Exams. It is considerably related to the English language teaching system. And in the same time the necessity to learn and know English as a world language (having different functions like with to-speak-abroad language or publishing scientific papers and search of information needed) increases every year. Therefore, the requirements to skills and abilities of teachers increase as well. We need to find and apply new methods in the educational system. «Method is a way or mode by which we proceed to the attainment of some aim; mode or manner of procedure; logical or scientific arrangement or mode of acting; systematic or orderly procedure; system» [Home Study Dictionary: 456]

Sooner or later a teacher of a foreign language starts asking a question «What is the most effective way to structurize lexical and grammar material used for teaching?» Those who work with a foreign language know from their experience that everything will be forgotten without systematic repeating. It means the educational process shall be organized in the way providing repeating and widening the material studied before at every stage of education.

We call this method **The Expanding Helix Method**. Every turn of the Helix represents a relatively completed teaching step (like a year at school or a shorter period at language school/club). The first turn is small, it represents topics and shows the learning the basic lexis and grammar. The second wider turn additional lexical and grammar material is studied. The topics at the second turn are the same as at the first one. The third turn enhances the second one, etc.

Wider turns require inserting systems of new spirals with new topics withing the current one. These topics partly correlate to the topics of the previous turns.

Herewith one topic changes to the other within one turn of the helix and complements it. As an example, after the topic «house, rooms» it is logical to come to «furniture in the house». From «family» it is logical to come to «friendship» (if the topic before was about appearance description or/and temper) or hobby (to tell about family members' hobbies), etc.

This method is based on some peculiarity of human mind and memory. It includes not only systematic repeating of the material learned before, but also creating semantic fields. «It is plausible to assume that a method of teaching that takes account of the psychological processes underlying semantic relatedness must be more effective pedagogically than one that does not» [Amer 2002].

Below you will find an example of Helix Method application for the topic «family» in primary school. The 1st turn of the helix represents the 1st year of education; the 2nd represents the 2nd, etc.

	Lexis	Grammar	Listening
1st turn	Mother, father, sister, brother, grandmother, grandfather, family	I have got … I have no…. I haven't got...	Hear what family members the speaker has.
2nd turn	Child, children, parents, grandparents, son, daughter, grandson, granddaughter, cousin, uncle, aunt, niece, nephew	I have got ... and … I have got… but I haven't got … I have neither… nor… I'd like to have …. I have …, too. + drilling grammar material, studied in previous chapters	Searching information about some family members and family itself in the text for listening.
3rd turn	Stepmother, stepfather, stepsister, stepbrother, stepdaughter, stepson, half-sister, half-brother, wife, husband, mother-in-law, father-in-law, brother-in-law, sister-in-law, relatives.	Further grammar complication, improvement of the topics from previous chapters.	Searching information about family, family members, their interests, appearance, professions, etc. in the text for listening
	Reading	Speaking	Writing
1st turn		Making a story about the family. (I have got a mother. I have got a father…) Making a questioning dialogue: Have you got a mother?...	

2nd turn	Reading and translating a small text (several sentences) about family, family members, reading of a questioning dialogue. Searching the required information in the text.	Making a story about your family, family members, making a questioning dialogue about your family, family members. Discussion a family tree (brief description).	Creating several sentences about your family, family members, making a family tree.
3rd turn	Reading more complicated texts and dialogues about family members, their interests, appearance, temper, etc. (Size of texts for reading is comparable to texts for listening), execution of the tasks for the texts.	Detailed story about your family (based on the family tree), making a questioning dialogue.	Making a family tree and a plan for story creating
4th turn	As the main lexical material is learned, and more complicated material (like complete/incomplete families, conflicts, etc.) does not correspond the requirements of primary school, we see no reason to give lesson set for it. However, repeating of lexical material is not to be canceled, it requires 1-2 lessons. Moreover, the topic «family» is connected with other topics, and repetition of lexical and grammar material for this topic is done at the lessons dedicated to other topics		

We see it impractical to start reading and writing at the first year of education, as not all the students are capable of doing these activities in their own language. In this case learning reading and writing in English can prevent them from successful learning of these activities at the lessons of their native language.

Starting learning English from verbal language activities will be more efficient. «Teaching reading to second language learners should usually come after some exposure to the spoken language. Hearing and speaking a language is usually learned at a faster pace than reading is.»[Judith D. De Rolf :1995]

However, phonetic reading application demonstrates good results during the first year of education. So at the second year of education teaching of reading will be easier, as students already have skill of phonetic reading. Moreover, if a student can read at least the transcription of the word, he or she can learn this word to use in speech, and later in reading and writing.

Expanding Helix Method is supplemented with relation of topics to the defined time periods, so every new turn of the helix will go exactly over the previous one. If we consider a school year as one turn, it will look like this: September of the first year – topic «animals» (for example), in the second, third and forth years students will study the same topic, but increasing the vocabulary repeating the material studied

at the previous turn and adding new words. In October (for example) there will be a topic «places and locations» (forest, garden, yard, house, etc.), so, in the second, third and forth years students will discuss in details the locations of living for animals and people, specifying some aspects of the material at every turn of the helix. For example, the second year – a farm, the third – a house, the forth – revision and generalization of the material.

Benefits and drawbacks of the Method

Benefits	Drawbacks
Easy information search	Time-consuming adaptation of a teacher to the method
Relation to the calendar provides a student easy navigation in topics if a teacher/school changed	Difficulties with adaptation of the method to the current teaching material sets
Clear volume and content of lexical and grammar material for each year/teaching period (helix turn)	Big volume of the material
Combination of constant repeating and moving forward in the studying process, that gives better material learning	High quality teachers required
The method provides many words in active vocabulary of students	The classroom shall be well equipped (big monitor to work with video materials)
Preparation for the lesson becomes easy for the teacher	
For student it is easier to keep in mind more material, as it was repeated several times before	

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STUTTERING AS ONE OF THE MOST SERIOUS SPEECH DEFECTS

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The article is devoted to the peculiarities of children's speech problems. The article considers the causes, mechanisms, symptomatology and treatment of stuttering, explains the basic approaches to eliminate stuttering and form smooth speech of stammering children.

Key words: *speech, stuttering, indirect treatments, direct therapy, Parent-Focused Treatment.*

The problem of a stuttering occupies minds not of one generation of people and it can be considered one of the most ancient in the history of development of the doctrine. In special literature various interpretations of mechanisms of a stuttering can be found. It is explained by both the level of development of science, and positions from which different authors approached and approach studying of this speech disorder. Stuttering is one of the most serious speech defects.

Stuttering is considered to be a multifaceted disorder, characterized by oral disfluencies that impede the forward flow of speech [Carter, 2015].

It injures mentality of the child, breaks the correct course of personality's education, prevents speech communication, and complicates relationship with people around.

Nowadays it is considered conventional that it is necessary to eliminate a stuttering at once as soon as it appears. The more time passes from the moment of the beginning of a stuttering, the more often it turns into serious, resistant defect and involves changes in mentality of the child. Besides, the stuttering deprives children from normal conditions of communication and often interferes with their successful study. Therefore it is important to eliminate this defect even before the problem continues to be urgent.

According to Betsy LaVecchia the exact cause of stuttering remains unknown. There are many theories, including the belief that stuttering is the result of too much negative attention drawn to normal childhood dysfunction or that stuttering is the result of an inadequate neuromuscular speech production mechanism.

As to J. Scott Yaruss most clinical researchers now believe that stuttering arises due to multiple risk factors (genetic & environmental factors including language abilities, motor abilities, temperament). Many current theories of language formulation and speech production are based upon a set of related modules where messages are built through a series of interacting processes (Speech disfluencies represent disruptions in the planning or production process).

Stuttering arises due to an interaction among several factors that are affected by both the child's genes and the child's environment.

1. Language Skills for formulating messages.

2. Motor Skills for producing rapid and precise speech.

A mismatch between Language Skills and Motor Skills (This can be any type of mismatch – advanced language skills & typical/lower motor skills, advanced motor skills & typical/lower language skills, or anything).

3. A sensitive/reactive temperament for reacting to disruptions in speech.

(1) Reactivity to what goes on within/around the child (fears, cries easily, strong reactions to noise).

(2) Regulation difficulty for changing responses (Difficulty stopping crying, changing activities).

c) The etiology of stuttering is within the child…In other words, Stuttering Is Built-Inas a neurological dysfunction involving the child's language skills, motor skills, & temperament systems.

For years, people believed that stuttering was caused by the child's environment.

a) The parental misdiagnosis of normal disfluencies led to increased concern about the child's speech («Stuttering begins in the ear of the listener, not the mouth of the speaker»).

b) It was the source of the fear about drawing attention to stuttering and was the foundation for indirect treatment approaches.

c) But there is a strong opinion of specialists that the child's environment does not cause stuttering.

2. Still, this does not mean the environment plays no role in the child's stuttering.

a) Parents are still extremely important in the child's daily experience of the disorder and the child's experiences contribute to the disorder.

b) Parents should be made to believe that no treatment would work if the child weren't susceptible to some change in his environment [Yaruss, Coleman, & Hammer, 2006].

Betsy LaVecchia in the article «Early Childhood Stuttering» says that identifying stuttering in very young children is difficult because all children experience «normal dysfluency». Developing motor, speech, language, and cognitive systems are extremely unstable in the early years. In particular, the year between ages 2 and 3 is a volatile period for dysfluency. What remains a mystery in childhood stuttering is how variable, in fact, it is. A child may stutter only with certain people, during certain tasks, in school but not at home, or only on certain words. A child who stutters might even stop stuttering for several months, only to have it recur seemingly «out of nowhere». Evidently, children do not all stutter in the same manner and the severity can vary widely. They may seem to stutter more when sick, tired, or excited. Their stuttering may seem to «come and go». Many 3–year-old children who stutter do so without self-consciousness or tension, which makes them less likely to be identified. There are some patterns in stuttered speech that may be helpful in identification. Children who stutter may repeat initial sounds or syllables, prolong the duration of a sound (perhaps with unusual pitch changes), or «get stuck» on a word by silently holding a sound without producing it aloud. These stuttering moments

may or may not be accompanied by secondary symptoms» (head, face or body movements). For children who stutter, the probability of stuttering increases [LaVecchia, 1999]:

• at the beginning of phrases: «I III want an apple».

• on the first syllable of a multisyllabic word: «The kukukuku computer is yours?»

• on linguistic stress: «He's sssseven not six years old!»

• on content words: «I got my Ba BaBaaarbie at home».

Other qualities of children's speech that may be signs of stuttering include awkward phrasing indicating word avoidance, or consistent use of «starters» or «fillers» such as «um», «like», «you know». Many children have found that their stuttering decreases when they whisper, sing, speak in chorus, or speak in «character voices». Thus they may spontaneously use these strategies to improve their fluency.

Betsy La Vecchia considers there are a number of treatment programs available for children who stutter, based on the various theories of cause of the disorder. Treatments may be direct or indirect.

Indirect treatments stem from the notion that the child's speech can be improved by changing environmental factors or behaviors of others in the child's environment. These treatments make the assumption that certain conditions which make the child feel insecure or anxious, or make demands beyond the child's capacity, may aggravate or actually cause stuttering. Indirect methods may address parenting skills, or the child's attitudes, feelings, fear, and language use in social interactions (pragmatics, syntax, listening, teaching to be a good conversationalist).

Another popular indirect approach involves reducing the child's speech rate. It should be noted that children who stutter do not necessarily speak too quickly. Reducing speech rate may be effective temporarily, but reduces stuttering moments by 50% at best. Further, this approach has not been effective in maintaining decreased stuttering.

Direct therapy, however, treats the stuttering itself, with the goal of normal-sounding and normal-feeling stutter-free speech. Behavior modification has been found in several studies (Martin, Kuhl, &Haroldson, 1972; Onslow, Andrews, & Lincoln, 1994; Onslow b al, 1997; Reed & Gotten, 1977) to eliminate stuttering and maintain fluency in young children. Behaviorists have demonstrated that immediately responding to a stutter made it disappear. That is, they showed that drawing attention to a stutter was effective because it reduced the stuttering behavior.

J. Scott Yaruss offered A Family-Focused Treatment Approach for preschool children who stutter [Yaruss, Coleman, & Hammer, 2006].

The first goal of such therapy is to improve children's fluency. Still, the therapy is not focused entirely or exclusively on fluency. Specialists *also* work to ensure that children develop effective communication skills and develop appropriate attitudes toward their speaking and stuttering. Fortunately, there are several effective tools to help accomplish these broad goals.

One more treatment – Parent-Focused Treatment – deals with parent communication modifications (a fluency-facilitating environment). Parents can change their speech patterns to help the child achieve more fluent speech. It's important to make interaction style easier by increased pausing both within and between utterances, to arrange less hurried daily pace / lifestyle (less hectic

scheduling of daily life activities, one-on-one time with child), to focus on the Parents'Communication Style…and the Child's Fluency.

Child-Focused Treatment helps improve fluency directly if the child continues to stutter following the parent-focused treatment. It's necessary to improve the child's fluency through direct modification of the child's communication skills, to ensure that the child develops and maintains appropriate communication attitudes.

There are many techniques for improving fluency most focusing on changing timing or tension.

It's proved that viewing stuttering in an open, matter-of-fact manner, in which the child is praised for his communication success (not just his fluency), is another way to ensure that the child learns that what he has to say is valuable and worthy – even if it sometimes comes out bumpy. Parents must come to terms with stuttering if they are going to be able to do this effectively.

Russian scientists (N. Vlasova and E. Rau, S. Mironova, G. Volkovain turn suggest logopedic work with preschool children stuttering.

According to G. A. Volkova's technique the system of complex work with the stuttering children consists of sections: technique of game activity, logoritmichesky occupations, educational occupations, impact on microsocial medium of children [Volkova, 2003].

N. A. Vlasova and E.F.Rau suggest to work on the speech of the child, passing from its simple forms to difficult ones: from the interfaced speech, through the reflected and question-answer speech to the description of familiar pictures, retelling of the listened text, to the spontaneous and emotional speech [Vlasova, Rau, 1959].

It's interesting to mention much advice has become available to parents and teachers of children who stutter, including therapeutic-like interactions. Parents and teachers should use caution in administering therapy-like strategies, and should consult a speech-language pathologist when in doubt as to whether a child is stuttering. Some general recommendations for adults interacting with children who stutter may include the following:

• Try not to finish sentences or fill in words.

• Keep eye contact, wait patiently and naturally until the child is finished speaking.

• Don't hesitate to say «Sorry, I didn't understand you, could you say it again?»

• Use a moderate rate with fluent speech yourself.

The message here for clinicians, teachers and parents, is that stuttering in very young children is a relatively malleable behavior. The older the child, however, the more intractable stuttering appears to become. Early identification and treatment can thus be both cost effective and beneficial to young children who stutter.

In conclusion it should be mentioned when working with preschool children who stutter, the primary goal is to help them eliminate their stuttering. There are at least two research-supported approaches to treatment that help children do this. In addition to addressing fluency, treatment should ensure that the child develops appropriate communication attitudes. This can minimize the likelihood that a child struggles with his speech, it can prepare him for the future in case he does keep stuttering and needs more advanced treatment.

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IDIOMS IN TEACHING ENGLISH

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The given article examines the use of expressive means in the process of teaching English. Particular attention is paid to the role of idioms in immersing students in other culture. The author gives a description of methods to work with idioms. It discusses some theoretical foundations of teaching students idioms.

Key words: literature text; idioms; culture; origin; «play something by ear»; «raining cats and dogs»; «to have a chip on your shoulder».

Teaching English language assumes many different methods that usually vary from teacher to teacher. Nevertheless, we can find one common feature these methods share. They all are tinged with communicative competence objectives. Using idioms may undoubtedly add to a wide spectrum of classroom activities that communicative approach offers. In English language idioms are used for expressive speech imagery, brightness and accuracy. They give to the story emotionality, aphoristic and even metaphorical. Idiom can designate and characterize different

objects, for example: human features; human condition and different feelings; activity, human actions; characteristic of events and phenomena; marking time; action designation.

An idiom is a phrase or a fixed expression that has a figurative, or sometimes literal, meaning. Idiom is «a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing» [Sinclair John 1991]. Idioms make our speech more colorful and expressive, and therefore are widely used in the literary language. Most of idioms reflect deep popular and distinctive character of the language. Idioms add to the beauty of the language. It improves vocabulary which in turn is added advantage for any language learner.

According to McMarthy & O'Dell idioms are connected with the themes of animals, the sea, sports, parts of the body, food and drink, colors, names of people and places, sight, hearing, taste, smell and touch. We use idioms to describe physical appearance, character and personality, work and success, health and illness [McMarthy, M., & O'Dell Felicity 2008].

A significant part of idioms are related to conversational style. They often have a pronounced expressive coloring. Many idioms peculiar book styles, and can be characterized by shades of solemnity, formality, sometimes ironic jokes. This man that uses idioms in his speech is more vivid, emotional. Such words attract listeners; make communication more interesting, alive.

Despite being illogical idioms are emerging as being much more important to language than previously thought. Some people find it difficult to catch the hidden meaning and confused with some other expression. Other people consider it troublesome unless it will be explained. Everyone has stated to apply them from his early years. Every day people face with idioms at home, at school, in the shop centre and other many places. If you're in the process of learning the English language, you may come across some of these and not be entirely sure what they mean.

When idioms in one language are translated to other languages they may lose their actual meaning because many idioms are specific to the culture. Idioms are special mode of expression, use or grouping of words, peculiar to a specific language [Henry, Cecil Wyld 1958].

To have a bright, imaginative, and sometimes available speech, a person uses idioms. Using that voice capabilities, a man can show his knowledge of the language, emphasize its individuality. Those of us who grew up with English as our first language have been exposed to idioms and idiomatic expressions for most of our lives. Without knowing the history of the idiom it is difficult to understand the exact metaphor. As for people that are learning English to understand some idioms will help its origin. The authors will describe the emergence process of three the most interesting in their opinion idioms.

The first idiom to consider is «play it by ear». Playing something by ear means, that rather than sticking to a defined plan, you will see how things go and decide on a course of action [Oxford Royale Academy].

The term originally only referred to playing music, implying that a musician might play without reading the notes, but by listening to melody or simply playing alone. The use of the word 'ear' to denote musical talent dates back to the 16th

century. William Caxton's assistant, Jan van Wynkyn printed this book by William Bonde - The Pilgrimage of Perfection, 1526.

The figurative sense came into being in the mid 20th century in the USA. The early references in that context all relate to sports, notably baseball; for example, this story about the proposed sale of the Brooklyn Dodgers, from The Coshocton Tribune, February 1934:

«Before going further in this direction, perhaps I can believe that awful suspense by stating that I am reliably informed today that the Brooklyn Dodgers, otherwise the daffiness boys, otherwise the young men who play by ear, are for sale» [The phrase finder].

These days, the expression has lost this focus on sports and can be used in any context.

The second idiom is very popular and strange for foreigners. It is «raining cats and dogs». That phrase is used for characterizing the weather. We can say: «It's raining cats and dogs», when it's raining particularly heavily. For this kind of weather, you could also say it was 'bucket down'.

The origins of this bizarre phrase are obscure, though it was first recorded in 1651 in the poet Henry Vaughan's collection *Olor Iscanus* [Oxford Royale Academy].

According to one version this expression was firstly used by the times, when the sewerages were working terrible. That's why after heavy thunderstorms drowned cats and dogs were lying on the streets of cities. Some superstitious people thought that animals had fallen from the sky.

The second version is related with Nordic mythology. According to that cats and dogs can predict the weather. In this way cats were the symbols of the rain and dogs were connected with the wind.

Both of versions have their supporters. Each of them is very interesting and unusual. Americans have their variant of this idiom: «It rains pitchforks».

The third idiom for today is a «chip on your shoulder». Of course it does not mean that you've dropped part of your snack. To have a chip on one's shoulder implies that the person seems angry all the time because you think you have been treated unfairly or feel you are not as good as other people [Cambridge Dictionary].

This phrase goes back to at least the 1800s. A 'chip' can be defined as a piece of timber, or wood. Well, apparently it became a thing for some people to place a chip on their shoulder in order to show that they were looking for a fight. It was an angry person, would place a 'chip' on his shoulder and then dare others to knock it off. Anyone who wanted to accept the proposed challenge could do so, and then a fight would occur shortly after [Know your phrase].

In order to learn idioms, foreign language speakers have to progress through several challenging steps. People use them in their everyday life. The majority of people supported the usage of innovative strategies to understand and produce idioms.

Foreigners have to learn the meaning of the idioms. They have to learn the various constructions in which an idiom may appear. To fully understand idioms, they have to recognize the feelings, emotions, and of course its provenance. Innovative teaching methodology can create interest among learners. You could also introduce a season or the weather by using idioms that illustrate these topics. For the learners of

low level, visual aids can also be used to support your introduction. Students can practice listening comprehension by filling in the missing words of the text that is read to them. The text can introduce target vocabulary around a theme; a pre-reading exercise can involve defining those words. You can get the students to act out the story using different idioms in it. It encourages the students to read and actually understand the meaning of the idioms, and it allows them to show a creative side. When some suitable idioms have been found for the class you are teaching, print it out. You can separate class into groups, give for each group an idiom and ask the students to read it carefully. Further you can ask them to explain the meaning of the idiom.

The results of the study are that the use of different methods of working with a word, and new elements for teaching English as a foreign language in the English lessons enrich and deepen the students' understanding of the English text, enhance the aesthetic pleasure of a work of art, arouses an interest to the English literature. It is evident that literature does along with communicative competence that aims at understanding cultural provenance of the certain country and nation. Using idioms develop grammar and vocabulary skills; improve the skills of foreign language pronunciation. Properly used, it may yield much advantage and facilitate the process of teaching.

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SECTION 3.ECONOMICS, SOCIAL SCIENCES AND PSYCHOLOGY

AUTISM SPECTRUM DISORDERS AND AUTISM TREATMENT

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The article provides the reader with some data information on autism spectrum disorders (ASD). It is especially noted that the study of this problem at the moment engaged in both foreign and domestic scientists. A mention should be made on epidemiology and causes. It is spoken in detail autism treatment. The need is stressed to employ different sub-categories and options treatment.

Key words: *autism spectrum disorders (ASD), mental and behavioural disorders, childhood autism, atypical autism, Asperger syndrome, behavioral therapies, developmental and play-based treatments, medical treatments.*

Autism spectrum disorders (ASD) consist of a range of conditions characterized by some degree of impaired social behavior (communication and language) and a narrow range of interests and activities.

ASD begin in childhood but tend to persist into adolescence and adulthood. In most cases the conditions manifest during the first 5 years of life.

These conditions currently belong to the category of pervasive developmental disorders, within the broader category of mental and behavioral disorders in the International Statistical Classification of Diseases and Related Health Problems (Tenth revision). ASD is an umbrella term covering conditions such as childhood autism, atypical autism and Asperger syndrome.

The term «autism» was introduced by psychiatrist E. Blejler. The first description of autism was carried out by American paediatrician and psychiatrist L. Kanner. In 1943 the Austrian scientist G. Asperger described a similar disorder of older children and 1947 - a Soviet scientist S. S. Mnukhin.

The study of this problem at the moment engaged in both foreign and domestic scientists. Among them are M. L. Barbera, I. R. Granatkin, K. Gilberg, T. Delaney, N. B. Zalomaev, O. Meleshkevich, T. Peters, T. Rasmussen, J. Erts, etc.

The level of intellectual functioning is extremely variable, extending from profound impairment to superior cognitive skills.

Individuals with ASD often present other co-occurring conditions, including epilepsy, depression, anxiety and attention deficit hyperactivity disorder (ADHD).

It is estimated that all over the world 1 in 160 children has an ASD. ASD is about 4.5 times more common among boys (1 in 42) than among girls (1 in 189). These estimations represent an average figure, and reported prevalence varies substantially across studies. Some well-controlled studies have, however, reported figures that are substantially higher. The prevalence of ASD in many low- and middle-income countries is so far unknown.

Based on epidemiological studies conducted over the past 50 years, the prevalence of ASD appears to be increasing globally. There are many possible explanations for this apparent increase in prevalence, including improved awareness, expansion of diagnostic criteria, better diagnostic tools and improved reporting [2].

Available scientific evidence suggests that there are many factors that make a child to have an ASD, including environmental and genetic factors.

Available epidemiological data are conclusive that there is no evidence of a causal association between measles, mumps and rubella vaccine, and ASD. Previous studies suggesting a causal link were found to be fraught with methodological flaws.

There is also no evidence to suggest that any childhood vaccine may increase the risk of ASD.

Intervention during early childhood is important to promote the optimal development and well-being of children with ASD.

There are many forms of autism treatment, but most fall into one of four categories that specifically focus on the core challenges of autism. Within these, however, there are many sub-categories and options. The categories include:

Behavioral Therapies

Developmental and Play-Based Treatments

Medical Treatments

Alternative Treatments

Behavioral Therapies: Behavioral therapy (usually ABA) is the oldest and most fully researched treatment specifically developed for autism. ABA is a very intensive system of reward-based training that focuses on teaching particular skills and behaviors, such as everyday task. There are multiple forms of behavioral therapy, though some (such as pivotal response therapy) may not be available.

Developmental Therapies: Floortime, SCERTS, and relationship development intervention (RDI) are all considered to be developmental treatments.

This means that they build from a child's own interests, strengths, and developmental level to increase emotional, social, and intellectual skills. Developmental therapies are often contrasted to behavioral therapies, which are best used to teach specific skills such as shoe tying, tooth brushing, etc. Play therapy and recreational therapy are often grouped with developmental therapies.

Medical Treatments: Many treatments for autism involve the use of pharmaceuticals and/or nutritional supplements. None of these medications can cure autism, but many can relieve symptoms. For example, Risperdal can improve behaviors, while Zoloft or other antidepressants can relieve anxiety.

«Alternative» Treatments: Because the causes and potential cures for autism are shrouded in uncertainty, many so-called «alternative» treatments are available. Most are intended to alleviate problems which, according to scientific researchers, are either non-existent or have no causal relationship to autism. In the world there are «alternative» treatments, these include chelation (chemical removal of heavy metals from the body), treatment in hyperbaric oxygen chambers, and use of bleach based enemas. These «treatments» are risky, extremely controversial, and, in many cases, very expensive.

In addition to these treatments, some families choose to provide their autistic children with art therapies, animal therapies (horseback riding, service dogs, swimming with dolphins, etc.), craniosacral massage, homeopathy, and more. Few of these are well-researched relative to the core symptoms of autism, but many families believe these therapies make a positive difference for their children.

In the book of Natalia Nazarova «Special education» the findings of the Institute of correctional pedagogy of RAO are presented: «At timely corrective work 60% of autistic children have the opportunity to study under the program of mass school, 30%– the program of special schools of any kind and 10% are adaptable in family situations. In cases where correction is not carried out, 75% of the are not socially adapted, 22-23% more or less adapted (need constant care) and only 2-3% achieve a satisfactory level of social adaptation.[1]»

ASD may significantly limit the socialization and capacity to conduct daily activities. ASD often negatively influence the person's educational and social attainments as well as employment opportunities.

While some individuals with ASD are able to live independent and productive lives, others have severe disabilities and require life-long care and support.

ASD often impose significant emotional and economic burden on children and their families. Caring for children with the severe spectrum of the condition may be demanding, especially where access to services and support are inadequate.

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WHY SOME PEOPLE ARE FOLLOWERS WHILE OTHERS ARE LEADERS

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This article is devoted to the problem of leadership and followership. The authors discover the reasons why some people prefer to lead and others prefer to follow. Biological and social factors that determine leadership abilities are also mentioned in the article.

Key words: *leadership, leadership abilities, leaders, followers, extraversion, introversion, biological and social factors.*

Nowadays life is so vibrant, full of many social institutions, which should be led by someone, and different exciting events, which should be organized by someone. Not every person is able and willing to take on such responsibility.

Even in the kindergartens we can see some children who are very excited and happy to take on the responsibility of leadership. Others prefer quite an opposite role: they are content to follow those who are in charge.

The aim of our research is to distinguish the background factors of leadership quality facilitation.

The fact that aspiration to lead emerges in youth makes us thinks that there are natural born leaders and natural born followers.

Ron Riggio, professor of leadership and organizational psychology at Claremont McKenna College in California, claims that leadership is programmed into our DNA and comes from dominance in the animal world. The research held in 2006 and 2007 showed that 31 and 32 percent of the variability on leadership boiled down to innate genetics [Life's Extremes].

Some psychologists assume that a will to power runs in families. Consider, for example, the political dynasties of the Kennedys and the Bushes. Studies support this idea that leadership can be rooted in an individual's nature. A built-in drive to lead comes in the form of genes passed on from parents.

To evaluate the impact genes have on leadership, an American psychologist Richard D. Arvey and his colleagues compared surveys filled out by identical twins and fraternal twins. Identical twins share 100 percent of each other's genes, while fraternal twins share 50 percent. When twins are raised by one family they grow up in similar environment, so we can see clearly the genes' influence on shaping persons' character.

Figuring the function of the genes in helping person to become a leader, Arvey said that there's no particular leadership gene. Rather, hundreds of genes complexly interact to produce biological tendencies that influence a person to be a good leader [Life's Extremes].

Many neural patterns help the brain to recognize, organize, store and retrieve information patterns when needed. It has been noticed that leaders engage in activities which provide the time, space and structure to facilitate the construction of such neural patterns [Gardner 1997]. People who are open-minded to experience new concepts or procedures and who are exposed to more rich information sources are able to build more rich and dense neural networks and hence reveal themselves as natural leaders. On the other hand, people who are averse to new models, metaphors, information, concepts or interactive discussions, remain as followers [Dickmann 2001].

In psychological science it is proved that genetically conferred qualities such as outgoingness, a will to dominance correlate with leadership abilities.

According to our own research, leadership abilities correlate with extraversion, which is an inborn characteristic. Extraverts are more likely to become leaders in their groups. Results of our research also show that correlation between leadership abilities and introversion is negative, but not extremely. Though, it doesn't mean that introverts have no leadership abilities and simply can't be leaders. Followership is not merely the absence of leadership. Many of the qualities that make a good leader also make an ideal follower, including intelligence and communication abilities. No doubt that introverts don't like spending time in big companies of unfamiliar people and don't strive to rule the world but in some situations they can become very successful in leading people and making serious decisions. Such personal characteristics as thoughtfulness, sense of responsibility and being attentive with the details can explain it [4].

Studies, especially done by Russian psychologists, suggest that our upbringing and life experience matter most in developing innate tendencies. In other words, we can bring up our children as leaders or followers [Doborovich, Tkachev 2016].

But the most measurable impact on leadership abilities is made by collaboration of nature and «the environment» (society).

About two-thirds of the elements that «make» someone a leader depend on upbringing and personal experience, including education and handling of challenging situations, and one-third depends on genetics [Life's Extremes].

In conclusion, we would like to point out that leadership is a quality mediated by two main factors: genetics and society. Many psychologists claim that the impact of society is more measurable. So any person can become a leader upon condition of being raised in definite surrounding.

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FEATURES OF FORMATION AND DEVELOPMENT OF VOLLEYBALL IN BELGOROD

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In this article the development of the sport and the organization of women's volleyball team in Belgorod due to lack of systematic data is examined. Belgorod region is one of the leaders in Russia in developing volleyball. It has rich history.

Key words: *volleyball, women's team, sport in Belgorod, volleyball players*

Volleyball is a noncontact combinational sport where each player has a strict specialization on the site. The most important qualities for volleyball players are jumping high for the possibility to climb over the net; reaction, coordination, physical strength for effective works of attacking strokes. This kind of sport is one of the most popular not only in our country but around the world.

In the research paper, we focused our attention on the development of the sport and the organization of women's volleyball team in Belgorod due to lack of systematic data. There is an urgent need to analyze the process of organization and development of volleyball in Belgorod. Especially at the present moment Belgorod region is one of the leaders in Russia in developing a sport like volleyball.

In general, giving the characteristic to the development of Belgorod volleyball, it should be emphasized that it was and remains one of the most popular sports. The territory of the Belgorod region has a strong coaching school and Belgorod volleyball players have achieved outstanding results at the All-Union and international arenas.

The inventor of volleyball is William J. Morgan, a teacher of physical education college Young Men's Christian Association (the YMCA) in Holyoke (Massachusetts, USA). In 1895 in the gym, he hung a tennis net at a height of 197 cm, and his students, whose numbers were not restricted on the court began to throw a ball.

The game took some of its characteristics from tennis and handball. Another indoor sport, basketball, was catching on in the area, having been invented just ten miles (sixteen kilometers) away in the city of Springfield, Massachusetts, only four years before. Mintonette was designed to be an indoor sport, less rough than basketball, for older members of the YMCA, while still requiring a bit of athletic effort.

The first rules, written down by William G Morgan, called for a net 6 ft 6 in (1.98 m) high, a 25 ft × 50 ft (7.6 m × 15.2 m) court, and any number of players. A match was composed of nine innings with three serves for each team in each inning, and no limit to the number of ball contacts for each team before sending the ball to

the opponents' court. In case of a serving error, a second try was allowed. Hitting the ball into the net was considered a foul (with loss of the point or a side-out)–except in the case of the first-try serve.

After an observer, Alfred Halstead, noticed the volleying nature of the game at its first exhibition match in 1896, played at the International YMCA Training School (now called Springfield College), the game quickly became known as *volleyball* (it was originally spelled as two words: «*volley ball*»). Volleyball rules were slightly modified by the International YMCA Training School and the game spread around the country to various YMCAs

Several years passed, and volleyball appeared in Canada, Cuba, Puerto Rico, Peru, Brazil, Uruguay and Mexico. In 1913, at the Pan-Asian Games a volleyball tournament took place, which was attended by the Japanese team, China, the Philippines.

Volleyball was introduced to Europe in the early XX century. In 1914, volleyball started in England. 3 years later it became popular in France. In the 20s it developed in Poland, Czechoslovakia and the USSR. In our country, volleyball began to be played in Nizhny Novgorod, Kazan, Khabarovsk, Vladivostok, and later – in Moscow.

In the homeland of volleyball in the United States, the first official competitions were held in 1922 in Brooklyn, with the participation of 23 men's teams. Then the Americans came up with a proposal to include volleyball in the Olympic Games of 1924, but this proposal did not receive support.

Olympic volleyball received recognition only in 1957, but the programmed of the Games was first included only in the XVIII Olympiad 1964 in Tokyo. It featured six women and ten men's teams. The first Olympic champions were the USSR national teams (men) and Japan (women). At the Tokyo Games volleyball athleticism was differ. Because of the superiority of a powerful attack against the defense, it was obvious why the international federation volleyball rules somewhat modernized. The players of the defending team were allowed to carry arms in blocking on the opponent and the second time to touch the ball after the block. Innovation offset the possibility of attack and defense. Volleyball has become a faster, emotional sport.

At the Olympic Games the greatest success achieved national teams of the USSR: a woman in 1968, 1972, 1980 and 1988, the men in 1964, 1968 and 1980, and the Japanese team: women in 1964 and 1976, and the men's team in 1972.

At the Olympic volleyball appeared soon, who managed to gain popularity. In Atlanta in 1996 on an artificial beach «Atlanta beach» debuted beach volleyball. Beach volleyball was born in Southern California in 1940, and today it is experiencing a boom.

The playground for both sports is the same, but on the beach a team consists of only two players. Players can specialize, but on the beach, they should be able to do: serve, block, etc.

As we have mentioned volleyball in Russia is one of the most popular sports disciplines.

Volleyball in the Soviet Union appeared in the early 1920s and brought to the Soviet sports 7 Olympic gold medals.

The first volley in popularity as a sport discipline, acquired through the promotion of American trainers in Nizhny Novgorod and Kazan in 1914. Later, the sport has taken a place in the hearts of their fans in Vladivostok and Khabarovsk. The rapid development of volleyball in Russia led to the fact that already in 1922, a

variety of student societies and studios of young acting talents were popularizing the game in Moscow.

Volleyball at the time is jokingly called «the game of actors». The first site appeared in the courts of Moscow theaters – Meyerhold, the Chamber, Revolution Vakhtangov; at the beginnings of a new sport were masters of arts, future people's artists of the USSR.

In October and November 1935, the first international matches of the Soviet volleyball players, with fierce rivals the steel athletes from Afghanistan took place. Three matches in Tashkent and the final in Moscow brought success to the owners of sites, despite the fact that the games were held under the Asian regulations. Especially convincing held its meeting in Moscow team – 2: 0 (22: 1, 22: 2).

During World War II, many volleyball players were drafted into the Red Army. In wartime, volleyball continued to cultivate in military units. Already in 1943, are starting to revive volleyball courts in the rear. Since 1945, the championship of the USSR resumed.

The fifties of the XX century were marked by the beginning of the rapid development of team sports in the Belgorod region.

January, 6 1954 was a significant event in the history of the Belgorod region: the USSR Supreme Soviet Presidium adopted a decree on the formation of the Belgorod region. At this time, emerging sports and sports movement of the Belgorod region. In order to guide and coordinate the sports movement was created by the union of sports associations and organizations, which was a prerequisite for the further development of mass physical culture and sports in the country. This moment is one of the most important in the development of sports in general in Belgorod, and in par.

The trend of excellence Belgorod volleyball as closely related to the formation in 1954 of the Belgorod region. With the increased popularity of this sport considerably the skill level of athletes has grown. Competitions at various levels were held. But the first years after the establishment of the area of significant results Belgorod athletes not reached, it was associated with poor material and technical base and the lack of professional staff.

Along with the rest of the game modes volleyball ones were developed. Belgorod volleyball players began to participate in competitions and achieved positive results.

Successes and failures of the women's volleyball team in Belgorod region weren't neglected.

Not only people, who had direct relevance to this sport were fond of volleyball, but also those who liked it for its affectivity, beauty and entertainment.

Despite the closing of the team in 2009 volleyball kept up to be one of the most favorite kinds of sport in Belgorod region, and vise versa it became more popular both for young and for mature people.

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METHODICAL APPROACH TO THE ANALYSIS OF FINANCIAL SUSTAINABILITY OF CONSTRUCTION COMPANIES

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The article deals with the concept and the general methodology for assessing the financial sustainability of enterprises. The calculation of the normal values of financial sustainability indicators is made. The methodology of financial sustainability assessment is clarified taking into account industry specific features of construction organizations.

Key words: *financial sustainability, methodology for assessing the financial sustainability of an enterprise, the normal values of financial sustainability indicators, the specifics of the activity of construction organizations, the correlation analysis.*

In modern conditions, financial stability determines the stable development and efficient operation of enterprises, therefore, the issues of assessing and improving financial sustainability are the most urgent for today.

At present, there is no single definition of financial sustainability in the scientific literature. The analysis of the opinions of different authors on the nature and content of this category made it possible to propose the following definition of financial sustainability: financial sustainability is a stable financial position in which an enterprise finances, with its own and equated funds, less liquid assets necessary to ensure continuous production and economic activity, while the remaining assets should be sufficient for the timely repayment of debts to creditors.

Analysis of financial sustainability of the enterprise is carried out at a certain date for the past period. This allows us to determine how competently in the enterprise for the analyzed period of time managed financial resources in the process of their formation, distribution and application [Bocharov 2012: 76].

The general methodology for analyzing the financial sustainability of an enterprise is the calculation of absolute and relative indicators. Absolute indicators of financial sustainability are indicators that characterize the state of the enterprise's reserves and the availability of their sources of formation. Relative indicators of financial sustainability are calculated as the ratio of absolute indicators of assets and liabilities of the enterprise's balance sheet [Korenkova 2012: 284]. There is a huge number of relative indicators, therefore, we can distinguish the following main groups: the coefficients of the capital structure, the coefficients of asset coverage of the sources of coverage, coverage factors and others. The allocation of such groups of indicators is primarily due to the fact that financial stability is determined by the

independence of the enterprise from borrowed sources, the ability to maneuver by one's own means, to use them effectively, ensuring an uninterrupted process of activity, and also the ability to support the target structure of funding sources.

The analysis of relative coefficients is the main tool for assessing the financial sustainability of an enterprise.

The actual values of the coefficients obtained in the calculations are compared with their normative value, which is the basis for making a decision on the sufficiency or excess of a resource, or the source of its formation, to ensure the operation of the enterprise.

At the same time, the results of calculations and the subsequent comparison of coefficients with their theoretically sufficient values do not always reflect the real picture of the financial position of the enterprise, because the established norms do not take into account the branch belonging of the economic entity. As you know, enterprises of different industries have different structure of property, not only because of the specific nature of the activity, but also from the presence or absence of certain assets to support the activity [Chernik 2014: 34].

Let us clarify the normative values of financial stability indicators for the construction industry enterprises.

To begin with, based on statistical data, the values of the financial stability coefficients of the construction industry enterprises for 1999-2013 are found. And the average value of each indicator for the considered period is calculated.

Then there is the standard deviation for each average value of the financial stability factor. The average quadratic deviation is an absolute measure of the variability of the trait and is expressed in the same units as the variants, and therefore it is well interpreted:

$$\delta = \sqrt{\frac{\sum(x_i - \tilde{x})^2}{n}} \qquad (1)$$

Where x_i is the actual value;

$\tilde{x}$ is the mean;

n is the number of periods.

Based on the calculations, the normal values of financial stability indicators of the construction industry enterprises were found, which are presented in Table 1.

On the basis of the data in Table 1, it should be noted that negative values of the indicators have no economic sense. It is advisable to use the normal values for these indicators established by such authors as Bank V.R. [Bank 2012: 271], Vasilyeva L.S. [Vasil'yeva 2006: 479], Dontsova L.V. and Nikiforova N.A. [Dontsova 2011: 126]. Thus, the optimal value of the reserve ratio by own funds should be in the range of 0.6-0.8; the minimum regulatory value of the ratio of own funds - 0.1, and the recommended - 0.5; Normal value of the coefficient of maneuverability of equity - from 0.2 to 0.5.

Table 1

**Normal values of indicators of financial sustainability
of the construction industry**

The name of the indicator	Average value	Meansquaredeviation	Normal value
Capitalization ratio			
1. Equity ratio	0,316	0,134	0,182-0,45
2. Margin of financial safety	0,419	0,075	0,344-0,494
3. Ratio of debt to equity	2,753	1,460	1,293-4,213
4. Concentration factor of attracted funds	0,684	0,134	0,55-0,818
Asset ratio of sources of coverage			
1. Coefficient of security of stocks own means	-0,646	0,405	[-1,051;-0,241]*
2. The ratio of own funds	-0,150	0,088	[-0,238;-0,062]*
3. Coefficient of maneuverability of own funds	-0,412	0,348	[-0,76;-0,064]*
4.The coefficient of the structure of long-term investments	0,294	0,222	0,072-0,516
5. The coefficient of immobilization	1,581	0,539	1,042-2,12
6. Factor of real value of property	0,553	0,080	0,453-0,633
7PermanentAssetIndex	1,412	0,348	1,064-1,76

* Values do not have economic meaning

The obtained normal values of the financial stability coefficients for the construction industry enterprises are below the normal values of financial stability coefficients established by different authors. This is due, first of all, to the peculiarities of the activity of construction companies: first, before the start of production, construction companies build a production base, produce special equipment, adjust the production technology and only after that start production; Secondly, construction products are created on a particular land plot, and throughout the entire period of construction it remains stationary, and dependence on how much the land is worth; Thirdly, the time factor plays an important role, since construction is a long process, which leads to a diversion of capital from turnover for a long time. Many companies have to resort to loans to ensure their current activities.

Some factors of financial sustainability of the enterprise duplicate each other, therefore it is necessary to choose the most significant and informative indicators. The correlation analysis will reveal a high correlation between different coefficients of financial sustainability. For this it is necessary to construct a correlation matrix [Skipin 2011: 221].

The value of the coefficients of pair correlation lies in the interval from -1 to +1. The connection is considered to be sufficiently strong if the correlation coefficient in absolute value exceeds 0.7, and weak, if less than 0.4.

On the basis of the correlation analysis, it was obtained that between the coefficient of autonomy and the coefficient of concentration of attracted funds, as

well as between the coefficient of maneuverability of equity and the constant asset index, there is a complete relationship. And the negative value of the coefficients of pair correlation between these indicators indicates an inverse relationship, that is, when one variable grows, the other decreases.

So the equity ratio characterizes the independence of the enterprise from borrowed funds, and the coefficient of concentration of attracted funds on the contrary indicates the dependence of the company on borrowed funds, therefore, in analyzing the financial stability of the enterprise, one of the indicators can be deleted. The coefficients of mane variability of own funds show the ability of the enterprise to maintain its working capital and replenish current assets at the expense of its own sources, if necessary. A permanent asset index calls, which part of own funds is used to cover non-current assets. Hence, analyzing the financial sustainability of the company can also exclude one of these coefficients.

It should be noted that the correlation analysis also showed a high correlation between many coefficients of financial stability, therefore, you can not calculate these indicators when assessing the sustainability of the enterprise, and use only those indicators of communication, between which less than 0.4.

Thus, the analysis of the financial sustainability of enterprises in the construction industry can be carried out on the basis of absolute and relative indicators, while for a more accurate assessment of sustainability; one can use the normative values of indicators taking into account industry specifics. Also, in the analysis, indicators can be excluded, between which there is a high correlation, which will allow avoiding repeated.

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SOCIAL RESPONSIBILITY, CORPORATE GOVERNANCE AND ECONOMIC EFFICIENCY OF THE COMPANY: THE ANALYSIS OF RELATIONSHIP (ON THE EXAMPLE OF DOMESTIC AND FOREIGN COMPANIES)

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The article reveals the content and essence of social responsibility, its role in the management system and economic activities of the company and how the introduction of social responsibility elements into the management system and development strategy works to the companies' benefit as well. Also, the analysis of the relationship between the indicators of the level of social responsibility, the quality of corporate governance and the economic efficiency of the company is carried out in the article.

Keywords: social responsibility, corporate governance, economic efficiency, analysis of the correlation, domestic companies, foreign companies, responsible behavior, quantitative indices, qualitative indices.

Topicality is caused by the general trend of the socialization of economic development, which is perceived and associated today with existing of specific rights, powers and responsibilities at the level of individual companies.

In the society, a positive attitude towards socially responsible organizations is gradually forming; common approaches to understanding the content and boundaries of social responsibility, the nature of this phenomenon are formed in the professional and scientific communities.

The first definition of social responsibility was given by G. Boien in his work «Social Responsibility of a Businessman», published in 1953 [Blagov 2006: 2].

In practice, socially responsible behavior is characteristic not only of entrepreneurs and commercial firms. The developing nonprofit sector is sometimes more susceptible to social expectations and needs of society.

If we trace the main milestones in the development of the concept of corporate social responsibility as a theoretical basis, we can single out the works of such authors as R. Blomstrom, C. Davis, A. Carroll, J. MacGuire, S. Seti.

Social responsibility is a system of voluntary obligations and economic actions of the organization, aimed at the distribution of available limited resources, realized through a set of socially significant areas of its strategy, that take into account the interests and expectations of interested groups (people, communities, environment, etc.), fulfilling the requirements of legality and promoting effective, long-term sustainable development of the organization and society as a whole [Anikeeva 2014: 1].

Such interpretation of the content and boundaries of social responsibility makes it possible to identify and justify its effectiveness and practical significance in

improving the management and sustainability of the organization's development, to develop effective management strategies and models of socially responsible behavior, to increase the social efficiency of economic decisions in order to achieve sustainable development of both the organization and society as a whole.

Social responsibility is a multi-faceted and multi-level concept: it includes economic (basic), legal and ethical responsibility with subordination of levels; it's determined by a number of subjective and objective prerequisites; it's a set of external (external social responsibility) and internal (internal social responsibility) components; it's realized in techno-technological, organizational-economic and non-production spheres; it's described by a measure (not exceeding and exceeding the legislative requirements taking into account the voluntary contribution).

As K. Davis points out, this responsibility relates to those «decisions and actions of the organization that are carried out for reasons that at least partially go beyond their direct economic or technical interests,» and «some socially responsible decisions in the organization may be in the course of long, complex analysis process is explained as providing a good chance for it to receive a long-term economic effect» [Davis 1960: 5].

The concept of social responsibility is not limited to a one-time fulfillment of any obligation by an organization, the solution of any particular significant problem. To be responsible means to be able to foresee the consequences of deliberately taken decisions, positive and negative results of activities, which affect both immediate participants and third parties (external effects); to be ready to reduce the negative consequences and risks; to implement preventive measures to prevent them; to implement expenses for covering the costs caused by the company; to act within the framework of certain values, morality, rules and norms, including those taken voluntarily; to be guided not only by short-term corporate interests, but also by the interests of all those who are directly or indirectly connected with the company's activities.

In this sense, social responsibility is directly related to the corporate governance system and the sustainability of the results of the organization's economic activities.

Social responsibility is related to the profit and profitability of the company, as it is realized for certain revenues from core activities, the availability of which is sufficient, but not the only condition for socially responsible behavior. The foreground here is the presence of non-market elements in the reproduction behavior of the organization associated with the formation of intangible assets - intellectual and social capital.

Accordingly, the business organization is gradually moving from one-dimensional, determined solely by the criteria of market rationality of the scale of values to a multidimensional scale, which takes into account the economic, social, environmental and ethical aspects of activity.

Social responsibility presupposes changes in the behavior of the firm, in fact, in the economic sphere, when relations build with all parties involved in its activities - workers, consumers and suppliers, local authorities, the state. When deciding what to produce, for whom to produce, a socially responsible organization is guided not only by the criterion of market expediency, profitability, but also by criteria that take into account the interests of the parties.

Social responsibility is aimed at achieving strategic goals:
• production of quality products and services for consumers;
• creation of attractive jobs, investments in production development and human potential;
• strict compliance with the requirements of the legislation: tax, labor, environmental, etc.;
• creation of conscientious and mutually beneficial relations with all interested states;
• effective business management, focused on creating added economic value and increasing national competitiveness in the interests of shareholders and society;
• consideration of public expectations and generally accepted ethical norms in the practice of development of cases;
• contribution to the formation of civil society through partnership programs and projects of social development [Anikeeva 2014: 1].

Instruments of social responsibility are social investments, social (non-financial) report; social partnership, social communications, social audit.

Social investments are the most common form of social responsibility realization and represent a certain amount in the structure of production or financial investments of the company directed to the social component of the investment process, which is called the social component of productive investments.

Thus, social responsibility is one of the main activities of the organization, which turns it into an element of the management system and economic activities of the company.

Further, social investments are built into all instruments of social responsibility without exception, are measurable and allow judging the level and scale of social responsibility.

The source of social investments is gross income, gross profit and income from the extra-budgetary activities of the organization.

Benefits, received by the company as a result of the introduction of the principles of social responsibility in the development strategy and management system, are formed in the field of growth of financial indicators, expanding access to various kinds of resources and reducing their costs, preventing non-commercial risks, promoting products, goods and services in the market and brand recognition, reputation strengthening and improvement of the company image. Then they manifest in the form of effects, such as growth in sales, reduction in production costs and, accordingly, increase in profits. At the same time, the corporate governance system is being improved, which increases its quality and contributes to the growth of the efficiency of the core business. In the end, all of the above forms a closed cycle, which is constantly reproduced and generates a synergistic effect, such as an increase in the effectiveness of the functional activity, sustainability and competitiveness of the organization in the long term [Simonova 2007: 7]. In this regard, social responsibility and corporate governance are interrelated, interdependent and interdependent.

The purpose of the research is to analyze the correlation between following indicators: social responsibility, corporate governance and economic efficiency of the company.

The implementation of the analysis of the proposed relationship is carried out through the following interrelated steps:

1. Measurement of intensity (tension) of social responsibility (social investments);

2. Measurement of the quantitative level of social responsibility (social investment);

3. Measurement of the qualitative level of social responsibility (social investment);

4. Definition of market capitalization, company's revenues for the financial year (indicators of corporate governance quality);

5. Determination of the position in the corporate governance quality rating of the company (the indicator of the quality of corporate governance).

6. Identifying of the relationship (the level of correlation) and its quantification between the indicators of the level (quantitative and qualitative) of social responsibility and the quality of corporate governance.

Calculations of 1-5 indicators were carried out according to the methodology of the Association of Managers of Russia; the sixth indicator was calculated according to Pearson [Litovchenko 2004: 8].

To form the empirical base of the research, financial and non-financial reporting, which is freely available and dated 2011-2015, was considered. As a result, 5 domestic and 5 foreign companies were selected, which implement social responsibility and make non-financial reports that confirm their socially responsible behavior.

The list of domestic companies includes: PJSC Gazprom, OJSC NK Rosneft, PJSC Lukoil, PJSC Novolipetsk Metallurgical Combine, and OJSC MMC Norilsk Nickel.

The list of foreign companies selected: HESS CORPORATION, ExxonMobil, POSCO, ENI, Total.

The results of the analysis showed that:

1) Domestic corporations pay maximum attention to environmental protection (58.4% of all social expenditures). The leader in this group is PJSC Gazprom, whose management considers environmental protection activities as an integral part of the business. The second most important item of social investment of Russian companies is an article on the costs of social internal and external programs, as well as various charitable companies (27.6% of all social expenditures). The leader in the implementation of this area of social responsibility is the OJSC Oil Company Rosneft. The next most important direction of socially oriented expenditures is the article «Labor Protection» (13.4% of the total volume of social expenditures). The leader in this direction is OAO «LUKOIL».

The smallest share of costs in social investment of Russian companies comes from the funds allocated for the professional training of their employees (0.6% of all socially-oriented expenditures). The highest share of funds is invested in this area of CSR by PJSC «Novolipetsk Iron and Steel Works» and OJSC «MMC» Norilsk Nickel.

2) The most important area of social investment of foreign companies is environmental protection (85.2% of total social expenditures). Absolute leader in this direction of socially responsible activity are ExxonMobil and Total.

The second most important area of social investment is the financing of social programs and charity (7.2% of the total volume of socially-oriented expenditures). The company, whose costs in this direction exceed the total costs of the remaining respondents, was HESS.

The next article of social expenses of foreign companies is the cost of vocational training (4.5% of all social expenditures). Leaders in this direction for the entire sample of foreign companies are ExxonMobil and ENI.

The most important direction of socially responsible activity is labor protection costs (3.1% of the total volume of socially oriented expenditures). The low level of the indicator is explained by the fact that it is practically not represented in the financial and non-financial reporting of the enterprises under consideration. Nevertheless, the leader in this direction is POSCO.

3) The intensity or intensity of social responsibility has increased both among domestic and foreign enterprises, which indicates a positive trend in general - companies are paying increasing attention to CSR issues and the development of both internal and external forms of social responsibility.

4) The quantitative level of social responsibility both among domestic and foreign companies has more than doubled, which reveals an obvious trend - domestic and foreign companies are not simply allocating more funds for the development of various aspects of social responsibility in their practice, but are putting this Direction of activity as a priority.

5) The qualitative level of social responsibility of Russian and foreign companies is above average; nevertheless, its insufficiently high values for domestic companies indicate problems with the embeddedness of social responsibility elements in the development strategy and management system, as a result of which the complexity and consistency of socially responsible activity is far from Perfection, and for foreign enterprises are explained by the lack of accounting for expenses under the item «Labor costs».

6) Positive correlation between all indicators (scale, quantitative and qualitative level) of social responsibility, quality of corporate governance and economic efficiency of foreign companies has been revealed. It is especially close between the amount of revenue and the indicators of scale, level and intensity of social responsibility, which indicates the existence of a closed constantly replicating cycle: revenue, profit - scale, level of social responsibility - development and quality of the corporate governance system - effects, benefits from socially responsible activities – growth in core business performance and capitalization - an increase in indicators of the level and effectiveness of social responsibility.

A noticeable, but insufficiently high correlation between market capitalization and the sum of socially oriented costs of foreign companies can be explained by the incomplete disclosure of their data on the development of CSR. In those companies, which do not have data on several criteria for corporate social responsibility, namely HESS (minus 0.3) and ExxonMobil (minus 0.8), which do not reflect health and safety costs in their reports, as well as information on the existence of a collective agreement and a subdivision responsible for the implementation of social programs, the correlation coefficient has a negative value. The reverse picture is observed in companies whose data have a high occupancy rate. Accordingly, it can be concluded

that market capitalization and the amount for the development of various aspects of CSR are directly dependent.

7) The relationship between the market capitalization of foreign companies and the qualitative level of their CSR exists, it is direct and positive. Thus, the quality of corporate governance, economic efficiency and the quality of social responsibility are interrelated.

8) The market capitalization of domestic companies has a direct and positive dependence on the qualitative and quantitative level of social responsibility.

9) Dependence of revenue and scale, quantitative level and intensity of social responsibility, as well as the quality of corporate governance of domestic companies are interrelated and this dependence is direct and positive.

Thus, the relationship between social responsibility, corporate governance and economic efficiency has been established and confirmed empirically, in line with the findings of domestic and foreign studies by Preston and O'Bannon (1997), Waddock and Graves (1997), Orlitzky, Schmidt and Rynes (2003), A. Gizatullin (2007) [Gizatullin 2007: 6], dedicated to this problem.

The main recommendation is to introduce social responsibility, its elements and principles into the company's development strategy, which will lead to an increase in the quality of corporate governance, profit, market capitalization, efficiency and competitiveness of the company.

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CREATIVE ACCOUNTING AND FRAUD: ECONOMIC SECURITY

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This article traces the problem of economic security in the classification and regulation of creative accounting and its role in financial reporting, as well as the prevention of transformation into fraud. Characteristic features of creative accounting, its forms, process of implementation and methods of control are analyzed. Next is the analysis and comparison of methods of creative accounting, comparison with fraud.

Key words: *Creative accounting, fraud, economic security*

Among accountants have long been aware of the creative accounting, but do not associate it only with fraud. Yes, creative accounting has a negative side applicable to accounting and reporting articles, but this is just the «reverse side of the coin» and one should not concentrate its attention only on this moment.

Unfortunately, despite the fact that the term «creative» accounting is popular, it does not have a uniform definition. At the moment, there are several points of view on his account: on the one hand, it is the search for «opportunities» in financial regulation to provide accountability in a mistakenly favorable light, and on the other, these are the methods by which the accountant and his professional judgment increase the attractiveness of his Reporting, depending on the goal. In other words, the creative accounting is the variability in the presentation statements thus to enhance financial «attractiveness» of the company. As for fraud, it intersects with creative accounting in several negative aspects. It should be understood that creative accounting has an «aggressive» component in the person of one side of innovative methods of balance adjustment, thanks to which the accounting method itself develops, with another deliberate distortion of any indicators of financial reporting. We must understand that this remains on the conscience of the accountant. Here the main thing is to direct the creative accounting in the right direction. With the development of IFRS and the adoption of its standards by many large companies (speaking of the domestic market), the creative accounting process itself began to develop strongly, in terms of complex aspects of international standards, in this environment, creative accounting found its role. In other words, we can say that

creative accounting in the right hands (creativity) does notis a fraud with regard to the domestic environment; it has a narrow specificity and works in the balance sheet. Given the development of corporate entities (JSC, etc.), there is a «difference in views» of users of accounting information between the main owners, whose purpose is to minimize profits to reduce the tax burden, and investors who propose its maximization, whose purpose is to increase the value of the share price , The maximum payment of dividends. Moreover, in modern times, by the property of differentiation and control, embellished statements provided to investors, those who have invested and will invest. This is the so-called veiled balance.

Next, you should separate the various accounting models. In our country, there is a strong legislative regulation, as well as tax burden. In countries with the Anglo-American accounting model, there is a slightly different accounting specification, which is more open, free access to the formation of accounting reports, orientation to the professional judgment of the accountant himself, in fact he is an analyst, we can say that also reporting, thus more subjective and because one and the same fact of economic life can be presented in a different light, which is just the creative aspect, especially in the last few years so complicated or other rules of recognition, measurement and reflection of the facts of economic life which is why it is easier to provide information to the judgment of the accountant. In other words, to veil some places of balance. However, this does not mean that this moment is fraud. The company has a goal, a development strategy. The accountant provides information in accordance with the direction of its activities, permitted by regulatory documents. Now, modern accounting has a lot of reflection methods facts of economic life: calculating depreciation, revenue recognition, etc. Understanding the essence of these processes, their skillful application and manipulation - is a creative consideration. To do this, a accounting policy is formed to address the issues of reporting and whose interests it represents. If Sher wrote that «... the truthfulness of the balance according to the legal understanding is not always also true in the economic sense, and we must recognize, under certain circumstances, a balance (proceeding from the point of view of economic truthfulness) When it fully corresponds, according to the legal understanding, to the principle of truthfulness and clarity» [Nikitina 2015: 456- 457]. But in this case, not everything is as smooth. When the various requirements of normative documents are deliberately violated in order to provide financial reporting in a more favorable light, this is essentially a falsification: when facts of economic life are manipulated, reporting is manipulated, etc.

Obfuscation, manipulation statements, including the falsification - aimed at improving the welfare of the company. Solvency, profitability, other indicators are provided in the best possible way. It is logical that because of these manipulations, creative accounting negatively perceives its aggressive component, which sometimes flows into fraud. In our legislation, the balancing of the balance is for the most part perceived negatively. The accounting model is designed in such a way that the legislation and regulatory regulation is more important than the professional judgment of the accountant. Therefore, any manipulation of accountability on his part, can be perceived as an attempt to distort reality. The main objectives of falsification of financial statements are [Safonova 2013]:

1. overstatement of profit, in order to provide a more favorable light of the results of the work of management,

2. underestimation of profits, in order to reduce taxation,

3. reduction of operating losses,

4. laundering of funds, etc .;

Distortion of reporting, through its embellishment, in terms of attractiveness, occurs in various ways:

1. Falsification of primary documents,

2. Manipulating the results of economic operations

3. Hiding the facts of economic life, etc.

There is no doubt about the need for an accounting service at the enterprise, since it is the accounting department that is responsible for calculating wages, calculating and paying taxes, accounting property and liabilities, income and expenses, and much more, not to mention the fact that the need for an accounting service is fixed Legislatively. Ultimately, all activities of the accounting department are aimed at the preparation of financial statements, which is the starting point for making managerial decisions.

The very process of creative accounting is not evil; it directly depends on the professional opinion of the accountant and the goals of the leadership. As for creative accounting and fraud, despite the variety of schemes of data distortions in financial reporting, all of them, one way or another, are aimed at overstating revenues and profits. Therefore, even if you use only publicly available information, you can identify the signs of fraud in the reporting and make your own opinion about the reliability of the information provided in its [Cher 1925].To date, financial and economic activities of an economic entity are threatened not only by external threats, but also by internal threats.

Internal threats can be directed from within to the economic activities of the economic entity for the purpose of personal enrichment, as well as to attract outside funding, but through fraudulent financial reporting .Consequently, the company's management must take into account that at present the financial condition that would ensure the successful and safe functioning of the economic entity is based on the reporting that Accountancy of this company. This is the place where all information about the activity and condition of the economic entity is collected, grouped and systematized. Therefore, it is necessary to ensure safety in the process of drawing up reports and draw a line between what the company wants from providing financial statements, using permissible changes, and fraud that threatens the economic entity from within.

However, between creative accounting and fraud is a very fine line, which is easy not to notice - and this is already one of the main issues of economic security in the enterprise.

Few will take to challenge the above truth, as well as few who really think about the impact of accounting on the economic security of the enterprise. The concept of economic security appeared a long time ago. And at different times it was interpreted and understood in different ways. For example, in the nineties of the twentieth century, economic security was understood as the safety of commercial secrets and other secrets of the firm's functioning. A little later, with the development of market relations, when the role of the state began to fade, economic security began to be understood in a slightly different light: the influence of the external economic environment that is capable of

exerting a significant influence on the functioning of the enterprise increased. In this vein, economic security can be viewed as a set of measures aimed at minimizing losses, preserving and controlling property, information security, legal protection and fair competition in the market.It is from this period that economic security begins to develop as an independent component of the economic entity.

At the moment, the concept of economic security is nowhere fixed in the regulatory and legislative framework, so today there is no single definition of economic security. That is why at the present time a lot of specialists are engaged in the fact that they study this problem and put forward their vision of the essence of economic security. In modern literature, economists engaged in the study of this problem have not come to a single definition of the notion of economic security. Let us consider several definitions proposed by different authors. In the opinion of N.V. Dementyev, «economic security is a state of the economy in which the process of sustainable development is ensured, as well as the socio-economic stability of society, regardless of the presence and operation of external factors» [Dementiev 2017].

There is also a definition that «economic security is largely characterized by the level of development of production and economy, the availability of developed infrastructure and minerals, skilled Labor force, and also by the nature of integration into the system of world economic ties» [Radyukova 2011].

Tarkova NR, Chernyavsky DV, Ladigina LF Write «economic security is understood as a set of measures (organizational, legal, regime, technical, information) aimed at achieving a sufficient level of security from the impact of various threats to the internal and external environment». Let's try to define economic security. Economic security is the protection of the enterprise from external and internal threats that could negatively affect the economy of the economic entity, as well as a set of preventive measures aimed at creating an economic state of the organization in which the enterprise could successfully function without the threat of bankruptcy or unfair competition.

Economic security should be based on the available resources of the organization; its structure and essence depend on the legislative framework, as well as the skills and experience of the head of the economic entity. Depending on the goals and objectives set, a clear sequence of actions is developed, which is based on the specific activities of the organization, its place in the market, identifying possible risks, modeling the security system, and assessing the effectiveness of the new model.

To prevent the leakage of information, the economic entity must clearly identify the boundaries of confidential information, how this information can reach competitors and how they can use it. In order to avoid this situation, it is necessary to develop a number of measures to eliminate possible leakage.

In addition to the basic elements of the economic security system, whose functional duties include direct protection of the enterprise from possible threats, it is worthwhile to identify elements whose functional duties do not include actions to prevent possible losses, but which are performed daily by accounting. This is the place where all information about the activity and condition of the enterprise is collected, grouped and systematized. It's terrible to imagine what will happen if all confidential information from accounts department falls into the hands of counterparties.

Therefore, I would like to separately note the importance of the accounting department, which should be given special attention in the formation of the system of economic security.

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DIFFERENT FACTORS INFLUENCING THE CONSUMER BEHAVIOR

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This article examines the factors that influence the behavior of consumers. The author identifies different types of market segmentation. Much attention is given to the relationship between the culture and consumer behavior. The author describes different types of consumer behavior models.

Key words: *consumer behavior, market segmentation, models of consumer behavior, culture, marketing and consumer*

The behavior of consumers is a number of the actions directed to making decision on purchase. To study this phenomenon, it is necessary to know psychological and other important factors which motivate people to buy this or that

product. To create a successful marketing campaign, it is necessary to study these factors and to use them so that to interest the buyer in any goods or service.

The key element which impacts on behavior of consumers is the consumer's self-identification. People who want admiration often use the improbable efforts to deserve attention from others. It often leads them to purchase of the newest car, the last fashionable clothes. On the contrary, people who aren't concerned that people will think of them concentrate more often on goods which they consider convenient, practical and necessary.

The cultural factor also plays a huge role in formation of consumer preferences, e.g., the bargaining with the owner of shop about the prices of goods can be observed in many places worldwide. In one place the bargaining is an obligatory part of the process. In the other cultures the bargaining with the seller is considered unacceptable and even rough. People who travel often know these features and they often adapt the consumer behavior according to local norms.

Belonging to specific social group is also an essential factor causing special impact on behavior of consumers. The consumer can buy goods of a certain brand only because the person whom he admires bought the same goods. Desire to fit into a certain social circle influences the choice of food, clothes, house and also any other decision on purchase. The essence of social pressure is in fitting into specific social group and not to be allocated.

Education can also change behavior of the consumer. When people become more informed on the opportunities of purchase, they can easily change the choice in favor of another product which will satisfy their requirements fully. Having studied consumer preferences, the companies can create such goods and services which will satisfy as much as possible desires of consumers and to advertise goods so that to draw attention of the target group. This assessment process is necessary constantly as tastes and preferences of consumers change over time. Therefore, the companies should always estimate success of the current efforts. If it is necessary, they need to make changes.

The behavior of consumers is studied from the point of view of individuals and population groups' interest.

It is possible to allocate four main types of segments of the market: geographical, behavioral, demographic and psychographic. In each segment there are also subsegments or subcategories. As a rule, segmentation of the market is used for division of clients into categories in marketing.

Geographical segments of the market indicate location of consumers. People who live in different states or areas of the country can have different needs, e.g., in some regions people wear winter clothes while in the southern regions it isn't required.

One of the known ways of segmentation of clients is demographic features segmentation. Demography includes age, sex or the size of consumer's family. Also demographic data can be supplemented with income, education and profession data. Religion, a nationality and race are also important factors at market segmentation [Kotler 2012: 191].

Psychographic segments include consumers' life style. Psychographic segmentation divides the market into groups based on social class, interests,

consumer personal traits, values and attitudes, e.g., it is possible to identify people who are engaged in some kind of sport according to their lifestyle.

Segmentation on the basis of client's behavior is concentrated on decision making of the client to purchase, e.g., chocolate and confectionery products will be sold at the parties and since the demand these products will be higher than under normal conditions. The behavior of buyers also works in «up-sales» scenarios, e.g., the client who buys audiobooks from the company, for certain, will buy also other audiobooks.

The company can reveal a market segment for concrete goods. Then, when the new audiobook is published, the company sends announcements to clients of that segment. In this case, the probability of purchasing this product increases.

Undoubtedly, the culture and its components have a significant influence on consumer behavior. I would like to concentrate on this factor particularly. The culture is capable to influence preferences of consumers, and also the choice of a concrete product from several options. Understanding of this factor in the aggregate with a sex, age and location, help companies to build up relationships with the clients [Aleshina 2006: 76].

When we speak about culture, its worth to mention a number of subfactors, which also affect consumer's decision making, e.g., religion is one of such subfactors in many cultures. It has a huge impact on the choice of goods. If the dominant religious culture opposes the use of alcohol and tobacco, then sales of this product will be less. As a result, producers are forced to pay more attention to other markets on which there are no such prohibitions according to such social taboos.

As the culture influences views, feelings and actions of people, the company needs to understand how the target group in the given environment will react to the product and what it will think about it. It is worth paying special attention to understanding of the culture of the territory where the company's markets will be located. This will help to determine whether it is worth going to this market and whether it will be possible to sell the product, e.g., the creation of a fast food restaurant in the area where it is customary to eat at home; to gather with the whole family for dinner, most likely will not bring a profit. At the same time this restaurant, having changed the menu and having added new dishes for this region, fitting the mentality of these consumers can earn profit.

Such a strong relationship between consumer behavior and culture can affect the choice of purchase all types of goods and services. Companies can increase their chances for success by analyzing the cultural characteristics of different social groups and considering them in the marketing campaign. In some cases it can lead to the start of alternative products which are interesting to specific groups of consumers. It can be very profitable because demand for these products will be satisfied.

Several models of consumer behavior were proposed, based on the impact of various factors. Consumer behavior models are methods that allow marketers to understand why consumers make their choice in favor of a particular type of a

product or service. Such models as a black box model, personal variable model and a comprehensive model are identified. Each model is based on certain stimuli. The black box model concentrates on external stimuli, personal variable model include internal stimuli of a customer. The complex of internal and external stimuli is considered in the comprehensive model [Engel 2007: 12].

It is very difficult to study behavior of the consumer and to understand what moves the consumer's choice of goods. Sometimes it isn't enough to use one or even several behavior models in a market research.

Four behavioral models are described below. A black box can be considered as a part of the consumer's brain that is responsible for making a purchasing decision. Various external stimuli, such as culture, economy, are combined with marketing stimuli such as a product, the price in this area of the brain where decisions are made. This model does not take into account internal features of a person.

A personal variable model is another model for determining the consumer behavior. It deals with the personal internal variables of the individual. It excludes external stimuli and focuses on internal psychological variables. These variables include lifestyle, motivation and personality. It also deals with individual processes: problem recognition, alternative evaluation, post-purchase behavior.

The final types of consumer behavior models are comprehensive models. It can be concluded that consumer behavior models take into account internal and environmental stimuli. This is the most difficult model for research, because it is necessary to consider a large number of variables. The advantage of this model is that you can learn how different stimuli act on the behavior of different types of persons. Although it is difficult to determine the accuracy of the conclusions, that were obtained from the study of the sum of variables.

Thus, each separate research of customer behavior is necessary for considering a large number of factors as demographic, cultural, psychological and demographic. Each consumer behavior model has the advantages and disadvantages, so a marketer needs to know what model to apply and what variables to study in order to understand consumer behavior and satisfy his needs in the best way.

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POSITIONING OF TYUMEN OBLAST AS A CENTER OF INTERNATIONAL TOURISM

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In the article the author emphasizes the problems of development of international tourism in Tyumen Oblast. He considers the measures accepted by the government to solve the problems. The author evaluates the potential of the Tyumen region in the development of international tourism.

Key words*: International tourism, Business tourism, Scientific center, Business attractiveness, Industrial tourism.*

International tourism refers to tourism that crosses national borders. Globalization has made tourism a popular global leisure activity. International tourism is one of the most dynamically developing branches of the world economy. The impact of international tourism on the world market has reached enormous proportions today. In the context of globalization, this phenomenon is increasingly affecting the economies of individual countries and regions.

«Demand for international tourism remained robust in 2016 despite challenges. International tourist arrivals grew by 3.9% to reach a total of 1,235 million», according to the latest UNWTO World Tourism Barometer. «Some 46 million more tourists (overnight visitors) travelled internationally last year compared to 2015. 2016 was the seventh consecutive year of sustained growth following the 2009 global economic and financial crisis. A comparable sequence of uninterrupted solid growth has not been recorded since the 1960s. As a result, 300 million more international tourists travelled the world in 2016 as compared to the pre-crisis record in 2008. International tourism receipts grew at a similar pace in this period (complete 2016 receipts results will be reported in May). Tourism has shown extraordinary strength and resilience in recent years, despite many challenges, particularly those related to safety and security. Yet, international travel continues to grow strongly and contribute to job creation and the wellbeing of communities around the world.

By region, Asia and the Pacific (+8%) led growth in international tourist arrivals in 2016, fuelled by strong demand from both intra- and interregional source markets. Africa (+8%) enjoyed a strong rebound after two weaker years. In the Americas (+4%) the positive momentum continued. Europe (+2%) showed rather mixed results, with double-digit growth in some destinations offset by decreases in others. Demand in the Middle East (-4%) was also uneven, with positive results in some destinations, but declines in others.

Recalling that 2017 has been designated by the United Nations the International Year of Sustainable Tourism for Development, Mr. Rifai said «we need to work closer together to harness the contribution of tourism to economic growth, social inclusion, cultural and environmental preservation and mutual understanding, particularly when we live in times with such a deficit of respect and tolerance» [1].

At the moment, work is under way to increase the attractiveness of the Tyumen region in terms of tourism. According to the director of the regional department of the consumer market and tourism, established in September 2016, the tourism industry in the region will get a new round in development.

The highest priority of development in Tyumen oblast takes these types of tourism:

1. Business tourism;
2. Health tourism;
3. Resort tourism;
4. Historical tourism;
5. Cultural tourism;
6. Hunting and fishing tourism.

There are some obstacles to the development of international tourism in the Tyumen region in the form of problems that do not allow efficient and full use of the existing potential of the region.

The following problems of the Tyumen region in the sphere of international tourism can be singled out:

1. Poorly developed scheme for the delivery of tourists from abroad;
2. Remoteness of the Tyumen region from the main world and Russian megacities. Tyumen is at a distance of more than 2000 kilometers from Moscow. However, it should be noted that at a distance of 300 kilometers there is Yekaterinburg with a population of more than one million people.;
3. A low degree of cultural and historical attractiveness of the region for foreign citizens;
4. The region has extreme natural and climatic conditions in most of the territory - the Yamalo-Nenets Autonomous Okrug, Beloyarsky and Berezovsky districts of the Khanty-Mansiysk Autonomous Okrug belong to the regions of the Far North, and the rest of the districts and urban districts of the Khanty-Mansiysk Autonomous Okrug and Uvatsky District are equated to them. Not many guests living in countries with milder climates are able to get used to sudden temperature changes or to extremely high / low temperatures in a short time [2];
5. Weak system of promotion of tourist products of the Tyumen region in international markets. Recently, the regional tourism business has been engaged in promoting its product in the international arena, in particular, taking part in international tourism exhibitions;
6. The deficit of professionally trained personnel for work with international clients in the field of tourism. Many tourism workers do not have the appropriate skills to communicate in foreign languages. Universities engaged in training specialists in tourism, you need to pay more attention to learning English, since most foreign guests speak good English;

7. There is no necessary state statistical information on activities in the field of tourism, a weak economic and statistical study of the tourism sector at the regional level. The open access contains information that has become obsolete for several years, which makes it impossible to quickly and easily obtain all necessary and reliable information about the state of the tourist complex of the region. This, in turn, makes it difficult to conduct economic analysis in the field of tourism.

However, in recent years, considerable work has been done to improve the tourist attractiveness of the Tyumen region. An important role is played by the creation in the territory of the region of objects capable of attracting foreign citizens, as well as holding international events. For example, the regional center of winter sports «Pearl of Siberia» constantly hosts major international competitions. In 2014, the world biathlon championship was held on its routes, and in 2016 the European Biathlon Championships took place. As a result, many international experts were impressed with the organization of the event and left positive feedback. Such events of international scale are able to attract the flows of foreign tourists - from the athletes themselves and the team's maintenance staff to the fans and just sports fans from around the world. Another event for tourism in the region as a whole will be the opening in Tyumen in 2018 the largest in Russia aqua park, which will be able to receive up to 5 thousand tourists a day. This facility is able to attract visitors from the near abroad to visit the regional capital with proper approach to its promotion on the international market.

The interregional competence center is able to help with the training of personnel in the sphere of service and hospitality, which is open on the basis of the technical school of the food and service industry. There are seven such centers in Russia. This center is a preparatory platform for the provision of services and services for the entire Russian Federation. It will bring the best teachers from all over the country and the world.

Currently, the main type of tourism in the Tyumen region is business tourism. Business attractiveness of Tyumen for business tourism is expressed in its transport-geographical position and developed infrastructure. Tyumen is a major transport hub through which the North-Siberian railway Moscow-Vladivostok passes; the territory of the city is crossed by four federal highways, which connect all major transport corridors (West-East, North-South). At present, Tyumen is a large scientific, industrial and financial center of Siberia, which contains more than half of the region's industrial production. Tyumen is the capital of the oil and gas region, as well as the center of applied science and education, the largest in Western Siberia, oriented to the needs of oil and gas producing enterprises. There are 23 scientific research organizations in the city, the largest of which are: the Institute for Problems of Development of the North of the SB RAS, the Earth Cryosphere Institute, the Tyumen branch of the Institute of Theoretical and Applied Mechanics; Scientific and research organizations of the oil and gas industry: TyumenNIIGiprogaz, SibNIPIGazstroy, Giprotyumenneftegaz and others. The regional cardio center located in the city has also gained great fame,

not only as one of the largest medical institutions in the region, which accepts patients from other cities, but also as a scientific center uniting developers of methods for the treatment of heart diseases from around the world.

In the autumn of 2016 industrial tourism was designated by the department of the consumer market and tourism as another area for the development of tourism, including international. This can help the established image of the oil and gas capital. In recent years, dozens of innovative industrial enterprises have been created in the Tyumen region, many of them unique. One of the drivers of interest in the Tyumen tourist product should be oil and gas. The region has one of the largest oil refineries, Sibur's unique project in Tobolsk, the Schlumberger training center with a real drilling rig, etc. Two travel companies are developing a product that will be called either «Oilman's Day» or «Dedication to the Oil Industry». It will include a historical digression about how the natural wealth of the Tyumen North was developed, the interactive, including the stay in the beam of pioneers, and participation in the extraction or refining process [3].

In general, the Tyumen region has a significant potential for the development of international tourism, and primarily it is about business and industrial tourism. The Tyumen region has good prospects. This is the «Great Silk Road» program, which allows regions to exchange tourists; And sports competitions, attracting a large number of fans to the city; And ecotourism, which open the nature and hunting of the region to foreigners. Of course, Tyumen hot springs, largely undervalued by local residents, are also a big plus. On the way of development of this area, the region has to work towards improving the infrastructure of the region, training personnel to work with foreign guests and promoting the region's tourism products on the international market.

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SOCIO-ECONOMIC EFFECTIVENESS OF INCLUSIVE EDUCATION IN THE RUSSIAN FEDERATION

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The article examines the socio-economic effectiveness of implementing an inclusive method of teaching at different levels of education.

The main problematic aspects that interfere with the introduction of this method in most educational institutions (preschool, school and higher educational institutions) have been studied and analyzed. As a justification for socio-economic efficiency, the work is used of the doctor of sociological sciences S.N. Kavokin.

Key words: Educational needs, Inclusive education, physically disabled people, Modern Russian educational policy, Educational institution, Employment, Social service.

The quality of human resources in our society is directly proportional to the level of training, and from the social experience accumulated by the individual, social competence, in particular, the ability to use changing situations and manage life circumstances. On this basis, we consider it necessary to consider the effectiveness of inclusive education from a socio-economic point of view. The relevance of this subject is confirmed by statistics, according to which less than a tenth of all children with disabilities receive higher education, which prevents them to become competitive members of society [Leninskaya 2015].

Inclusive education implies a built-up process for the development of general education, during which specially designed educational programs are adapted for persons with disabilities, they are adapted to the individual needs and requirements of all children, which make it possible to obtain free, and no less important, easy access to education for all persons with disabilities.

The possibility to receive education for persons with disabilities is a legal right according to the legislative law, which states that this category of citizens can be trained on an equal basis with all. This right is fixed in the law «On Education in the Russian Federation» of December 29, 2012, as well as in Article 19 of the Federal Law No. 181-FZ of 24.11.1995 «On the Social Protection of Persons with Disabilities in the Russian Federation,» which states that the state guarantees the creation of all conditions for disabled people to receive education and vocational training.

In practice, the situation looks somewhat different. If we look at the statistical data, we can trace the following Regularity: currently about 7% of students from the number of people with disabilities and disabilities are studying in higher educational

institutions of the Russian Federation. This suggests that the majority of young people with psychophysical deviations are not covered by higher education, which further for people with limitations leads to difficulties in finding a job, and the state, in turn, loses potential specialists. In order for the situation not to take such an unfavorable turn, a number of measures are needed to attract a potential audience for this, it is necessary to create special conditions favorable both in terms of socialization and physical convenience in training [Romanov 2006]. At the moment only a small part of the educational institutions have the necessary equipment and developed specialized programs, which complicates the implementation of inclusive education. In the Russian Federation, access to higher education has a limited number of people with disabilities, mainly with sensory and motor impairments. First of all, this is due to the poorly equipped educational institutions, as a rule, at the minimum level necessary to comply with legislative norms, as well as, with a small variety of presented specializations.

There are a number of reasons why low employment among people with disabilities occurs, including: insufficient education and training (retraining), isolated training, antisocial way of life, psychological barriers (both for oneself and for employers).

In addition, inclusive, that is, joint training, can significantly reduce the marginalization of children with disabilities in order to integrate them into society, which also in the future minimizes such factors as stereotyped thinking about this category of people. Social competence can be developed if the task is to expand the access of socially vulnerable groups - people with disabilities - to social benefits and prestigious channels of socialization: education and employment.

Training should be inclusive at all stages of education and socialization, from pre-school level to higher education. The ultimate goal of inclusive education is a full-fledged member of society, comprehensively educated, having a good profession. But the presence of two parallel education systems in Russia leads to obstacles in the social property, which are common in the society stereotypes and prejudices towards children (people) with disability [Leninskaya 2015]. This leads to the fact that only about a third of students without a disability have the opportunity to get acquainted with the disabled child, since the possibilities of such acquaintance are small, and in part they are set by the institutional framework, as already mentioned, by the organization of the education system itself. As a consequence, people who do not have experience with children with disabilities at school and kindergarten are unlikely to treat people with disabilities as potential employees, friends and spouses.

One of the problems highlighted by the Federal Employment Service of the Russian Federation is that employers do not want to work aimed at creating specialized jobs for individuals with disabilities, which, as a consequence, entails a non-fulfillment of the quota for creating jobs for people with limited Psychophysical possibilities. The hardened stereotyped attitude of the leadership towards such people hinders their employment, so the patient and participatory attitude, as well as the understanding of the diversity of human society, must be educated from childhood.

It is not superfluous to admit the fact that some people with disabilities do not want to work, they become registered in employment centers only to receive

unemployment benefits. This is due to the fact that they grow in hothouse conditions, study in a special school, get used to a special attitude to themselves, and as a result, they develop dependent personality traits. For such people, even the very entrance into the society, not to mention the device for work, is a big problem. An individual with disabilities is simply not ready to compete on an equal footing with ordinary people [Stepanova, Yusupov 2013].

Raising the theme of socio-economic efficiency of inclusive education, one can not ignore the category of parents of children with psycho-physical disabilities. These people in conditions of a scarcity of places in kindergartens, the lack of inclusive institutions of preschool education and the undeveloped system of specialized kindergartens do not have the opportunity to work. The constant stay with the child in order to provide decent care turns around for the parents the loss of the available work skills and qualifications. In this case, partial employment, the development of flexible forms of employment and the development of flexible forms of employment, and the support of such families by social services (social worker services) could be a solution to the problem.

For inclusive education to work, it is not enough to open integrated kindergartens, schools, secondary special educational institutions (SSUZs) and universities. It is important that inclusion starts with early assistance and creates the involvement of a wide range of social services throughout the training period. In order to achieve the greatest effectiveness in the development and promotion of inclusion, it is necessary to establish a symbiosis between the work of educational organizations and social centers, on which the successful implementation of the system directly depends [Romanov 2006].

For example, for such cases, if disabled children may need a social taxi with a lift for delivery to school, rehabilitation center services, social workers for home care. Unfortunately, our society does not sufficiently understand the need for a tandem of social protection and an educational system in the issue of education accessible to disabled children in general.

A group of scientists was led by S. Kavokin. Doctor of Sociological Sciences, member of the Coordinating Council for the Rights of the Child with the Commissioner for Human Rights in the Russian Federation, conducted studies on the socio-economic effectiveness of the education of students with disabilities. The research data clearly showed that investments in education and professional rehabilitation of disabled people not only allow real improvement of the living standards of disabled people, but also ensure their economic independence and integration into society, but also are economically effective for the state, so they ensure return of investments and allow to receive in the future Additional income from taxes to the state budget. What is not possible if people with disabilities live on welfare?

S.N. Kavokin believes that to date no fundamental scientific research has been conducted in Russia on the economic effectiveness of the included education, as well as the subsequent employment of people with disabilities. Because of this, the structures defining social policy regarding such persons have an unreliable idea that inclusive education with subsequent creation or conversion of jobs directly for

the employment of people with disabilities requires enormous financial costs. However, specialists of the Moscow Technical University Bauman's calculations have made calculations according to which the investments invested in training a person with a disability at a given university fully pay off due to their payment of taxes due to their payment of taxes after employment. In just four years (taking into account the monthly salary of 15,000 rubles), and in the next three to four years there is a complete repayment of the costs of retirement received by such students during the training period. Thus, it is more economically advantageous for a state and society to have a working person with disabilities than a disabled individual with a disability who lives on some benefits [Stepanova, Yusupov 2013].

Turning to the above-mentioned problematic aspects, it can be concluded that it is important to begin with the full awareness of the level of awareness of the existing problem the Ministry of Education, educational and social institutions have. The main goal of inclusive education from the social point of view is: acceptance by the society of people with disabilities, increase of social compassion of citizens, elimination of stereotyped thinking about such people and assistance in their perception by people. From an economic point of view, by eradicating the problem of underdevelopment of inclusive education, the Russian Federation will be able to increase economic performance by increasing the number of highly qualified specialists who are self-replenishing the country's budget through tax deductions and a directly proportional number of reduced beneficiaries, which in turn will stop cutting financial funds of the state.

Summing up, it should be said that the education of children with special needs at the proper level is one of the main tasks for the country. This is a necessary and indispensable condition for creating a truly inclusive society that allows each child to feel the involvement and relevance of his actions in society. Our task is to enable every child, regardless of his needs and other circumstances, to realize his potential as fully as possible, and to help him become an equal full member of society.

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IMAGE AS COMPETITIVENESS FACTOR OF A COMPANY

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The article describes the importance of a positive image for the company and its impact on the company's competitiveness.
Keywords: Image, Competitiveness, Company, Society

The advanced infrastructure develops market relations that in turn attract the organization to fix the line items in the market, to be responsible for results of the activities before society in which it functions. Now developed economy, a large number of people actively participate in large economic projects. The opinion of society, ability to make positive impact on it, harmonization of public relations is now important condition of development of the business relations.

There is a forming and development of horizontal communications between structures of new market society where the competition is developed and, of course, value of reliable information by society about the organization increases, so economic, social and political conditions demands the presentation from organization itself to work effectively at the market.

Any company forms the image in consciousness of other participants of the market, no matter realizes it or not.

The most important in any positive image is its impact on public opinion. Determined work on creation and management of positive image has to consist of several processes: from studying public opinion, population requests by means of applied social research, making decision with knowledge what consumers need.

Image – the category universally applicable to any object that becomes a subject of social analyze. [Maksimtsov, Komarov 2015]

Image is a certain synthetic image which develops in consciousness of people concerning the particular person, the company or other social object, contents in itself considerable amount of emotionally charged information on object of perception and induces to a certain social behavior.

Such approach, in our opinion, allows to see better that image is artificially created and emotionally charged picture that always induces to a certain reaction to it.

Image is complete perception of the organization by different public groups. Each organization performs a set of functions and roles. It is a producer of goods, services, the employer and the employee. The organization manages resources, producing for own interests and interests of society in general. It makes a contribution to general culture.

It is necessary to emphasize that the same organization can be perceived differently by different social groups as criteria of every group differ.

Internal image of the organization is created as idea of employees of the organization. The organization can have several images, for each group of the public it is own. Synthesis of ideas of the organization by different groups of the public creates more general and capacious idea about the organization.

Image acts not only as the phenomenon included in system of activities of the subject, but at the same time image itself influences actions, thoughts, desires of the specific person, group. [Nevostruev 2015]

Specific feature of organization's image is that it is oriented on perception. The purpose of image is that subjects which are out and in the organization need to have an image promoting goal achievement and tasks which are set by a management. In other words, positive image is always functional, it helps to solve specific tasks.

These tasks show whether positive image is effective or not.

People estimate an image of the organization through a prism of the last experience, valuable orientations, regulations and the principles, etc.

Together with it, today image is understood not just as the system of attributes of the corporate style and some specific features of the organization. Image with «growth of number of people interested to become unique» turns into total communication.

Image – is everyone and everything, which somehow related to the organization and the goods and services offered by it.

Image's tasks are:
1) Increase of prestige;
2) Creation of the corporate style;
3) Improvement of promotion;
4) Easy entry into the market of new goods.

Creation of positive image is difficult process requiring participation of various specialists which consists of planning, forming and image promotion.

Now in the conditions of market economy positive image becomes a necessary condition of achievement of steady and long business success by the organization.

And, at last, positive image gives an organization to any resources: financial, information, social, and for this purpose it is necessary to determine accurately the purposes, tasks, elements, stages of forming and promotion of image of the organization. [Panov, Korobeinikov, Panov 2015]

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THE IMPACT OF FOREIGN STUDENTS ACTIVITY TO THE DEVELOPMENT OF THE UNIVERSITY IN OIL AND GAS REGION

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The article describes the activity of foreign students coming to study in the Tyumen State University, the need of collaboration of the Universities all over the world, the development of the students' center.

Key words: *Oil and gas resources, Rating, Economy, International Education, Collaboration, Tyumen State University, Foreign students, web-portal «Educated abroad students», volunteers.*

Oil and gas are very important resources of the world development. Each citizen of the Russian Federation will receive 165 thousand dollars (about 5 million rubles) if all the commercial oil and gas resources of the country are sold and the amount is divided equally as experts of RIA «Rating» have calculated.

The company's analysts conducted a survey of the world's countries and estimated their oil and gas resources. Ranking of the countries in terms of energy resources in monetary terms per capita, which is one of the factors determining the state of resources in the part of oil and gas.

The most «secured» oil and gas resources are Qatar and Kuwait. In these countries, each citizen accounts for $ 6.01 million and $ 4.14 million of oil and gas wealth, respectively. Qatar has oil and gas reserves estimated at $ 10 trillion at current prices, which is more than half that of Saudi Arabia, Venezuela, Iran and Russia.

Russia, which has the largest gas resources in the world and is among the ten countries with the largest oil resources, took only 17th place in the rating, which is largely due to the large number of the population, experts say. In total, Russian commercial oil and gas resources can be estimated at about $ 23.5 trillion. At the same time, one Russian has an average of 35 times less oil and gas resources than Qatar, but about the same 35 times more than the world's average.

Thus, despite the significant volume in Russia, our country has sufficient supply of these energy resources. To learn the most profitable use of raw materials, valuable components, when processing them, to expand the geography of exports with high added value is a priority task facing the oil and gas industry today. The newest technologies are aimed to solve the problem. Training of personnel for the

oil and gas industry is no less important. And although the most prestigious education in oil and gas specialties in the capital, in Tyumen State University, students from abroad can be found there. The education given by Tyumen State University is not inferior to the capital and proves the fact that the student section of the Tyumen State University is recognized as one of the best in the world. September 27, 2017 in the Annual Technical Conference and Exhibition in Dubai, the best student sections of the SPE were awarded. Among them was the student of the TSU who was recognized as one of the best student and was awarded the international prize.

The TSU entered the top 30 best universities of the country in terms of educational programs. Such data are given in the information agency «Interfax». In June 2016, it publishes the results of a study of Russian universities on two indicators: «Brand» and «Educational criteria» for assessing the effectiveness were as follows:

1. Educational activity: the average score of the Unified State Exam (ESE) for students admitted to full-time education in accordance with the programs for training bachelors;

2. Research activities: the volume of R & D per one NDP;

3. International activity: the proportion of the number of foreign students who assured the development of the PLO VPO, in the general release of students (reduced contingent);

4. Financial and economic activity: the income of the university from all sources per one NDP;

5. Infrastructure: the total area of educational and laboratory buildings per student (reduced contingent), available at the university on the right of ownership and assigned to the university on the right of operational management;

6. The number of foreign students who have certified their studies at the university: very important and complex, since foreigners go mainly to Moscow universities. Foreigners are frightened by difficulties in communicating in Russian both in the educational process and in everyday life.

How to help foreign students to overcome the language barrier and adapt to the conditions of study at the Tyumen State University? One of the authors of the article devoted this issue to the social project «Open Doors» identifies the objectives of social projects:

- facilitating the process of socio-cultural adaptation by acquaintance of foreign students with the country of instruction, its culture, history, society;

- Creation of conditions for academic adaptation through the presentation of features of education in the university, training at the stage of pre-university training and education in a particular educational institution;

- creating a positive image of foreign students about themselves and the situation of obtaining education outside their native country;

-formation of the ability to behave in different situations of intercultural communication and interaction;

- Increase the degree of comfort of each foreign student in the conditions of training in a non-native country.

To solve these problems, it is necessary to implement 2 projects:

1. to create a staff of the international dimension and attach to each foreign student a curator who speaks a foreign language. He will be his individual translator ready to accompany him at the necessary moments and in studies, and leisure activities. In order for students to join volunteers voluntarily and with desire, it is necessary to interest them with bonus points for intermediate qualifications and examinations in the corresponding department of a foreign language. This will be good practice for them;

2. to create an information web-portal «Educated abroad students» for those who are learning on exchange programs:

- information (history of the university, information on additional courses and competition projects);

- cultural and entertainment (coverage of events and activities of student associations, acquaintance and communication);

- vocational guidance (job vacancies for temporary and permanent work, upgrading the qualifications of the teaching staff).

Thanks to new trends in the educational sphere, students are becoming more interested in obtaining higher professional education abroad. As a result, a large number of foreign students are going to studying at Russian universities.

The problems identified in the draft are relevant. Firstly, the more foreigners will be educated in Tyumen State University, the higher the efficiency indicators will be at the university, and secondly the direct communication with foreign students is a good practice in a foreign language. Joint programs for the training of personnel abroad require a stable, long-term, systematic development of the intellectual reserve. All the newest technologies that are used in the oil and gas industry should be backed up by personnel.

Thus, the share of the number of foreign students who completed their studies in the general issue of students directly affects the development of the oil and gas region.

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OWN CAPITAL OF THE ORGANIZATION

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In the Russian practice of the account, there are variations, the large organizations pass to the account under the international standards of the financial reporting. Object of given article is to differentiate methods of the account under the Russian and international standards. Objects of research are joint-stock companies. The theoretical basis of the paper are works of domestic and foreign scientists, scientific articles in the leading magazines, modern approaches and concepts in the field of management of labor productivity, and developments of domestic economists in the field of management of labor productivity on industrial enterprises.

Key words: own capital, Joint Stock Company, the Russian practice of the account, international financial reporting standards, the concept of the capital

When creating any organization, its founder plans to extract maximum economic benefit from the activities of this organization, to achieve the main objectives of the organization, to use effectively the available resources both physical and financial, to create organizations of any organizational form necessary initial capital. For example, in joint stock companies is equity in a limited partnership is a share capital, in the production cooperative is a mutual Fund. However, regardless of the name of the initial capital generates financial resources for the first step to the development of the organization. In the process of financial-economic activity of the organization, capital is accumulated, forming their own capital, which is divided into authorized, backup, incremental, retained profit and target financing. The amount of capital of the organization reflects the value of the organization, the success of its activities.

In this article, equity is considered on the example of joint-stock companies.

Joint Stock Company created through the purchase of shares by the shareholders. That is, shareholders invest their funds for the formation of capital they expect to receive future economic benefits. Hence, the main objective of the organization is increase the main source of income that is private capital. The main questions of formation of capital in joint-stock companies fixed in the Federal law «On joint stock companies» [2]. At present, the current edition of 03.07.2016 No. 208 – FZ, which specifies, that the minimum size of the Charter capital must be not less than 5000 times the minimum wage applicable at the time of registration.

The company's authorized capital can both increase and decrease. Increase by issuing additional shares or increasing the nominal value of already issued shares. This is not to reduce the authorized capital to cover the losses incurred by the company.

Reserve capital is created through accumulation of the profit on a certain account to cover potential future losses and to pay dividends on preferred shares. The size of reserve capital changes with a change in the profit of the organization and changes in the structure of capital, therefore, capital reserve is considered the variable part of the capital. In the reserve capital is contributed at least 5% of net profit until it reach 15% of the paid share capital.

The additional capital formed in the process of financial and economic activities. In incremental capital finds its reflection in the income not related to the main activity, such as capital gains due to revaluations, exchange rate difference connected with formation of the share capital, share premium arising from realization of the shares for a price exceeding the nominal. In accordance with legislation, additional capital is used to increase the share capital, repayment of losses write-off of previously revalued fixed assets.

Despite the importance of already discussed elements of own capital, the largest weight is retained earnings. The profit depends on the economic performance of the organization. It is used for investments in fixed assets, working capital, and is an additional source for the development and expanded reproduction of the organization. In developing joint-stock companies, the profit is considerable part among the components of equity. It is also worth noting that the directions for use of retained earnings can be varied and are not limited by legislation.

From retained earnings generated trust funds, which are used for specific purposes in accordance with the Charter or decision of shareholders. These include funds received from other businesses, grants government authorities. For the purposes of tax accounting of the trust, funding is not included in the tax base, as is the income of the organization.

The value of equity reflected in such statements as «balance» and «Report of changes in equity» regardless of reporting under the Russian standards or international financial reporting standards. However, at present, many large organizations are forced to report under international financial reporting standards (IFRS) for the international market and attract foreign investors.

The IFRS for capital there is no specific standard, the accounting is considered in several standards. IFRS (IAS) 1 «Presentation of financial statements» discusses the basic principles of reporting the financial position of the organization in which it appears, including the composition and structure of capital. IFRS (IAS) 8 «Accounting policies, changes in accounting estimates and errors» as the name suggests, reveals the principles of adjusting the value of assets, liabilities and capital due to changes in accounting policy. IFRS (IAS) 32 «Financial instruments: presentation» establishes the principles under which the financial instruments presented in liabilities or capital, as well as on offsetting financial assets and financial liabilities. In addition, the accounting of capital affects standards such as IFRS (IAS) 12 «income Taxes» IFRS (IAS) 33 «earnings per share», IFRS (IAS) 37 «provisions, contingent liabilities and contingent assets» [1].

Abroad capital of the organization is mainly divided into three components, namely, capital invested, retained earnings and reserve capital. Equity foreign organizations can be represented in the form of a diagram (Fig. 1).

It is worth noting that to reserve capital includes valuation reserves, while in the Russian practice it is a debatable issue. The estimation of reserves are «Reserves on doubtful debts», «Reserves for devaluation of financial investments» and «Reserves for depreciation of material assets», the main role of which is to clarify the valuation of assets, that is, they directly do not belong to assets or to liabilities nor to equity.

In the formation and analysis of IFRS, financial statements must also devote considerable attention to the concept of capital of the organization. In IFRS, there is

such a thing as the concept of capital of the organization. The IFRS principles allow you to choose the organization one of two concepts: the concept of physical capital or financial capital.

In accordance with the concept of financial capital maintenance profit is considered earned only after the growth of net monetary assets during the reporting period. In other words, the organization is increasing its capital in monetary units.

The concept of maintaining the physical capital involves the increase in resources and funds to ensure the productive capacity of the organization. In this case, the capital of the organization is the totality of all its assets.

Thus, depending on the selected concept depends on the interpretation of financial statements, and conclusions about the financial situation of the organization.

In Russian practice, profit is the amount of monetary units received by the organization during the reporting period. While, IFRS requires that the profit is capital gains, preserving size of initial capital at the end of the reporting period.

Summing up we can conclude that the Russian capital account over time transformed in accounting under IFRS. Nevertheless, not every organization will be able to display in IFRS actual financial situation, as there are many differences accounting according to RAS and IFRS.
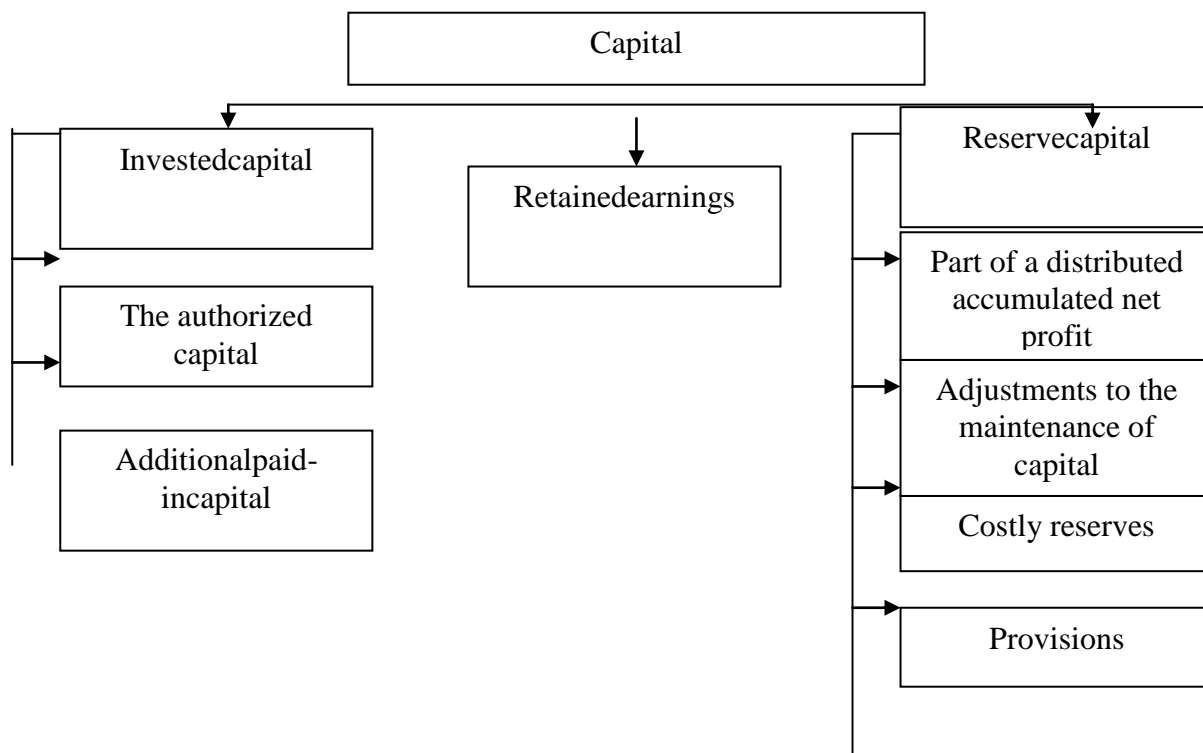
Fig. 1 – Composition of foreign capital organization

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DIE ENTWICKLUNG DER SOZIALARBET IN DEUTSCHLAND SEIT DEM XVIII. JAHRHUNDERT

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Im Artikel wird das Problem der Entwicklung der Sozialarbeit in Deutschland beschrieben. Es handelt sich um die Hauptlinien der deutschen sozialen Politik seit dem XVIII. Jahrhundert, die noch heute die Sozialarbeit in der BRD beeinflussen.

Key words: *Sozialarbeit, Sozialarbeiter, soziale Hilfe, Sozialpolitik, Sozialpädagogik.*

Es entstehen im Leben einer Person häufig die Situationen, die Hilfe bei der Überwindung der persönlichen und sozialen Schwierigkeiten erfordern. Im System der Unterstützung und des Schutzes der Menschen, die sich in schwierigen Situationen befinden, spielt die Sozialarbeit eine wichtige Rolle.

Soziale Arbeit ist eine „Profession, die einzelne Menschen und Gruppen befähigt, ihr Leben und Zusammenleben zunehmend selbständiger zu bestimmen und in solidarischen Beziehungen zu bewältigen» [Sozialarbeit 2015].

Es sei darauf hingewiesen, dass das russische Modell der sozialen Arbeit relativ jung ist. Deshalb hat die Erfahrung von fremden Ländern bei der Sozialhilfe für die Entwicklung der Hauptrichtungen der Sozialpolitik unseres Staates eine große Bedeutung.

In der Praxis der Sozialhilfe im Ausland findet das deutsche System der sozialen Sicherheit der Menschen zurecht Anerkennung. In diesem Artikel wird versucht, einige Hauptlinien der Entstehung- und Entwicklungsprozesse der sozialen Arbeit in Deutschland zu bestimmen.

Im Standard des IFSW (International Federation of Social Work) wird die Soziale Arbeit für den deutschsprachigen Raum als „praxisorientierte Profession und wissenschaftliche Disziplin» die „gesellschaftliche Veränderungen, soziale Entwicklungen und den sozialen Zusammenhalt sowie die Stärkung der Autonomie und Selbstbestimmung von Menschen» fördert. Es wird unterstrichen, dass die Grundlage der Sozialen Arbeit „die Prinzipien sozialer Gerechtigkeit, die Menschenrechte, die gemeinsame Verantwortung und die Achtung der Vielfalt» bilden [Definition der sozialen Arbeit2 016].

Als Schwerpunkte der Sozialen Arbeit in Deutschland werden folgende Aufgaben genannt:

− die Hoffnung, das Selbstwertgefühl und das kreative Potential der Menschen zu stärken,

− das Leben des Menschen in der Gesellschaft durch die Schaffung der normalen Bedingungen zu unterstützen;

– die sozialen Probleme zu bestimmen;

– Prävention, Beseitigung und Verringerung der persönlichen und sozialen Konflikte zu machen;

– die kommunikativen Fähigkeiten, Unabhängigkeit und Toleranz bei den Menschen zu entwickeln.

Die Erfahrung der Sozialarbeit in Deutschland erstreckt sich auf mehr als ein Jahrhundert der Landesgeschichte. Viele deutsche Forscher einigen sich, dass die Sozialarbeit in DeutschlandEnde des XVIII. - Anfang des XIX. Jahrhunderts entstanden ist. Es war mit der Gründung des „Deutschen Vereins für Armenpflege» im Jahre 1880 auf Initiative des „Deutschen Vereins für öffentliche und private Fürsorge» verbunden. Der Verein schloss nicht nur öffentliche und private Institutionen, sondern auch die privaten an der Sozialarbeit in Deutschland beteiligten Personen ein. Der Verein koordinierte die sozialen Initiativen, diente als Grundlage für die Zusammenarbeit der Sozialpädagogen, Wissenschaftler und Praktiker im Bereich der Sozialhilfe, einschließlich der Hilfe den Kranken und der Jugend.

Der größte Teil der sozialen Dienstleistungen in Deutschland wurde vom Staat gegenüber ihren Bürgern erbracht. Der Staatliche Dienst des sozialen Bevölkerungsschutzes wurde aus den Ämtern gebildet, die an der sozialen Wohlfahrt, Medizin beteiligt waren und die Jugend unterstützten. Um die Kosten für den sozialen Sektor bei der Hilfe den Menschen in schwieriger Lebenssituation zu sparen, wurden auch die Freiwilligenorganisationen engagiert.

Eine wichtige Rolle bei der Entwicklung der Sozialarbeit spielte auch die private Initiative. Bereits in den 20-er Jahren des XIX. Jahrhunderts wurden die „Rauhen Häuser» für die Armen eröffnet, die für Schutz der Bedürftigen dienten und wo man wohnen und arbeiten konnte. Friedrich Fröbel, Pestalozzis Schüler, stiftete 1840 den ersten Allgemeinen deutschen Kindergarten für arme Familien, die nicht in der Lage waren, die Kinder zu besorgen. Nach dem „Rauhen Haus» wurden 1849 „brüderliche Häuser» eröffnet, die im Wesentlichen die gleiche Funktion erfüllten. Für die Zusammenarbeit und gegenseitige Unterstützung wurde „Verband der Hersteller und Verbraucher» 1848 gegründet, der sich auch mit der Lösung bestimmter sozialer Probleme bei der Herstellung und dem Vertrieb von Waren beschäftigt war. Darüber hinaus waren an den Werken die von der Verwaltung und den Arbeitern inspirierten Tochtergesellschaften, Krankenkassen geschaffen, die im Notfall zur materiellen Unterstützung der Arbeiter dienten. In der Tat suchte die deutsche Gesellschaft des XIX. Jahrhunderts mit der Schaffung von Verbänden, Wohlfahrtsverbänden die Alternativen der staatlichen Sozialpolitik.

So wurden die Grundlagen der Sozialen Arbeit in Deutschland mit der Teilnahme sowohl des Staates als auch der Gesellschaft gelegt, die zweifellos einen gegenseitigen Einfluss aufeinander haben [Pavlenok 2003: 342].

Das Bewusstsein, dass soziale Arbeit eigene Mitarbeiter braucht, führte zur Eröffnung der sozialen Schulen. Im Jahr 1905 war die erste christliche Sozialfrauenschule entstanden. Im Laufe der nächsten vier Jahre begannen weitere 13 soziale Schulen zu funktionieren, wo die Mädchen aus bürgerlichen Familien den Beruf der Armenpflegerin erlernten.

Die ersten Schritte beider Entwicklung der Methoden der Sozialarbeit wurden in Deutschland durch das Studium der Erfahrungen in den Vereinigten Staaten von

Amerika gemacht. In erster Linie handelt es sich um die Gesundheitsfürsorge, die in der Weimarer Republik für die Beseitigung der Kriegsfolgen, Arbeitslosigkeit, Massenverarmung der Bevölkerung eingesetzt wurde. Das Konzept dieser Methode besteht darin, dass zunächst einmal die Ursachen der Bedürfnisse der Menschen herausgefunden werden sollen. Die aus den USA entlehnten Methoden basierten auf den Prinzipien der Achtung vor der menschlichen Person, aktiver und bewusster Beteiligung der Kunden bei der Überwindung ihrer Schwierigkeiten, der Kenntnisseder Sozialarbeiter der eigenen Stärken und Schwächen, der Verantwortung der Einzelpersonenvor der Gesellschaft. 1926 veröffentlichte Alice Salomon, Gründerin der ersten Ausbildungsstätten für Sozialarbeit, ihren wissenschaftlichen Werk „Soziale Diagnose», deren Ideen aus dem gleichnamigen Buch von Mary Richmonds Hauptwerk „Social Diagnosis», das in den USA im Jahr 1917erschienen war, aufgenommen wurden [Novak, Lozovskaja, Kuznecova 2001].

In den 70-er Jahren des letzten Jahrhunderts waren die Hauptprinzipien der Sozialarbeit in Deutschland umgedacht. Die Verwendung der klassischen Methoden der Sozialarbeit, sowie die Verwendung von therapeutischen Mitteln in manchen Fällen, wurden von den Wissenschaftlern als nicht ausreichend bewertet.

Man begann vom wissenschaftlichen Standpunkt aus den Einsatz von systematischen Methoden in der sozialen Arbeit zu besprechen. Auf dieser Grundlage wurden die Grundmodelle der Sozialarbeit in Deutschland erarbeitet und die Hauptlinien der Sozialarbeit auf nationaler Ebene ausgearbeitet. Die Entwicklung der Sozialarbeit gab den Anstoß zur Eröffnung einer Vielfalt von Einrichtungen und der sozialen Dienstleistungen für die Bevölkerung. Bemerkenswert ist, dass die Sozialhilfe allmählich von dem privaten Sektor zur staatlichen Pflicht übernommen wird. Zur Bewältigung der sozialen Probleme engagierten sich die Dienste von Freiwilligen, die versuchten, den Menschen in Not zu helfen, sowie die bezahlten Mitarbeiter und Dienstleistungen teil.

Zurzeit ist die Sozialarbeit in Deutschland vor allem darauf gezielt, dass die Menschen keine Sozialhilfe brauchten, dabei hat sie auch die Aufgabedie körperliche und geistige Kraft der Person zu entwickeln, um ihr hohes soziales Verhalten zu schaffen.

Zu den Subjekten der Sozialarbeit gehören verschiedene Organisationen, Einzelpersonen und staatliche Institutionen, in deren Tätigkeit die im Laufe von vielen Jahren geprüften Entwicklungsprinzipien des Sozialstaates und die innovativen Methoden wirksam kombiniert werden. Im Land legt man großen Wert auf die Forschungsorientierung der Entwicklung der Sozialarbeit, um wissenschaftlich fundierte Theorien und Methoden zu erstellen. Die sozialen Dienste in Deutschland entwickeln die Idee der Selbstverwaltung im Bereich der sozialen Sicherheit, Altenpflege, im System der unabhängigen Wohltätigkeitsorganisationen.

Es muss darauf hingewiesen werden, dass man in der Bundesrepublik Deutschland zwischen Sozialarbeit und Sozialpädagogik differenziert. Der Unterschied zwischen ihnen liegt darin, dass die soziale Arbeit für den KundenHilfe, Pflege und Sorge leistet, und Sozialpädagogik befasst sich hauptsächlich mit ihrer direkten Erziehung und Bildung. Der Sozialarbeiter konzentriert sich auf soziale Fragen, auf die Suche nach Mitteln und Wegen, die Kundenprobleme zu lösen. Der Sozialpädagoge ist im täglichen Leben der bedürften Person durch den

pädagogischen Einflussbeteiligt. Die Arbeit des Sozialpädagogen und Sozialarbeiters hat viel Gemeinsames. Allerdings werden ihre Berufsfelder einschließlich der funktionellen Eigenschaften als verschiedene soziale Berufe spezialisiert.

So kann man feststellen, dass Deutschland einer der mächtigsten europäischen Wohlfahrtsstaaten ist, wo ein garantiertes System sozialer Dienste zur Verfügung steht und für seine Bürger von den ersten Lebenstagen einen Schutz gewährleistet. Die Sozialarbeit ist ein recht neuer, aus dem zwanzigsten Jahrhundert stammender Beruf, dessen Wurzeln jedoch schon für zwei Jahrhunderte zurückreichen.

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MOTIVATING EMPLOYEES IN THE CONDITIONS OF CHANGES IN THE ORGANIZATION

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The article deals with the motivation of the staff members in the context of changes in the organization and describes the role of the organizational culture in these conditions.

Key words: *Motivation, organizational changes, organizational culture, human resources.*

The fact is the continuous change has always been an element of everyday business world. In order to remain vital and competitive, organizations must constantly adapt and undertake major changes affecting all elements of a company. Change management is increasingly seen as a permanent task of improving the efficiency and adaptability of the market competitive companies. Besides, many companies use change in a strategic way to improve organizational effectiveness. It takes a change in focus on the systems, processes and organizations reconstructing, while the appearance of the people is often forgotten. It is difficult to share such

position. No doubt, human resources are the most important strategic resources of an organization. Human resources are unique in terms of their potential for growth and development, in their ability to overcome and know their limits. An organization's success and the degree of competitiveness of it start from the premise that people are the most valuable asset of the organization; only they can lead to success.

It's important to mention, in a dynamic market economy, the level of motivation of employees of a company determines its progress. Motivation can be of any kind. It's well known the highest degree of satisfaction among employees is given through the financial rewards; employees naturally must also be compensated through other forms. Leaders' challenge is to define a series of motivational factors, going beyond salary and it may refer to values, personal development, improvement of the working environment, autonomy, learning opportunities, etc. Surely, organization has to be able to translate the objectives of the organization at the level of the employees correlate with their personal objectives, because only in this way the institution becomes effective and may achieve its objectives. For any manager it is important to know that every employee represents a distinct personality and that the staff members must be treated individually and not in a group. Moreover, motivation in the workplace involves behavior characterizing employees' interests, orientation and persistence in carrying out the definite tasks. Of course, this behavior does not depend only on the individual or the context in which the staff work, but it is an interaction between the personality of the individual and the work environment. Furthermore, the problem of motivation refers to the determination of the means by which members of the organization, each with his/her own needs and with his/her own personality, can be stimulated to contribute positively and effectively to achieve the objectives set. In general, the term motivation is an internal state of emergency and it means conducting environmentally conscious behavior and direction to satisfy needs [Muscalu, Ciocan, 2016]. Evidently, motivation is one of the most important problems of any organization, this whereas the relationship between the organization and its employees is governed by the reasons that employees feel involved in their work.

Furthermore, accepting changes in organizations (companies, public institutions, and networks) appear as voluntary actions of the staff members (managers and employees) to improve operations of certain services, departments, and entities. These actions most often are in need of improvement in the case of increasing productivity, technological acceptance, staff motivation, intensified innovation, and increasing market share. Within a company, when strategy changes the performance of the organization, it modifies either the content (objectives, appreciation of the environment, and the nature and availability of resources), or the process (structure, systems, culture, and values). These modifications depend on the scale, the culture, the type, the depth, the scope, the speed, or the environmental conditions. They can be associated with incremental evolution or radical transformation. Moreover, performance and survival of a company depend on the ability of the company to go through adaptation, evolution, revolution, or reconstruction. Usually, any event in an organization is a part of a cultural continuity, meaning that it does not arouse suspicion, denial, or resistance. Employees are supposed to embrace change in a period of evolution and must anticipate the cultural gap that will be created by this event or this proposed change, to provide actions or

conditions that facilitate the acceptance. But changes generate strong debates on another matter, regarding the type of culture that should be implemented in the new organizational compound [Remanda, 2016].

For successful work with changes in the organization, a policy in the field of human resources must be adopted. The human resources policy regarding the leadership of the organization has to manage each employee's activity. For this it is necessary that the elements of that policy should be detailed and materialized at each hierarchical level. The establishment of a correct policy in human resources must take into account the importance of personnel of the company, liability with the leadership and the objectives of the enterprise, while motivating employees and retaining talents.

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INTUITION AS THE SIXTH SENSE OF THE HUMANS'WORLD

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The article deals with humans' intuition as the sixth sense helping people to make decisions based on careful consideration of facts and principles. Intuitive type personality's behavior is based not on rational judgment but on sheer intensity of perception.
Keywords: *intuition, intuitive type person, intuitive choices, non-verbal sensitivity, rational and irrational functions.*

Thanks to the nature a person perceives the whole world with the help of five senses: sight, hearing, smell, touch and taste. In this article we will consider the so-called sixth sense – «intuition». Intuition is still the subject of study in psychology (K. Jung, Guy Claxton, Sigmund Freud), as well as a topic of interest. Intuition considers knowledge, a feeling that is beyond the conscious understanding.

The fact is people often use their experience to solve the problem – the ability to make decisions based on careful consideration of facts, principles, etc. Humans are able to make plans and analyze the situation before doing something in accordance

with the proverb: «Merit three times and cut once». But sometimes people make the right decisions and good choices without logical reasoning or learned skills. This power of understanding is called intuition.

In Carl Jung's theory of the ego, described in 1916 in Psychological Types, intuition is an «irrational function», opposed most directly by sensation, and opposed less strongly by the «rational functions» of thinking and feeling. Jung defined intuition as «perception via the unconscious»: using sense-perception only as a starting point, to bring ideas, images, possibilities, ways out of a blocked situation, by a process that is mostly unconscious.

Jung said that a person in whom intuition is dominant, an «intuitive type personality», acts not on the basis of rational judgment but on sheer intensity of perception [Jung, 1971].

An extraverted intuitive type person, «the natural champion of all minorities with a future», orients to new and promising but unproven possibilities, often leaving to chase after a new possibility before old ventures have borne product, oblivious to his or her own welfare in the constant pursuit of change. An introverted intuitive type orients by images from the unconscious, ever exploring the psychic world of the archetypes, seeking to perceive the meaning of events, but often having no interest in playing a role in those events and not seeing any connection between the contents of the psychic world and him/her. Jung thought that extraverted intuitive types were likely entrepreneurs, speculators, cultural revolutionaries, often undone by a desire to escape every situation before it becomes settled and constraining –even repeatedly leaving lovers for the sake of new romantic possibilities. His introverted intuitive types were likely mystics, prophets, or cranks, struggling with a tension between protecting their visions from influence by others and making their ideas comprehensible and reasonably persuasive to others – a necessity for those visions to produce something.

Students, doctors, housewives, teachers, plumbers and stockbrokers use intuitive judgment. Minor or basic decisions are often made based on instinct and feeling, even when the cause of the feeling remains unclear. Everyone has intuition, but not everyone recognizes and trusts their intuitive information.

Some people don't believe that it is worth relying on intuition. They think that it is eccentric and irrational, but sometimes our inner voice is an excellent guide. Even Einstein arrived at his biggest contribution through intuition. The famous scientist said that «the only real valuable thing is intuition». Of course, there are many situations where analysis and rationality are superior to intuition. Intuition may not be helpful in determining another's personality. The situation may not give the observer an opportunity to see the traits that would indicate the personality. But there are many situations when our intuition can help us find the right answer to the most complicated questions.

Sometimes we have an impulse that we should or shouldn't do something. For example, our intuition silently prompts us that it is better not to trust a particular person or not to go to some places. And these sudden decisions that are difficult to explain turn out to be the best ones. We may feel very enthusiastically about some project, without really knowing why. Or we may be sure that our plans are going to fail but we don't understand the reason for our apprehensions.

There are some cases when intuition saves people's lives. For example, a person is to go on a business trip. But suddenly he begins feeling some inexplicable fear and discomfort and makes up his mind to buy a railway ticket instead of going by plane. And later he finds out that the plane he was to fly by has crashed. Intuition has always been an incomparable part of all the outstanding leaders, thus it is worthwhile mentioning it. A true leader listens to his «gut» feeling and is sensitive to when his body is telling him/her that something feels bad or doesn`t sit well with him/her and a person does not ignore it. At the same time intuition shouldn't be confused with emotions, fantasies and prejudices. Not every spontaneous emotion can be interpreted as intuition.

Some scientists say that it is possible to develop intuition exercising and educating. It is very important to become more conscious of our intuition and the process it operates and to analyze the real life situations. Making mistakes and learning from them is also essential to your sixth sense developing. The guiding role of intuition should not be ignored or underestimated. It helps people pattern the behavior and make right decisions in uncertain situations and unknown areas.

Professor Guy Claxton–the author of «Hare Brain, Tortoise Mind» –claims that humans have three basic mind speeds: slow, contemplative thought; deliberate thought; and intuitions faster than logical thought and may be more efficient [Claxton, 1999]. There are thousands of cues in our environment that we might not notice consciously, but nonetheless may in form our intuitive choices. Evidently, our impulse might dismiss our intuition, but, in some cases, relying on instinct is not only faster, it may also give us more satisfaction. Studies show that when we are asked to make a choice without having to explain it, we tend to be happier with that choice four weeks later than if we were asked to give a rational explanation.

Popular myth suggests that women are innately more intuitive than men. Really, men are rational thinkers, women are emotional feelers. Women show a special sensitivity in non-verbal signs understanding. Moreover women's intuition has aroused because of women's sensitivity. In fact, the research conducted at the University of Hertfordshire found that not only male volunteers were slightly more accurate at recognizing a fake smile, female volunteers tended to rate themselves more highly on their intuitive skills. In conflicting research, a psychologist Judith Hall found women to have greater non-verbal sensitivity: they were better able to read a situation without verbal clues. In general, it is not surprising because women, when they become mothers, are forced to learn to understand their children without any words.

Intuitive abilities were quantitatively tested at Yale University in the 1970s. While studying nonverbal communication, researchers noted that some subjects were able to read nonverbal facial cues before reinforcement occurred. In employing a similar design, they noted that they were highly intuitive. Their level of accuracy, however, did not differ from that of non-intuitive subjects.

Intuition is very close to insight – a sudden, clear, but not always complete understanding. Intuition and insight are important elements in creativity, the human response to an ever changing environment. Both insight and intuition are in the realm of the unconscious.

The unconsciousness speaks to us in different languages. It is the language of images, metaphors, symbols, fairy tales and myths. Such signs are rich, diverse and truly inexhaustible. It is in them that the information, which is transmitted from

generation to generation, is coded containing the basic concepts and scenarios with which a person meets on his/her way.

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THE PROBLEM OF ATTRACTION OF INVESTMENTS IN MUNICIPALITIES ON EXAMPLE OF BORISOVSKY DISTRICT, BELGOROD REGION

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This article discusses the problem of attracting investments into the economy of the municipalities. It reveals the most successful sectors for investment in the Borisovskiy municipal district of Belgorod region. It offers promising directions of its investments at the present stage.

Key words: municipal areas, investment policy, investment activity, investment attractiveness, rural tourism.

Attraction of investments into the economy of the district is one of the main tasks facing the administrations of municipal formations in Belgorod region is attraction of investments into the economy of districts, the solution to this problem is possible by forming a focused and comprehensive investment policy. The essence of the municipal investment policy can be defined as a deliberate, science-based activity of local governments to attract and maximize investment resources for sustainable socio-economic development and improve the quality of life of the population of the municipality. [Shein 2001:138-139] Component of the investment policy is the investment activity aimed at attracting investments in the district. Investment appeal of the territory is determined by several factors. There are: the degree of stability and financial independence, the standard of living of the population and levels of business activity.

To attract investments into the economy of municipalities should implement the following tasks:

- Analyzing financial stability and financial independence of the municipalities.

- the study of the actual welfare of the population, and factors determining the conditions of life of the citizens of the areas in accordance with economic growth, for statistics on living standards of the population.

- Analysis of business activity, for the formation of economically sound assessment of the effectiveness and intensity of using resources of the organization and identifying the reserves of their increase in the municipalities.

Borisovskiy district by its natural and climatic conditions and production potential, geographic location and other factors is an investment-attractive district.

First, the degree of stability and financial independence in Borisovskiy district at present is at a sufficient level, it is proved thanks to the high growth of investment in fixed capital. The increase in investment in the municipality is reached by the commissioning of new facilities: modernization, technical re-equipment, expansion of existing production and construction of objects in social sphere. Every year facilities for the organization of activities of small businesses (shops, cafes, consumer services and public catering) are build in the district.

The joint fruitful work of all participants of economic life of the district from large enterprises to small farms, allowed achieving in 2015 the volume of investments in fixed capital due to all funding sources of more than 1.2 billion rubles, which at current prices for fiscal 2014 is 106%. [3, slide 2] At the large and medium-sized enterprises (according to statistics) the volume of investments in fixed assets is amounted to 325 million rubles. Volume of works is performed by kind of economic activity «Construction» for 2015 amounted to more than 10 million rubles.[Electronic resource 2016:2]

The groups of limited liability companies had paid tax payments to the budget of the district: «Borisovkhlebprom», «Universal» (Director Sklyar N. G.), «Galion» (Director A. I. Mukhin), «Loaf», «Trubostroy» (Director of Black I. I.), LLC «Pharmacy» (Director V. V. Timofeev), «inform – Invest» (Director Juvia O. A.), LLC «Tekhnotsentr» (Kharchenko, R. I.), as well as individuals: Woodrow Wilson, Victor Vladimirovich, Dobrodomov Victor A., Zabara Alexander, Golubnichy Vitaly V. Kolmykov Yuri Ivanovich, Pshenichnaya Helen and many others.[Electronic resource 2016:23]

Second, the Borisovskiy district has the optimal level of the life of the population, which every year shows growth.

The housing sector has made big steps. The total amount of financing of actions of the subroutine «Sustainable development of rural territories of Borisovskiy district for the 2015 – 2020» in 2015 amounted to 3547, 5 thousand roubles, including at the expense of the Federal budget 2483, 25 thousand rubles, at the expense of means of the regional budget 1064, 25 thousand RUB commissioned housing 607, 9 sq. m, including 480, 9 sq. m. – young families and young professionals. [Electronic resource 2016:10]

In Borisovskiy district there are conducts quarterly monitoring of investment projects for implementation by economic entities in its territory which are implemented and planned. In order to improve the investment climate in the Borisovskiy district developed and implemented the «roadmap for Standard implementation activities of local governments on ensuring favorable investment climate in the region». [Electronic resource 2017: 5]

Implementing new projects, upgrading existing production is provided not only an increase in gross municipal product, but also to create new jobs with decent wages. In 2015 there are 103 new jobs. The average monthly wage of employees of large and medium-sized enterprises and organizations of the district for the year 2015 is amounted to RUB 24850. Actual growth in 2014 is 5.3 %. [Electronic resource 2016:4]

One of the new areas of investment is the direction of small business in rural tourism. There are dozens of trips to residents and visitors of the region as well: X international festival of Slavic culture and arts «Khotmyzhskaya autumn» in 2016, there are about seven thousand people on the festival-fair «Strigunovskiy Lukomorye», which was attended by about three thousand people; the district celebration of excellence «Kaleidoscope craft». With December 2016 the doors of the Manor of Santa Claus were opened for children, located on the territory of tourist-recreational complex «Russian gentleman», which were visited more than six hundred people. [Trishina: 204-205]

Currently, the municipality compiled a register of tourist objects of the region, developed 9 tour routes. This year the House of artists was opened to visitors. There is prepared material for publication of brochure «guide to the Barysau district». Over the last three years more than 100 thousand people visited the tourist objects in 2013; 32 thousand people visited Borisovskiy district in 2014, from 36 to 40 thousand people visited in 2015. The volume of services rendered in the field of tourism for the year 2015 was made 2.8 million. [Electronic resource 2016:20]

Thirdly, the level of business activity of municipality is developing dynamically and effectively, which proves the volume of attracted investments into economy of Borisovskiy district. An important area of attracting investments to the municipalities is the small and medium business. In Borisov district continues to develop and grow the small business sector. The enterprise covers almost all sectors of the economy of the municipality. The number of subjects of small and average business in the district on January 1, 2016, totaled 812 units, 99 of them – legal entities, 713 self – employed. The volume of output, works and services for the year 2015 amounted to 2.7 billion rubles, which is higher than the period last year to 33 %. Today more than 3 thousand people are employing in the sphere of small and medium enterprises, representing 24 per cent of the economically active population of the district. [Electronic resource 2016: 23]

In the framework of «support Program for beginners - grants for start-UPS to establish their own business», in accordance with the decree of the government of the Belgorod region of 20.10.2008, No. 250-PP «On measures for financial support of small and average business of region,» in 2015, grants for development of own business received 2 individual entrepreneur and 2 legal entities in the amount of 1.1 million rubles [Electronic resource 2016: 24]

The small and medium enterprises supports from the administration area: provided by the issuance of preferential loans to budding entrepreneurs, support and legal aid is financing their business activities.

In 2015, the district realized 47 investment projects with a total budget of 4741,852 million RUB, including 15 projects for import substitution with a total budget of 347,4 million RUB: «Construction and commissioning of greenhouses for

growing vegetables in greenhouses on the area of 3.7 hectares, «Creating selection name spaces station cross-pollinated crops «Sativa», «the revival of the primary seed varieties of onions «Strigunovskiy», local company «Sativa», «The creation of a greenhouse complex for growing ever bearing strawberries in the area of 1.5 ha SP KFKH Babenko V. I.», «the Expansion of production in the cultivation prodovolstvia and berry crops on the basis of «Gardens in the woods». [Electronic resource 2016: 3]

That's why, analysis of documents and statistical data indicates that the most promising directions for the municipal area are rural tourism, small and medium business. In our view, the direction requires close attention and in the long term. In this regard, we offer the following:

• The creation of a public organization at the regional level, which would attract investment in municipal areas and support priority sectors of each municipality on the basis of their economic and investment climate.

• Conducting economic congresses, conferences or meetings with the participation of citizens in investment issues.

• Organization of competitions of projects for the development of the investment against their municipalities for the inhabitants of the Belgorod region.

• Organization of cultural and sightseeing tours, where visitors could acquainted with the culture of the district and had the opportunity to directly participate in various traditional activities and the establishment for accommodation and organized meals for the tourists to specific tourist agencies: tourist pensions, agro tourist pensions, farms. [Gutseriev 2001:136-138].

Economy regions largely depend on the economic development of municipalities. It is the attraction of investments to the regions and forms the economy of the area and the investment pattern of regions of the Russian Federation. For example, Borisovskiy district, we saw the importance and necessity of finding ways and means to attract investment in municipal areas.

Thus the attraction of investments in municipalities is an important and urgent problem whose solution will lead to the realization of a complex of factors (the degree of stability and financial independence, the standard of living of the population and level of business activity), which determine the economic and investment climate of the region.

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SOCIAL ADAPTATION OF ELDERLY PEOPLE IN RUSSIA

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The article touches upon one of the exciting social problems of elderly people in the Russian Federation. It narrates about the process of social adaptation of the elderly people. It happens through volunteerism and innovative technologies.

Key words: *society, social problems, elderly people, social adaptation, volunteerism, innovative technologies.*

One of the important problems in Russia, which is relating to social policy of the country, is social adaptation of elderly people in modern society. According to E.I. Kholostova, social adaptation is the process of adapting a person to a certain social conditions, to a specific social situation [Kholostova 2003: 29]. The purpose of social adaptation of the elderly is to preserve their activity.

Nowadays a large number of elderly people face social difficulties in their everyday life. Consequently, the number of elderly citizens in the Russian Federation, who wants to get social services in social protection agencies, has steadily been increased in recent years. According to the Federal State Statistics Service's research for 2015 8.1% of men and 8.7% of women over 60 years old would like to get services that can be provided by the Local Department of Social Protection of Population.

Various subjects of the Russian Federation take different measures to promote the social adaptation of the older citizens. The most prosperous regions in this activity are considered to be the cities of federal significance - Moscow and St. Petersburg, Khanty-Mansiysk Autonomous District - Yugra, Krasnodar District, Republic of Tatarstan, Samara Region, Nizhniy Novgorod Region and Belgorod Region.

The social protection agencies provide diverse services to support elderly people at home. The traditional social services for the population in the Russian Federation are considered to be social services at home, inpatient social services and temporary shelter, semi-permanent services, social counseling, provision of material assistance to those in need, rehabilitation services and urgent social services. In addition to the established types of social services, elderly people can get services, which are associated with the development of modern technology.

One of the innovative forms of social work is to involve them in volunteer activities. This form of work was called «silver volunteering».

The «silver volunteering» is a volunteer movement of old people, who have great life and professional experience, posses life potential, and take an active position [Arsen'eva 2016 : 5].

A motivation for joining to volunteer organizations is carried out exclusively in non-financial ways because the purpose of creating a movement of «silver volunteers» is to help the elderly in successful social adaptation at this stage of life. The elderly people are involved in the organization with various methods. For example, trainings aimed at developing personal and motivational qualities, trust, skills of communication, cohesion. Most people decide to join the squad of «silver volunteers», if the organizer can fulfill three basic social needs of older citizens:

— the need for achievements;
— the need for affiliation;
— the need for influence [Arsen'eva 2016 : 15].

Currently, the movement of silver volunteers in Russia is being most developed in large cities, such as Moscow, St. Petersburg, Nizhniy Novgorod, Sochi, Perm'.

Those citizens who have reached the age of 55-60 years can join the squad of «silver volunteers». They need to apply to the local Complex Center for Social Services of Population and have served free apprenticeship.

There are also other innovative services, which are aimed at helping older people, for example, the remote social services.

The remote social services are emergency services and offer constant remote support, affecting mainly the creation and provision of comfortable, safe living conditions for old people.

In the world there are many different systems and projects, the purpose of which is to develop distance support for people in need. The main challenge in the developing of these innovative systems is that it is very difficult to make the devices, which can properly be adapted for the elderly. Nowadays one of the most common systems, which are related to remote social services in Russia, is the «Press button of life».

The «Press button of life» is a Russian project that offers the first in our country the medical signal system. This system permits the elderly and the disabled make a call to the ambulance.

This project is aimed at helping people in need by using various innovative systems such as GPS. Frequently, if the elderly citizen feels badly, he or she cannot call to the ambulance and ask for help on time. Therefore, this situation leads to the conclusion that prompt assistance arrives too late. Sometimes specialists cannot help because a person, who needs for assistance, has died. This project is aimed at ensuring some guarantees for pensioners in need. For example, specialists arrive on time and human's life can be saved. The difference of this device is also that it has one useful function. If the button falls, the ambulance will arrive to the elderly person. The «Press button of life» includes also such a service. This service is a daily call. The operator will call the subscriber every day and ask about his state of health. This service is estimated by pensioners positively because these people often feel themselves lonely and they want to communicate with the society the live in.

Presently, the «Press button of life» is presented in two types:
design for the home-stayers;
design for active pensioners.

For home-stayers the creators invented a special hands-free system with a SIM card and a bracelet with a built-in drop sensor, a SOS button.

For active pensioners the creators invented a similarity of a mobile phone with a SIM card and a SOS button. The price for these sets is different: for the active part of the elderly is 4730 rubles for three months of service, for the home-stayers - 11,000 rubles for three months of service. The subsequent fee is also different: in the first case - 580 rubles for month, in the second - 1100 rubles. Of course, citizens who spend most of their time at home can change the tariff upon which the fee will be changed.

The project, which was created in 2010, has spread all over the country in record time. A huge number of citizens purchased these devices in order to facilitate the lives of their elderly relatives.

The «Press button of life» is a solution for those who are worried about their relatives, but do not have any time to devote much attention to them. Mobile alarms provide a timely call to emergency services, even if the gadget's owner is outside the city or in another region of the Russian Federation.

In general, users of this innovative system of remote social services, as well as their relatives, think that this device is useful for life. But it is noteworthy that the prevention of an accident depends on the professionalism of emergency workers. However, the call for help which is made on time, the control that the call is accepted and the team that reaches the patient in no time, play no less role for the person in need.

With the development of information technology and various gadgets in our lives, smart applications for smart phones have emerged that can improve the quality of life. It also can help the elderly in need.

Today, for example, those pensioners who have smart phones and use them with confidence can use exactly those applications that are aimed at simplifying the lives of older people. For instance: «Skype», «Magnifying Glass with light», «Dragon Dictation», «MediSafe Medication Reminder» and «Lumosity». All of these applications are available for download on iOS and Android platforms. These programs are a kind of element of remote social service for older people. Their creation helps to diversify the lives of active retirees.

This project has a fundamental disadvantage. It is that a small percentage of pensioners in the Russian Federation are active users of smart phones. However, it is noteworthy that now a huge number of pensioners are taking courses in computer literacy. These courses, which are organized by the social protection bodies of the population in the place of their residence, are free of charge or on a fee basis. The pensioners need to pay an average of 192 rubles 24 kopecks for a full course of study. A successful study of these courses allows older citizens use a program such as «Skype» on their PCs or laptops and call to someone. In general, these applications are not particularly common in Russia, because most retirees do not have the faintest idea of how to use a smart phone.

All over the world, for pensioners who are not smart phones users, there are mobile phones with large buttons. In Russia, the sale of these phones is quite common, because Russian elderly people think that these devices are simple and easy in usage.

In fact, this phone is the same mobile phone, but with enlarged buttons, which helps citizens not to make mistakes when dialing a number. The price of these

devices is low and varies from 800 to 1500 rubles. This is explained by the fact that not all pensioners can afford to buy a popular gadget with a price of more than 1500 rubles. The advantage of this device is also that it has a SOS button, similar to the «Press button of life». The elderly person, who feels himself not good, can press this button. Some services will be which define the location of the pensioner by GPS, which has a mobile phone.

Summarizing, we can say that the system of remote social services for elderly citizens in the Russian Federation is at the stage of formation. The developed countries of the world have a more successful experience in the implementation of social services for pensioners through the use of innovative technologies. However, in recent years, the Russian Federation noted a rapid growth in the number of technical and technological innovations in the system of social services for older people, as in the social sphere as a whole.

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PSYCHOLINGUISTIK UND WERTORIENTIERUNGEN BEI MENSCHEN

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In Rahmen der kulturologischen Richtung der Psycholinguistik gibt es Werke, die der interkulturellen Kommunikation gewidmet sind. Wertorientierungen bei Menschen spielen eine wichtige Rolle dazu. Wie geht die Kommunikation zwischen Menschen und die interkulturelle Kommunikation zwischen verschiedenen Völkern? Auf diese Frage versucht Psycholinguistik zu antworten.

Stichwörter: *Psycholinguistik, interkulturelle Kommunikation, Wertorientierungen.*

Es gibt viele philosophische Konzeptionen des Menschen. In der Soziologie, Pädagogik und Psychologie gibt es auch zahlreiche verschiedene Aspekte des Begriffes „Mensch» und Versuche der ausführlichen Beschreibung der menschlichen Eigenschaften. Man braucht viele spezifische und umfassende Experimente, um diese Konzeptionen und Ansichten zu analysieren und klassifizieren, und den Grund der Nichtbefriedigung von Kenntnissen auf diesem Gebiet zu erklären.

Linguistik ist die Lehre über die Sprache, die viele ihre Aspekte erforscht. Linguistik ist ein Teil der anderen Wissenschaften und bildet andere neuen Richtungen solche wie Psycholinguistik, Paralinguistik, Soziolinguistik und andere. In diesem Artikel geht es um Psycholinguistik. In der modernen Wissenschaft existieren viele psycholinguistische Schulen und Abteilungen wie heimliche und ausländische, die sich auf nationaler und kultureller Grundlage basieren. Darum gibt es mehrere Definitionen der Psycholinguistik.

Eine von den lautet: die Psycholinguistik ist eine Wissenschaft, die die Prozesse der Sprachbildung und ihrer Wahrnehmung und Formierung im Zusammenhang mit dem Sprachsystem untersucht [Zalevskaya 1999]. Die anderen russischen Psycholinguisten meinen, dass die Psycholinguistik forscht: das Verhältnis des Individuums mit der Struktur und Funktionen der Sprachaktivität einerseits, und der Sprache der Person anderseits; sprachliche Persönlichkeit im psychologischen Aspekt; die Schaffung und Wahrnehmung von Menschen der Sprachzeichen; sprachliches Bewusstsein [Vvedenie v yazykoznanie 2017].

Nach der Meinung von Charles Osgood untersucht die Psycholinguistik die Prozesse, in denen sich die Intentionen des Sprechenden zuerst in Signale des in gegebener Kultur angenommenen Codes und dann in Interpretationen des Hörenden umwandeln [Osgood]. Anders gesagt, die Psycholinguistik beschäftigt sich mit den Kodierungs- und Dekodierungsprozessen, da sie den Zustand des Sprechens und den Zustand der Sprechenden zusammenstellen [Kobleva 2006].

Bei solchem Ansatz können Prozesse der Sprachbildung und -rezeption im Zusammenhang mit dem physiologischen und psychischen Zustand der Sprechenden als Gegenstand der Psycholinguistik betrachtet werden. In diesem Fall werden Sprachprozesse nicht mit dem Sprachsystem sondern mit dem Menschen und seiner Psyche zusammengestellt.

Da heute beide Definitionen gebräuchlich sind, schlägt A.A. Leontjev die kompromisslerische Definition dieser Wissenschaft vor. Nach seiner Meinung besteht der Gegenstand in der Beziehung zwischen der Person und Sprachstruktur und Sprachfunktionen einerseits und der Sprache, als Hauptbestandteil des Bildes der menschlichen Welt, andererseits [Leont'ev 1993].

Innerhalb der Psycholinguistik gibt es Experimente, die auf philosophische Aspekte der Linguistik und Psychologie orientiert sind. Dazu gehören Arbeiten an den Problemen der Sprache-Denken-Interaktion; der menschlichen Bewusstwerden in Ontogenese und Phylogenese (In 1865 verbat die Pariser Gesellschaft beliebige Theorien von der Sprachentstehung als „sinnlose» und „unproduktive» zu betrachten.); der Zeichenhaftigkeit des Denkens im Allgemeinen.

In der Psycholinguistik gibt es mehrere Probleme, die Nachbarbereiche der Kulturologie und staatlicher Psychologie berühren. Gemeinsam ist beispielsweise die Behauptung, dass die Meinungsverschiedenheiten in den Sprachbildern der Welt nicht nur durch den Sprachaufbau sondern auch durch das unterschiedliche Weltbild dieser Sprachträger festgesetzt sind.

National-kulturelle Kommunikationsbesonderheiten drücken sich zumindest in zwei Aspekten aus. Zum ersten gehört das Korrelation der Sprache, des Denkens, der Kommunikation und im Allgemeinen die Rolle der Sprache in verschiedenen

Sphären der menschlichen Tätigkeit. Der zweite Aspekt umfasst Sprachprobleme und Sprachmittel mit nationaler Besonderheit.

An der Grenze der Psycholinguistik und Ethnopsychologie befindet sich das Forschungsproblem des Sprachverhaltens verschiedener Nationen. Die Untersuchungen zeigen beispielsweise, dass die nördlichen Völker (Norweger, Schweden, Finnen) leiser und nicht so emotionell als die Menschen vom Süden (Spanier, Italiener) sprechen. Viele südliche Völker wie z.B. Georgier, Zigeuner, Türken, Araber, hochwüchsige Volksgruppen der negriden Rasse sprechen meistenteils lauter als Italiener und Spanier. Einige östliche Völker (Japaner, Vietnamesen, Birmanen, Hindu) kommunizieren nicht laut. Neben den anderen Faktoren spielen wahrscheinlich auch der Wohnort und die damit verbundenen Klimabedingungen die wesentliche Rolle. Aus der Sicht der Lautheit sprechen die Nachbarvölker, die auf einer geographischen Breite wohnen (Deutscher, Franzosen, Engländer), ganz unterschiedlich [Kobleva 2006].

Innerhalb der kulturologischen Richtung der Psycholinguistik gibt es Werke, die der interkulturellen Kommunikation gewidmet sind. Die interkulturelle Kommunikation ist die Kommunikation zwischen verschiedenen Völkern. Als Beispiel dieser Untersuchungen können die Arbeiten nach dem Studium angeführt werden, wie Rezipienten einer Kultur die von der verschiedenen Kultur erzeugten Texte verstehen. Diese Texte können als inokulturell genannt werden [Osgood 1957].

Die wertorientierte Tätigkeit besteht nicht in der Fremdbeurteilung, in dem Vorzug und in der Wahl von reifen Werten, sondern im Formierungsprozess dieser Werte in der Subjektsstruktur [Leont'ev 1993]. Die fremdbeurteilte Tätigkeit spielt eine auxiliarische Rolle in diesem selbständigen kreativen Formierungsprozess der Werte, beziehungsweise im Prozess der Neuschaffung der Hierarchie von menschheitlichen und geistigen Werten sowie entsprechenden kulturellen Niveaus. Dieser spontane aber letztlich bewusste Prozess der Auswechslung von Werteprioritäten ist die wirkliche Prozedur der inneren Umwertung aller Werte. Wie wir gesehen haben, können die Werte durch den Druck und durch die List nicht aufgeredet oder weggenommen werden; man kann sie nicht verkaufen, kaufen und fertig schenken; darin kann man nicht eintreten, wie in eine neue Wohnung; sie kann man nicht anziehen, wie einen neuen Anzug; sie kann man nicht essen oder trinken, wie das Brot oder das Wasser; daran kann man sich nichtanschließen; man muss sie selbständig erschaffen, beziehungsweise in sich selbst erzeugen und jedes Mal in jeder Wertsituation wiedererzeugen, die Entfremdung der Flauheit, der Feigheit und der Unglaube bewältigend. Solche Werte wie die Liebe, die Glaube, der Mut, die Güte, die Gerechtigkeit funktionieren nur im Prozess ihrer selbständigen und freien Erzeugung von dem Menschen oder von der Gesellschaft.

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VEGETARIANISM: HISTORICAL ASPECS

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The article touches upon one of the exciting social problems of Modern society - aspects of a healthy lifestyle and proper nutrition. It narrates about the process of formation of the phenomenon of vegetarianism. It happens through volunteerism and innovative technologies.

Key words: *vegetarian, societies, raw food, lactoove vegetarian, physical health.*

The chosen problem *is*to study vegetarian societies in England. Vegetarian societies arose in England in the middle of the last century (in 1847), then in America and on the mainland of Europe. Now in many countries of Western Europe and in America there are vegetarian societies, associations, circles, etc. Hundreds and thousands are counted, and vegetarian canteens, restaurants, hotels that serve exclusively the interests and needs of vegetarians, as well as literary works that promote vegetarianism, are increasing every year more and more.

On the given problem the following articles are written: Goncharova O. «The benefits and harms of vegetarianism», Zarubina N. «Vegetarianism in Russia: individual choice versus tradition», Kostina N «Hygienic assessment of nutrition of vegetarians and people with mixed nutrition».

Initially, the word «vegetarianism» meant a way of harmonious life from a philosophical and moral point of view, and not just a fruit and vegetable diet. Under the name of vegetarianism (from the Latin word vegetare - to grow) of course, the direction in the views of modern society, whose representatives consider vegetable products as the only natural human food. Restrictions in the use of food affect the anatomical and physiological characteristics of the body. In addition to the physical aspect, conscious aspects of the religious perception of adepts are influenced.

The word «vegetarian» was introduced in 1842 by the founders of the British Vegetarian Society. The basis was taken of the Latin «vegetus», which means «strong, healthy, fresh, and cheerful». The phrase «homo vegetus» indicates a spiritually and physically developed personality [Goncharova O. 2010: 8].

The spread of vegetarianism is also becoming noticeable in Russia. In defense of their teaching, vegetarians cite such data:

Man belongs to the category of creatures of the fruit-eating, and not omnivorous and carnivorous;

Vegetable food contains everything necessary for nutrition and can maintain the strength and health of a person to the same extent as food mixed, i.e. animal-vegetable;

Vegetable food is better absorbed than meat;

Meat nutrition excites the body and shortens life, and vegetarianism, on the contrary, preserves and lengthens it; - humanity, by the very essence of things, is attracted to vegetarianism in the more or less distant future due to the so-called expectoration (consisting in a gradual decrease in the number of cattle caused by an increase in the population and a decrease in pastures).

Types of vegetarianism. It causes varieties of vegetarianism:

- Raw food (vegetable food without cooking)

-Strong vegetarianism (only vegetable food)

- Unsatisfied vegetarianism (the assumption of products of animal origin other than animal meat)

-lacto-vegetarians (admit milk and dairy products)

-lactoove vegetarians (except for milk and products from it also allow eggs).

Sometimes vegetarians call themselves those who do not eat meat, but allow fish and products from it. Most vegetarians are people who realized that you first need to get rid of the propensity for violence in your own heart, and only then think about creating a peace-loving society. Therefore, there is nothing surprising in the fact that many thousands of people, representatives of all walks of life, in their quest for truth, became vegetarians.

Causes:

- Spiritually-religious (based on some spiritual teaching),

-Etic (protest against the painful methods of killing animals or against killing animals as such),

-Medical-hygienic (useful for physical health),

-Aesthetic (associated with the unpleasant sensations experienced in the perception of slaughter of animals and subsequent meat processing),

-Ecological (protest against the destruction of forests for pasture, pollution of the environment by livestock waste, etc.)

-Economic (costly inexpediency of meat-eating) [Brovkin P.2013: 1].

Types (levels, steps): strict (only vegetative food) - vegetarianism and non-strict (the assumption of products of animal origin other than animal meat); among the vegans there are raw foodstuffs that deny cookery, non strict ones are divided into lactovegetarians (who admit milk and dairy products) and lacto-vegans (except for milk and products, eggs are also allowed from it). Sometimes vegetarians call themselves and those who do not eat meat, but allows fish and products from it. Organizational assistance. In 1847 the first Vegetarian Society was created in England. In the United States, the American Vegetarian Union and the American Vegetarian Society are now in place; similar organizations exist in many Western

countries; In Russia since the end of the last century, worked a number of such societies, after the revolution they were all banned, in 1989 the Vegetarian Society of the USSR was created, and in 1991 it became Russian. Vegetarianism and physical health. Numerous comparative studies of the health status of vegetarians and meat eaters clearly indicate the various benefits of vegetarian nutrition. Among vegetarians, there are fewer metabolic disorders, cardiovascular diseases, diabetes and gout and, most likely, bowel cancer. «Theories about» the need for the organism of animal proteins, «the presence of essential amino acids in meat», inability to eat meat To hard physical labor the supporters of vegetarianism are denied from the scientific point of view, but above all - by an appeal to numerous historical counterexamples (Roman soldiers, Suvorov soldiers and many others did not eat meat, many famous athletes were vegetarians, among them there are winners of the Olympic Games, etc.) [Shchadilov E.V.2010: 23].

Vegetarianism and world religions

Judaism - eating meat for food is considered permissible, but not prescribed; Did not at all eat the Essene meat - the piety, known for its piety, within the Judaism of the time of the second Temple; In general, the use of meat food is subject to a number of restrictions, in particular, when killing an animal, all the blood must be completely removed from it, it is impossible to eat meat of animals that feed themselves on meat food, as well as those killed in a different way besides the traditional painless; do not eat meat together with dairy. There are also other limitations.

Christianity - in Catholicism and Orthodoxy, vegetarianism is accepted among monasticism, including among all the higher clergy; For the laity, a system of posts is usually established, during which it is forbidden to eat meat food (in Orthodoxy, lean days during the year, there are about 200); In the Old Believers in addition, there are additional restrictions on meat-eating, ascending to the Old Testament; In traditional Russian non-Orthodox Christian directions (among the Dukhobors, Molokans, Christ), vegetarianism was accepted almost universally (it should be noted that non-Orthodox, including the Old Believers, Christian beliefs at the end of the XIX century adhered to about half the population of Russia); There are different traditions in different directions of Protestantism, for example, Seventh-day Adventists adhere to vegetarianism, but in general Protestant doctrines to vegetarianism are not inclined. Muslimity - the traditions of attitudes toward meat-eating are close to Jewish, but somewhat milder. During the month of Ramadan, in the daytime, a full fast is accepted for all believers;

Buddism - Hinayana (strict Buddhism) rejects meat-eating.

Hinduism- is very inclined towards vegetarianism.

Conclusion. Restrictions in the use of food affect the anatomical and physiological characteristics of the body. In addition to the physical aspect, conscious aspects of the religious perception of adepts are influenced. Initially, the word «vegetarianism» meant a way of life harmonious from a philosophical and moral point of view, and not just a fruit and vegetable diet. Practically in all religious systems refusal of meat eating is considered a necessary component of purification, without which an intensive spiritual ascent is impossible. Sometimes purification of this kind is considered the lot of the elect, sometimes all adherents of this religious system.

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NEUROCRIMINOLOGY: BACK IN THE FUTURE

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The article deals with the issues of neurocriminology origination as a science. The author makes an attempt to answer the question whether neurocriminology means the step into the future, or a return to the long-studied?

Key words: *neurocriminology, neolombrosizm, brain, criminals, neurophysiology, neuropsychology*

At all times, in all countries one of the priority directions of the activity was to find and capture criminals in order to create a safe society. The world has evolved and changed, so did the methods of search and capture of criminals. Scientists and the police tried to search them by features of the skull, according to the characteristics of the structure of the body, even the lines on the hand. For a long time scientists have sought to understand what causes people to commit illegal acts? What causes make some people to kill others?

From the history we know that in the middle ages the Inquisition was urged to pay close attention for a certain category of persons: women who had an attractive body, red hair and green eyes were considered the attendants of the devil and in most cases, regarded as criminals. They were publicly burned at the stake, hanged, or drowned.

In the second half of the nineteenth century, the famous Italian psychiatrist Cesare Lombroso became interested in the comparative analysis of physiological characteristics of criminals and law-abiding people. He believed that the tendency to criminal behavior is genetically determined and necessarily manifested in the peculiarities of the physiology - the length of the arms, the height of the forehead, size of ears, etc. These signs, in his opinion, indicate immature, are similar in their physiology to wild primates human, and therefore he is doomed to be a sociopath and a criminal.

Of course, middle ages have passed long time ago. And despite the originality of the approach, the ideas Lombroso were criticized too and for a long time pushed away from the scientific research.

In the 1920s New York was plunged into the abyss of crime. The mob flooded the streets of the city. The police could not cope with the increased number of crimes. At the

forefront of the city's efforts to keep crime under control was a man named Carleton Simon. Simon trained as a psychiatrist, but his reach extended far beyond the therapist's couch. He became a 'drug czar' six decades before the term was first used, spearheading New York's war against drug sellers and addicts. He was a socialite and a celebrity, who made a minor contribution to early forensic science by devising new methods to identify criminals. He also tried to apply his knowledge to gain insights into the workings of the criminal brain, becoming, effectively, the first neurocriminologist.

The test, a sophisticated version of the now-discredited polygraph (or lie-detector) test, is based on the so-called guilty knowledge test developed in the 1950s. Whereas the traditional lie detector test involves asking the suspect whether or not they committed the crime in question, the guilty knowledge test focuses on specific details that would only be known to the perpetrator.

In the 1980s, Peter Rosenfeld combined the guilty knowledge test with recordings of the brain's electrical activity. He exploited a brain wave pattern called the P300, which occurs in response to visual stimuli after a delay of 300 milliseconds, and can be detected with electrodes attached to the scalp.

It is worth saying that the researchers identified all of the «guilty» participants, without incorrectly identifying any of the «innocent» ones [Raine, 2013: 4].So, what neurocriminology is? Neurocriminology is a new sub-discipline of Criminology which applies neuroscience techniques to probe the causes of and cures for crime. Neurocriminology was called the subdiscipline aimed at the study of peculiarities of the brain, which could serve as a biological basis of antisocial behavior or a criminal mind.

In recent years science has made a great leap forward. In the project «Human Genome» has been decoded DNA, opened the role of heredity in human existence. The spurt carried in their development and neurophysiology. In the end, again a question about the genetic and physiological predisposition to criminal actions was raised.

A basic method for identifying neuropsychological predispositions to psychopathy is a brain scan of a person diagnosed with psychopathy and comparison of the obtained data with data of a healthy person. Special attention is paid to the causes of psychopathy - mental anomalies, depriving a person of sympathy to others ' suffering and experiences. So scientists have revealed that the weakening of the signal coming from the prefrontal cortex, causes a weak emotional reactions that a normal person could cause terror. Thus, confirmed the assumption that criminals are less emotional than law-abiding citizens. Such anomalies add to the personality traits such as cynicism, resourcefulness, composure. This disorder usually typical for serial killers, for whom the taking of a human life is not moral and ethical problem.

In recent years scientific contributions have acquired increasing value along with the belief that it is now possible, through the study of neuroanatomy, to measure the structure of the brain and its functions, and to identify structural

abnormalities in temporal and limbic areas, the hippocampus, the amygdala and the frontal lobe.

The principal means of investigation that have allowed brain exploration for clinical purposes (neuroimaging) for some years now are: computer analysis of the EEG, with a selective mapping of the electrical activity of specific and well-defined brain areas; computerized axial tomography (CAT); functional magnetic resonance imaging (fMRI); positron emission tomography (PET), magnetoencephalography (MEG); single photon emission computer tomography (SPECT); as well as acquisitions of neurotransmission and neuromodulation activity; and last but not least, the study of molecular neurobiology. SPECT in particular appears to be the proper tool for identifying cerebral perfusion with the help of radiopharmaceuticals, due to the fact they are able to cross the blood-brain barrier. This method highlights and quantifies any change in Regional-Cerebral Blood Flow (rCBF) in the brain region involved by a specific external stimulation[Posa, F., Losa G.A.:5].

Scientists who conducted the study of the neurophysiological characteristics of criminals and law-abiding citizens noted a difference between these two categories. Data show that psychopathy is due to loose connection between the prefrontal cortex and the amygdala - part of limbic system. The negative signals from the prefrontal cortex in the processing of not cause strong emotions. So there is a lack of compassion and feelings of guilt. Moreover, it's interesting to know that geneticists started to study suggestive of genotypes which could predispose individuals to violent and aggressive behavior [Costandi, M., 2010: 1,Makarov,O. 2015: 2,Prokopenko, Y., Vorotyntseva, D. 2016: 3].

In one recent study, scientists examined 21 people with antisocial personality disorder – a condition that characterizes many convicted criminals. Those with the disorder «typically have no regard for right and wrong. They may often violate the law and the rights of others,» according to the Mayo Clinic.

Brain scans of the antisocial people, compared with a control group of individuals without any mental disorders, showed on average an 18-percent reduction in the volume of the brain's middle frontal gyrus, and a 9 percent reduction in the volume of the orbital frontal gyrus – two sections in the brain's frontal lobe.

Another brain study, published in the September 2009 Archives of General Psychiatry, compared 27 psychopaths – people with severe antisocial personality disorder – to 32 non-psychopaths. In the psychopaths, the researchers observed deformations in another part of the brain called the amygdala, with the psychopaths showing a thinning of the outer layer of that region called the cortex and, on average, an 18-percent volume reduction in this part of brain.

«The amygdala is the seat of emotion. Psychopaths lack emotion. They lack empathy, remorse, guilt» said research team member Adrian Raine, chair of the Department of Criminology at the University of Pennsylvania, at the annual meeting of the American Association for the Advancement of Science in Washington, D.C., last month.

The hypotheses regarding the relationship between reduced prefrontal function and predisposition to violence can have different scientific interpretations today thanks to neuroscience.

The first hypothesis refers to a reduced prefrontal function at the emotional level leading to the reduction in control over more primitive sections of the brain, such as the limbic system, which is capable of generating primary emotions like anger and rage. The evolved prefrontal cortex is capable of limiting limbic emotions. Reduction or cancellation of these control mechanisms generates the uncontrolled response. In the second hypothesis, we know from a neurological point of view that prefrontal damage leads to increased susceptibility to accept a risk, generating irresponsibility and failure to respect the rules. The third hypothesis states that frontal damage can lead to personality change, a situation that is widely known in the clinical field, with the proven relationship between invasion of the frontal area by neoformations or trauma, and a corresponding behavioral modification. Another hypothesis supports the belief that prefrontal damage can cause immaturity, and consequently, poor social standing. The consequence of such condition will be socially unacceptable behavior, with a compromised ability to elaborate non-aggressive solutions in socially difficult situations [Posa, F., Losa G.A.:5].

So, it turns out that neurocriminology isn't a new science. Not by chance someone aptly awarded with its name «neolombrosizm». It's common knowledge that everything new means old which is well forgotten. But it is worth considering: taking into account the incredible possibilities of modern science, can neurocriminology completely change the look of society at criminals and the root to alter the penal system? After all, if a criminal's behavior is biologically and genetically determined, the approach to it needs totally different. The world is not standing still. The science develops. Over the past year there has been many publications on the subject of neurocriminology - criticizing it, and to put forward new ideas and show research results. So, we can only wait and see how neurocriminology goes back to the future.

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THE INTERRELATION BETWEEN PHILOSOPHY AND RELIGION IN MODERN WORLD

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The article discusses the problem of the relationship between philosophy and religion. It covers the period from XIX to XX century. Various opinions of this issue are traced on the example of West-European and Russian philosophical thought.

Key words*: philosophy, religion, theology, faith, science, knowledge*

The culture has been the most important part of the civilization from ancient times. Philosophy is one of the segments of spiritual culture, also as well as religion. In that way, research into the problem of the interrelation between philosophy and religion is quite relevant.

First of all, we should ascertain what actually are philosophy and religion and clarify the difference between them.

So, literally meaning «love of wisdom», «philosophy» came to stand for knowledge in general about man and the universe [Lacey 1999: 253]. Philosophy is a study of problems which are ultimate, abstract and very general. These problems are concerned with the nature of existence, knowledge, morality, reason and human purpose [Teichmann 1999: 1].

Religion is a cultural system of behaviors and practices, world views, sacred texts, holy places, ethics, and societal organization that relate humanity to what an anthropologist has called «an order of existence»[Geertz 1993: 90].

Both philosophy and religion deal with man's life. As philosophy only deals more with how people should think, philosophy and religion still have distinctions in various aspects: the presence of observed rituals across all world religions, the absence of such in philosophy. So, a man cannot be entirely religious without performing some rituals stipulated by his or her religion while this same person can still be philosophical even without engaging in some religious rituals [Difference Between http].

That is more, philosophy will only believe if a certain subject under argument is proven by using tested means of reasoning. Religion, in contrast, puts an emphasis on belief as the essence of religiosity. This connects to the concept of faith – the strong belief in something even if there's no evidence of a thing or phenomenon existing [Difference Between http].

Religion considered as a subset of philosophy. However, religion involves a lot of superstitions and supernatural beliefs. Moreover, some of superstitions are too hard to believe that philosophers constantly argue against them. Although, some

philosophers (for example, Francis Bacon, René Descartes, Isaac Newton, Max Planck, Albert Einstein, etc.) were strong believers in faith as well. Therefore, they believed in the meanings hidden in religion and its practices that help man understand himself and the truth of life much better than someone who has no religion or who has no belief in such [Difference Between http].

Semyon Liudvlgovich Frank (1877–1950) wrote that a problem, on the one hand, of relations between philosophy and religion, unity and consistency among them, or, on the other side, of a mutual conflict among ones was being one of the most relevant issues of human spirit. This problem cannot be solved without understanding what actually are religion and philosophy [Na perelome 1990: 319].

According to antique (from Heraclitus, Plato, Aristotle, stoic philosophers to Neoplatonism) and medieval conceptions, the subject of religion and philosophy is the same as the only subject of philosophy is God. Philosophy was considered as knowledge of God. Beginning from the period of Renaissance and further, the most common point of view was that there was the contradiction between philosophy and religion. Religion was considered as a «blind» faith and belief of church authority which was taken on trust unconditionally. Philosophy, on the contrary, was strict knowledge based on proofs and logical reasoning [Na perelome 1990: 320–321].

As S.L. Frank saw it, the essence of philosophy was «religious intuition». He claimed that philosophy and religion were not dissimilar but related. Philosophy was not only a perception of God but also cognition of world and life through God. The specific function of philosophy was that it brought integrity and completeness in human's existence. Thereby, it linked higher knowledge and lower one [Na perelome 1990: 334].

To sum up, S.L. Frank emphasized that philosophy, undoubtedly, was not «the handmaid of religion» as it was claimed in the Middle Ages [Na perelome 1990: 323–324, 335].Thus, religion is considered as one of the subjects of philosophy, whereas philosophy is a big discipline that encompasses many subject matters as opposed to religion. Compared to philosophy, religion has more beliefs in the superstitious and the supernatural. The last highlights the power of faith, and it has stronger beliefs. Unlike religion, philosophy does not include the practice of rituals.

At the end of XIX – beginning of XX century, mutual relations between philosophy and religion was being considered as a controversy of two quite autonomous areas, none of which had any claim for supremacy. Although, synthesis of these areas was a necessity. At that time, there were three tendencies to integrate philosophy and religion: creation of «a new religion» on the basis of philosophy; creation of «a new philosophy», which would produce faith and reason in it; synthesis of philosophy, religion and science.

1. Creation of «a new religion» on the basis of philosophy.

David Strauss (1808–1874) considered that philosophy and religion had different matter as religion was the field of mythology and philosophy was a field of reason. He summoned to create a new religion which would comply with the scientific criteria.

2. Creation of «a new philosophy», which would produce faith and reason in it.

Ludwig Feuerbach (1804–1872) contrasted philosophy and religion as forms of world view which were incompatible and opposed to each other because belief in dogmas underlies religion and knowledge underlies philosophy. In his «Lectures on

the Essence of Religion» he wrote about «the contradiction between theology and philosophy or the scientific spirit in general; for to theology, I say, only what it holds sacred is true, whereas to philosophy, only what it holds true is sacred. Theology is grounded on a particular principle, a particular book, which, it believes, contains all truths, or at least those that are necessary and salutary to man; consequently it is of necessity narrow-minded, exclusive, intolerant, and bigoted. Philosophy and science, on the other hand, are not based on any particular book, but find the truth only in nature and history as a whole; they are grounded on reason, which is in essence universal – not on faith, which is in essence particular».

Ivan Vasil'evich Kireevskiy (1806–1856) insisted on making of Russian philosophy based on Orthodox principle of harmony and reason; Nikolai Alexandrovich Berdyaev (1874–1948) deemed that humanity needed new free philosophy and philosophy of freedom. He assumed that free philosophy came to a conclusion that thought is religious [Shichalin 1995-1999: 273].

3. Synthesis of philosophy, religion and science.

Vladimir Sergeyevich Solovyov (1853–1900) thought that philosophy was inseparably connected with religion and called for the establishment of «a new religious metaphysics». He claimed that philosophy got its matter from theology, or religious knowledge. He was convinced that faith was more important than scientific knowledge and philosophical reasoning.

Apart from the above-mentioned views, there were some philosophers who supported the idea of incompatibility between philosophy and religion. For example, Mikhail Alexandrovich Bakunin (1814–1876) was concerned that religion had not reached the point of view based on science. He was the one of the few Russian philosophers who took that opinion [Savitskaya 2010: 94 – 95].

Karl Marx (1818–1883) in his «A contribution to the Critique of Hegel's Philosophy of Right» wrote: «Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people». There was the doctoral thesis which conveyed the superiority of philosophy over theology in his first publication, «The Difference Between the Democritean and Epicurean Philosophy of Nature».

Representatives of Neo-Thomism, which began in the end of XIX century, endeavored to modernize philosophy of St. Thomas Aquinas. Neo-Thomists were convinced that philosophy was subordinated to theology with synthesis of philosophy and theology [Savitskaya 2010: 95].

Also, Max Scheler (1874–1928) thought that religious knowledge was more important than any other forms of knowledge. Thus, according to him, religion is primary towards philosophy [Zotov 2001: 92].

Ernst Mach (1838–1916) claimed that philosophical categories and religious conceptions should be excluded from science.

Wilhelm Windelband (1848–1915) marked out philosophy of religion based on revelation and philosophy of science based on scientific system of knowledge [Savitskaya 2010: 95].

In «A System of Synthetic Philosophy – First Principles» Herbert Spencer (1820–1903) wrote: «…knowledge cannot monopolize consciousness – if it must always continue possible for the mind to dwell upon that which transcends

knowledge, then there can never cease to be a place for something of the nature of Religion; since Religion under all its forms is distinguished from everything else in this, that its subject matter passes the sphere of the intellect». He was sure that scientific knowledge without the truth of faith was impossible.

Karl Jaspers (1883–1969) considered that «religious faith» which was between religious faith and scientific knowledge was necessary. According to Karl Jaspers, that «philosophical faith» should be based on Bible religion [Savitskaya 2010: 95].

During the 20-90ties sphere of influence of religion was limited. It was considered as exceptionally cultural phenomenon, which have not got any claim for equal status with philosophy or science. In XXI century the situation has changed significantly. Nowadays trend of convergence between religions of philosophy is increasing. Frequently it happens under the domination of religion. At the end of XIX century and the beginning of XX religion was trying to continue Russian religious philosophy of that time.

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SECTION 4. PHILOLOGY AND LINGUISTIC

THE ROLE OF PHRASEOLOGY IN LINGUISTIC THEORY

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In this article reviews the ways in which phraseologisms as defined here have figured in two different linguistic approaches: generative linguistics and cognitive linguistics.

Key words: phraseologism, grammar, flexibility, linguistics, semantics, idiom.

The role phraseology has played in linguistic theory is quite varied. On the one hand, it is varied because theoretical frameworks or approaches in linguistics differ widely in terms of the importance attached to phraseologisms. On the other hand, the importance that phraseology can play in a framework also crucially depends, of course, on how phraseologisms are defined. Space does not allow for a comprehensive comparison of the role of phraseology in many different frameworks so I have to be selective.

Generative linguistics. It is probably fair to say that phraseology has generally played a rather limited role in the development of the various versions of generative grammar. It gives a conception of the linguistic system which crucially involves only a grammar, i.e. a set of algorithmic rules that combines linguistic elements only with respect to their structural characteristics and irrespective of their meaning; and a lexicon, i.e. a repository of all non-compositional irregularities that must be rote-learned; it comes as no surprise that, of the above six parameters, the only one which plays a role for generative linguistics is the last one, semantic unity and non-compositionality. In this conception, an expression such as *to bite the dust* is recognized as an idiom, a non-compositional semantic unit as defined by Fraser, and is thus stored with its syntactic characteristics as a separate item in the lexicon. Note also that this conception of the linguistic system is somewhat at odds with my definition of phraseologisms which does not treat grammatical and lexical elements as different in kind [Fraser 1976: 45].

This generative conception of phraseologisms comes with a few problems. On the one hand, it is much more difficult to draw a strict dividing line between what is idiomatic and what is not than one may initially assume; for the difficulty of obtaining unanimous judgments as well as Cowie & Mackin and Gibbs for discussion [Cowie & Mackin 1993: 93], [Gibbs 1994: 36]. On the other hand, research has shown that phraseologisms/idioms vary considerably in terms of the syntactic operations they allow for, and since not all of these can be explained away by straight forward performance factors, one would have to postulate that the lexicon contains for each putative unit a list of what operations are licensed, an option that is

particularly unattractive for an approach that otherwise eschews redundant representation.

It is only in more recent developments of the generative framework that the importance of phraseologisms has come to be recognized more openly. For example, Culicover insightfully discusses a variety of patterns that are usually classified as phraseologisms (examples include had better, not-topics, etc.) and points out that they pose serious challenges to a modular organization of language in terms of an algorithmic grammar and a lexicon because they appear to cut across this supposedly well-established boundary [Culicover 1999: 110].

A similar lack is taken in some recent work by Jackendoff. To name but one example, Jackendoff is concerned with a phraseological expression - the 'time' away construction exemplified by *We're twistin' the night away*, which, given its properties with respect to the above parameters, would certainly be recognized as a phraseologism by most phraseologists:

• nature of the elements: words and phrases in a transitive phrasal verb frame;

• number of elements: three: the V-slot must be filled with an intransitive verb; the

• DO slot must be filled with a time expression; the particle is away;

• distance of elements: the intransitive verb, the direct object, and away occur right next to each other;

• flexibility of the elements: just like regular transitive phrasal verbs, the intransitive verb, the direct object, and the particle can occur in the order [VP V DO Particle] or in the order [VP V Particle DO]; passivization and tough movement are possible, but rare;

• semantics: the pattern of transitive phrasal verbs with time expressions as direct object and away functions as a semantic unit, as is evidenced by the fact that this pattern forces a particular interpretation of the clause such that the referent of the subject is understood to act volitionally; the verb must denote an activity, not a stale, and the referent of the subject uses up the whole time denoted by the time expression [Jackendoff 1997: 534].

While this interpretation may be controversial, I believe it is supported by the fact that the next two frameworks or approaches to be discussed - cognitive linguistics/Construction Grammar and corpus linguistics-also rely heavily on the notion of phraseologism as I have defined it above, even though the term phraseologism is not always used. These parallels will be outlined in more detail in the following section.

Cognitive linguistics and Construction Grammar. As mentioned above, the discussions by Culicover and Jackendoff of what we have been referring to as phraseologisms have not made use of this term. However, the way their analyses are phrased makes the connections not only to the notion of phraseologism, but also to other theoretically related concepts rather obvious. Two related theoretical frameworks whose practitioners are currently very much concerned with phraseologisms are cognitive linguistics and Construction Grammar.

Cognitive linguistics as such is not so much a single theory as a set of related approaches that share several fundamental assumptions which set it apart from other competing frameworks. The same is true of Construction Grammar, where one may

distinguish at least between, say, the version of Construction Grammar by Goldberg, that of the Berkeley school Radical Construction Grammar, and maybe others [Goldberg 2006: 23].

My discussion of cognitive linguistics and Construction Grammar cannot encompass all the different approaches. Instead, for cognitive linguistics, I will focus on what I consider the most thoroughly developed approach, namely Langacker's Cognitive Grammar as outlined in Langacker; my discussion of Construction Grammar will focus on Goldberg's version. As will become more apparent below, these two theories' equivalents of the notion of phraseologism are very similar, but until recently differed with respect to one of the above defining parameters of phraseologisms, viz. non-compositionality.

Cognitive Grammar as a discipline does not really have a theoretical notion that is a precise equivalent of phraseologism. Rather, it has a more general term, of which phraseologisms constitute a subset. As I did above, Cognitive Grammar does away with a strict separation between lexicon and grammar. The only kinds of element the linguistic system is said to contain arc symbolic units. A unit is defined as a structure that a speaker has mastered quite thoroughly, to the extent that he can employ it in largely automatic fashion, without having to focus his attention specifically on its individual parts for their arrangement [...] he has no need to reflect on how to put it together [Langacker 1991: 57].

A symbolic unit in turn is a pairing of a form and a meaning/function, i.e. a con-ventionalized association of a phonological pole (i.e., a phonological structure) and a semantic/conceptual pole (i.e., a semantic/conceptual structure). The more often a speaker/hearer encounters a particular symbolic unit, the more entrenched this symbolic unit becomes in his or her linguistic system and the more automatically the unit is accessed. Thus, unit status correlates positively with a speaker/hearer not analyzing the internal structure of a unit. Crucially for our present purposes, the notion of symbolic unit is not restricted to morphemes or words, but comprises more abstract grammatical patterns such as transitive constructions, reference-point constructions (such as the s-genitive in English), idioms, etc. Using my defining parameters of phraseologism, a symbolic unit can be defined as follows:

- nature of the elements: no restrictions as long as the forms in the expression are paired with some meaning;
- number of elements: no restrictions;
- frequency of occurrence: a symbolic unit must have occurred frequently enough for it to be entrenched in a speaker/hearer's linguistic system;
- distance of elements: no restrictions as long as the speaker/hearer categorizes the parts as making up one symbolic unit;
- flexibility of' the elements: no restrictions as long as the speaker/hearer can form one or more generalizations (a schema in Langacker's parlance) which sanction the concrete instances; for example, if a speaker recognizes that two expressions instantiate transitive constructions, it is unimportant that the two instances may contain different verbs in different tenses with different and/or differently long objects etc.;
- semantics: by definition, the symbolic unit must have a semantic pole or meaning/function, but non-compositionality is not required.

This definition is of course not only Langacker's; other scholars such as Bybee also subscribe to this kind of definition. This definition of a symbolic unit is nearly identical to that of a phraseologism given above: it is only somewhat broader, including as it does simple words/morphemes and also lexically unspecified patterns [Bybee 1985: 58]. However, given this definition, phraseologisms do not enjoy a special status within Cognitive Grammar: they are just one kind of symbolic unit, requiring the same descriptive apparatus as the more specific categories of morphemes or words or the more general categories of argument structure constructions or clause patterns. In terms of what they consider the central units of analysis, Cognitive Grammar and phraseology research are, thus, nearly maximally compatible.

As will become obvious below, there is a similar degree of compatibility between Construction Gramrnar and phraseological research. Given the theoretical affinity of Cognitive Grammar and Construction Grammar and the parallel evolution of the two theories, this should not come as a big surprise, and the main difference between how Cognitive Grammar and Construction Grammar define their objects of study as compared to phraseological research is largely terminological. The central linguistic unit of Construction Grammar - the analogon to symbolic units in Cognitive Grammar-is the construction.

The only major difference between this definition and those of symbolic units and phraseologisms discussed above is that a construction as defined here requires non-compositionality or, in Goldberg's terminology, non-predictability while this was not required of symbolic units or phraseologisms. This difference certainly has implications for the nature of the linguistic system postulated but is not a major qualitative difference. Put differently, symbolic unit is a general notion, construction as defined above is slightly more specific by requiring one non-predictable aspect, and phraseologism as defined here is also more specific by not requiring non-predictability, but at least one lexically specified element. It remains obvious, though, that there is again a high degree of compatibility between phraseological research and construction grammarians. In a way, this is not even surprising given that it was prime examples of phraseologisms whose analysis 'gave rise' to Construction Grammar in the first place.

Finally, there is another aspect of both Cognitive Grammar and Construction Grammar that is worth pointing out here and will become more relevant below, the importance both theories attach to actual frequencies of usage or occurrence. As mentioned above, Langacker's Cognitive Grammar is explicitly usage-based in the sense that exposure to, and use of, symbolic units, i.e. performance, is assumed to shape the linguistic system of speakers and hearers and sufficient frequency of occurrence is a necessary condition for entrenchment and, in turn, unit status of a linguistic expression. In this respect, Goldberg's approach does not differ from Langacker's approach, and while non-compositionality was an additional necessary condition for construction hood in Goldberg's Construction Grammar, sufficient frequency was of course also a necessary condition for construction status.

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EUPHEMISMS AND THEIR POSITION IN THE LANGUAGE

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This article deals with definitions of euphemisms, areas of use, negative sides, its style, relation between euphemisms and dysphemisms and its position in today's English.

Key words: euphemisms, definition, areas of use, style, dysphemisms.

It is more comfortable for people not to talk about unpleasant or embarrassing topics directly. The effort to be polite makes them replace offensive words by more acceptable ones. The purpose of the use of euphemisms is to avoid unsuitable words in order not to offend hearer.

According to Enright, the word euphemism originates from Greek, where it means to speak in a good way [Enright, 2004: 180]. Primarily, euphemism was a milder term used as a substitution for taboo expressions only. Later, the use of euphemisms was enlarged for any vulgar, offensive, harsh, embarrassing, blunt or other indelicate term. The oldest social taboos that made people use euphemisms, occurred in areas exuding fear and respect such as religion or death.

Unlike Enright, Alkire [Alkire, 2002] claims that euphemisms have Latin roots. There are many euphemistic phrases derived from Latin, which appeared especially after Norman Conquest in 1066, when Latin presented the language of the upper-class.

Definitions of Euphemisms

Definitions considering euphemisms do not differ very much. Euphemisms are described as milder or soft expressions used as a substitution to dispreferred terms.

According to Holder [Holder, 2008: 6] euphemism is a milder or uncertain term, which is used to replace an unsuitable or impertinent expression.

Hornby [Hornby, 2005: 128] defines euphemisms as word or expressions that refer indirectly to some unsuitable, unpleasant or embarrassing issue in order to make it seem more acceptable.

Longman´s [Longman, 2009: 241] definition of euphemisms considers the presence of a hearer. According to the dictionary, euphemism is an indirect term that is used by a speaker to save a hearer from being shocked or feeling embarrassed or upset.

According to Glone [Glone, 2003], a speaker using euphemisms is motivated not only by a hearer. Glone claims that here exists a term «face». «Face» means how a speaker represents himself/herself and signifies his/her social image. In situations, when mentioning a subject with negative connotations is necessary, a speaker saves his/her face by the use of a euphemism. Also Allan [Allan, 1991: 159] involves possible loss of a face into his definition of euphemisms. He claims that a euphemism is a substitution for an inappropriate term, which is used to save the face of a speaker, hearer or the face of some third party.

Reasons for the Use of Euphemisms

The reason for a euphemistic substitution is not only to soften a vulgar expression. Alkire [Alkire, 2002] argues that euphemisms can be used to make speech or text more sophisticated. He provides an example of the euphemism *attorney*, which sounds more refined than the word *lawyer*. Katamba [Katamba, 2005: 63] agrees that avoidance of hurting someone is not the major reason for the use of euphemisms. In his opinion, people use euphemisms to deal with social taboos that are individual of every culture. Social taboos constitute topics respected by people. Most significant are terms related to religion, where e. g. the name of *God* is substituted by expressions *Lord, the King of Glory, the All-Powerful*. According to Holder [Holder, 2008: 12], fear of the devil made people replace his name by attributes like *Black Lad, Prince of the Darkness or Bad Man*.

Holder also characterizes euphemisms from a semantic point of view. He claims that euphemisms have their former, derived meaning, which has become a euphemism on the basis of association (e. g. *metaphors used for dying – to sleep, to go under, to leave the land*).

Euphemisms can be used either in spoken or written language. According to Crystal [Crystal, 2005: 57], there are more euphemisms typical for spoken language in English because written language does not deal with slang or obscene vocabulary. Obscene words appear in a text only in the form of graphic euphemisms.

Euphemisms cover important events of human existence. Alego [Alego, 2005: 23] points out that they often appear in contexts referring to unhappiness of human life, like death or diseases, but they also refer to very emotive events such as birth.

Negative Sides of Euphemisms

But there is a negative side of euphemisms. Enright [Enright, 2004: 181] defines euphemisms as dishonest expressions. In his opinion, the purpose of euphemisms is to conceal true essence of speech. Speaker refers to a subject using circuits and real subject is hidden. There might be doubts on the side of the audience, because there is a chance that they do not understand the meaning properly.

Euphemisms are often used in reference to negatively perceived social actions, which speaker is ashamed to mention directly. Burridge [Burridge, 2004: 39] claims that by referring to topics like war or killing euphemistically, those topics might appear tolerable. Euphemisms in this case create an excuse for such social actions and lead humans to perceive them with a respect. Katamba [Katamba, 2005: 63] uses term doublespeak for this kind of euphemisms. He is convinced that euphemistic substitutions for brutal and inhuman acts make them look tolerable and civilised. Totalitarian regimes and militaristic regime use doublespeak to conceal shocking reality. The word *preventive* is used to refer to unprovoked military actions (*preventive war*) and the collocation *preventive detention* signifies the retention of political detractors.

Although euphemisms have their negative sides they can make life much easier as well. Enright [Enright, 2004: 185] claims that euphemisms make truths less painful because people can avoid direct speaking. They also encourage a speaker to talk about things which he would be ashamed to mention directly. Both interlocutors are saved from loosing their faces or embarrassing moments and hurting feelings. Audience can learn something more about a speaker´s attitude towards the topic and help a speaker to persuade his listeners by pointing out different perspectives. According to Burridge [Burridge, 2004: 37], euphemisms contribute to the development and enriching of English language by a new expressions, because they are based on associations and associations still change.

Euphemisms and Style

Allan [Allan, 1991: 157] found out that euphemisms are not represented only by lexemes. He claims that euphemisms, like synonyms, are chosen according to the context. Style and euphemisms are in a relation, in which euphemisms support the intended style and style supports euphemisms. According to him, each expression should be assessed according to a context. It is essential to see the links between the word and its context to talk about euphemisms. Context provides extra information, apart from dictionaries of euphemisms.

The effort to maintain a face is involved in every social interaction where context is crucial. There exist rules, which should be observed by a speaker to save his/her own face and to be considerate of the face of his interlocutor. Allan renders four conventions that should be adhered by a speaker to stay euphemistic:

1) Speaker should state his argument clearly. He should omit any extra data that are not necessary for hearer to understand.

2) Speaker should act frankly and not give any information he is not sure to be truth.

3) Speaker should keep within the context, not digress or be irrelevant. Giving misleading information may cause incomprehension.

4) Speaker should avoid ambiguity, compose his message stylistically suitable and omit unnecessarily long sentences.

Allan adds that effect of speaker's words on his own face and on the face of an audience should be considered. In spoken language, both interlocutors are responsible for degree of politeness of the discussion. Means used in order to keep a particular style of discussion are individual of each participant. The policy of saving face is close to the art of diplomacy. It is fundamental to be considerate, tactful and tolerable

to others. Degree of sensibility should not be exaggerated, because excessive politeness could be seen as ironic and therefore dysphemistic.

<div align="center">Relation between Euphemisms and Dysphemisms</div>

Euphemisms are often associated with dysphemisms, because existence of some euphemisms is based on existence of dysphemisms. Euphemisms represent milder terms used instead of inappropriate expressions. The relation between euphemisms and dysphemisms is contradictory. Allan [Allan, 1991: 157] defines dysphemism as an expression, which could cause an offence to the listeners or denoted subject and for that reason, dysphemisms are substituted by milder euphemistic expressions. Essential function of euphemisms is to eliminate improper dysphemistic associations and thus dysphemisms and euphemisms are interconnected.

Allan also claims that it is speaker's intention to choose either straight dysphemistic locution or euphemistic substitution. He uses the term euphemistic dysphemisms to introduce expressions which are euphemistic remodellings of dysphemisms. For example the word God is dysphemistic to mention his name directly. Speaker can avoid being dysphemistic and use euphemistic remodellings like *Gosh, Gum or George*.

According to Burridge [Burridge, 2004: 45] there are many dysphemisms in the English language, but they are not used as much as euphemisms. Dysphemisms are evaluated according to a context as euphemisms, for example, the expression *you old bastard* might be used between two friends as a joke, but *you are such a bastard!* is swearing. Dysphemistic language covers taboo, swearing, offensive language, blasphemy or profanity.

To draw the conclusion, one can say that euphemisms are indirect expressions that are used instead of harsher ones to avoid unpleasant moments, embarrassment, or offence. They are used in sensitive social areas where direct speaking is unsuitable, like death, diseases or sex. The concern of indirect speaking can be either on the side of a speaker, on the side of an audience or on the side of a third side. Euphemisms are use to replace social taboos, swearing, blasphemy, profanity and other offensive language, but they can be used just to make a common word sound more sophisticated. Since euphemisms are indirect expressions, the apprehension of a meaning can be difficult. Once a euphemism becomes known and starts to be used frequently in association with a sensitive or an unsuitable subject, negative connotations cause pejoration of a euphemism, which means the loss of indirect and therefore polite value of the euphemism.

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RENGLISH/RUNGLISH AS A NEW PRODUCT OF GLOBALIZATION

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Renglish is an alternative method of writing English using the Cyrillic or Latin alphabet. At the same time many foreigners consider that Russian people have their own Russian English which has been developed from a synthesis of different cultures: Russian + English = REnglish.

Keywords: Renglish, language, accent, culture, philology

Why Russians speak English in such a way? This question you can hear from many foreigners, especially from English people. Many Russians studying English claim that they speak British or American English. However, the British and American variants reflect the cultural and linguistic identity of the British and Americans, not Russians. Of course, we are trying to mimic native speakers, but differences remain. We speak with a different accent, we make our own choice of words, and, most importantly, our mindset is different, and this determines how we convey our thoughts. We read other books; we talk about our culture the way we choose, not in the way the British or Americans impose on us. Since every version of English is based on the cultural and linguistic specifics of a particular nation, the Russian variant is absolutely legitimate.

There's a theory of three concentric circles of the language conceived by American linguist of Indian origin Braj Kachru. The inner circle represents the

traditional variants of English, which have long been used asthe first language in a particular country. They have their own language variants. The outer circle includes postcolonial countries where some people speak English as their first language, while others use it as a bridge language. New language norms are formed there dynamically. Russia is part of the third and largest expanding circle where English has always been studied as a foreign language, drawing on the language norms of the first circle.

The Russian language as well as English, French, Spanish and Arabic is in the top five international languages. But to become an international language the country should have strong military, economic, scientific, technical, and cultural impact on the residents of other countries. And then people from other countries will begin learning that language. And the language of this country will become an international one. For many years Russia has had a great influence on its neighboring countries. For most countries surrounding Russia, the Russian language has become a means of communication not only with Russians but with other peoples as well. It is interesting to know that in 2013, Russian was the second language after English used on the Internet.

But times are changing and a situation with the Russian language is changing too: in some neighboring countries the Russian language is still as popular as before, while in others – it is not anymore. Thus, Russian people today have a strong incentive to learn foreign languages.

The notion of English as a foreign language is replaced by the notion of English as an international language, which presupposes the equality of all its variants and the ability to describe yourself and your culture using your own variant. The Russian variant is based on Russian culture. We use English as a tool, as a secondary means for cultural expression, while we preserve our identity. If we continue to promote this concept, we will make ourselves clearer to members of the international community who want to know us better, and we will learn more about the world as well.

In order to help Russian people to communicate freely with their neighbors, and to feel more confident during their travels as well, Slacknet Communications who spent a few months testing and perfecting the Cyrillic version with help from several Russians and a Serbian, invented an alternative method of writing English using the Cyrillic or Latin alphabets – Renglish. Slacknet Communications is an organization which primarily provides services that help to build up virtual communities on the Internet. The goal is to create a community for every interest in order to build community for as many people as possible.

English has never been a language of people isolated to the extent of not having any contacts with the world outside their own speech community. On the contrary, as Baugh &Cable (1993: 1) put it: «The diversity of cultures that find expression in it is a reminder that the history of the English language is a story of cultures in contact during the past 1500years.» English has over the centuries borrowed a great number of words from numerous languages around the world. Contributors range from well known Latin (delirium, axis…) and French (chauffeur, garage…) to more obscure Hindi (jungle, shampoo…) and Eskimo (kayak, anorak…). In this process Slavic languages have by no means been ignored: Russian,

as the most prolific source, Polish, Serbo-Croat, Bulgarian and others, have made an impact on the English word stock. Nowadays, borrowing takes place on an unprecedented scale, partly because of the enormous number of new inventions in the 21th century made by people of various nationalities, and partly because international communications are now so much more rapid and important than a century or two ago. English with its «cosmopolitan vocabulary» (Baugh & Cable 1993: 9), does not seem to mind the overwhelming influx of foreign words into its ranks. Quite the opposite. It has always shown «a marked tendency to go outside its own linguistic resources and borrow from other languages.» (Baugh & Cable 1993: 10)

Applying this to the Slavic words in English, we see that especially Russian has left quite a prominent mark on the vocabulary of English speaking nations, and hence, as previously established, on their consciousness. This transfer of ideas and notions from one language to another through the adoption of words is perhaps even more important than the linguistic process of borrowing in itself, for it proves that a nation and its language are not hermetically sealed, but open to influence sand change.

Speaking about English as the language of international communication we can't but mention that today's social economic situation in Russia has given all opportunities for importing English words, mostly advertisements, everywhere – in mass media, streets, shops, news-stalls of Russian cities and towns and eventually for deep penetration into the Russian language. Along with the words, English concepts have come into the present-day life of Russia (a good example is the concept «manager»). The «invasion» of new concepts demonstrates the powerful influence of economic and social standards over the changes in the language.

In these days Russian society is facing the problem of changing, or redrawing boundaries of the literary language, its structure and standards. The language is developing very quickly, its forms of expression are changing, undesirable tradition and culture integrity gap is becoming a reality. The initiators of such careless use of the language are many Russian mass media. At the heart of the occurring processes are changes in psychological state of people. Together with the regular changes in spirit and public opinion demanded by the market economics of globalization era changes in public opinion are accompanied by a lot of negative social phenomena. One of them is so called «mass culture» which is spreading very quickly and is having a destructive effect at all levels, especially in borrowings – internal (from the language of uneducated people, slang, dialects), external (mostly from American English), as well as word-formation and semantic changes. That can be considered as the distinctive feature of the modern Russian language.

Transition of the language to a new stage is unavoidable, but it must ensure continuity of literary expression not disregarding the traditions that have been followed for centuries. Thoughtless following the fashion, artificial invasion into the language result in changing the people's taste for the worse bringing it down to populism and primitiveness. One of the ways to solve this problem is to pay more attention to culture of everyday life and to familiarize people with the standard literary and classical language.

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THE EARLY XX CENTURY HISTORICAL EVENTS
AND THEIR RECONSTRUCTION IN TV-FORMAT DISCOURSE

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The article discusses the connection between the two linguistic sciences: cultural linguistics and discourse study, gives different definitions of those terms. We give a definition of TV-format discourse and movie-discourse as varieties of discourse. It reveals the presence of a three-component structure of TV-format discourse, especially extra-linguistic background as one of its components. We study the role of linguistic and extra-linguistic information in the early XX century historical events reconstruction: First World War: the Battle of the Somme and the Spanish flu epidemic, as well as the degree of this events reconstruction accuracy.
Keywords: discourse, movie-discourse, TV-format discourse, historical events reconstruction, 'Downton Abbey'.

Cultural linguistics is one of the interdisciplinary sciences that studies the cultural historical past of mankind. As a product of the anthropological paradigm in linguistics, it arose at two broad scientific disciplines intersection: linguistics and cultural studies. Russian scientist-linguist V.V. Vorobyev who is one of the founders of cultural linguistics considers «the interconnection and interaction of culture and language in the process of its functioning and the study of this interaction interpretation in a single systemic integrity», as the main object of this science and in his opinion the subject of this discipline is «the national forms of society being

reproduced in the system of language communication and based on its cultural Values» [Vorobyev 2006: 37], all that makes up the «linguistic picture of the world» [Vorobyev 2006: 32]. The study of history and culture is closely connects cultural linguistics with discourse studies, the object of which is discourse. E.A. Ogneva considers discourse as the form of «a complex matrix social model, the study of which is a connection of three scientific fields: cultural linguistics, cognitive linguistics and social linguistics» [Ogneva 2015: 569]. Foreign specialists believe that «Discourse is the creation and organization of the segments of a language above as well as below the sentence. It is segments of language which may be bigger or smaller than a single sentence but the adduced meaning is always beyond the sentence» [Linguistic discourse analysis: Introduction and structure, http]. P.H. Matthews says discourse is «any coherent succession of sentences, spoken or written» [Matthews 2005:100].

The study of discourse as a symbiosis of linguistic and extra-linguistic information in works of art, historical information and dictionaries, literary monuments and oral folklore is one of the most significant ways of studying the cultural historical past of mankind. Another way is to study the historical films and TV-series discourse. In our opinion, the TV-format discourse makes a scientific interest from the cultural linguistics point of view, since it has both a linguistic component and an extra-linguistic background that is closely related to culture. Under the TV-format extra-linguistic background we mean «the set of extra-linguistic factors accompanying the explicated TV-resource information, necessary for understanding the general storyline of the screened material, and forming, in combination with the speech acts, the cognitive-discursive unity of the TV-format» [Kutsenko 2015: 155]. At the same time, the TV-format is a filmized reality, its other format, author's vision of events. The TV-format discourse can also be interpreted as a movie discourse.

In our opinion, interest is made by the study and identification of historical television series discourse features that stand at the junction of documentary and artistic genres. On the one hand, historical events are reconstructed there, and on the other hand, the facts are supplemented by images of fictional characters and the surrounding reality. Reconstruction in the TV-format discourse of a particular film, in our opinion, represents the most accurate and complete reproduction of reality by authors: the historical era, the manner of communication, traditions, environment, images, characters, etc. with the help of acoustic and visual channels of information transferring. One of the modern historical TV-series, in that, in our opinion, the reconstruction is performed at a high level, is 'Downton Abbey' (2010-2016) British historical TV-series. The action there takes place in the early XX century. In our study, it seems interesting to study of historical events in the discourse of the TV-format features in 'Downton Abbey' TV-series. The object of our research is the TV-format discourse of several episodes, which has a three-component structure, «including communicative impulses, communicants, and extra-linguistic information that is sound and video accompaniment» [Kutsenko 2016: 54]. Especially important role in our research is played by extra-linguistic information that is historical facts, references to it in the discourse of characters, as well as the time and places in which communicative acts occur and, thus, the historical events reconstruction degree of accuracy in the studied TV-format discourse. Let's consider several examples.

In July 1914 the First World War began. Throughout the season, dedicated to the First World War, significant historical events are reconstructed, as well as the front and rear, the main places of war-time operations. Among such significant events is the reconstruction of the Battle of Somme (November 1916), with which one of the episodes begins. The spectator sees a picture of the front: mud, trenches, explosions, wounded and dying soldiers everywhere. One of the communicative acts takes place against the backdrop of this picture: Matthew Crowley, the heir of Downton Abbey, the future Earl of Grantham, now a British Army officer, hurries to the trench with a wounded soldier to save him and hide himself from bullets and shells. We hear a following dialog:

Example 1.

Officer Crowley: *Sergeant Stephens.*

Sergeant Stephens: *Yes, sir.*

Officer Crowley: *I want every <u>wounded man</u> <u>taken down the line</u> before it starts to get dark. We've bloody well <u>lost enough of them</u> <u>for one day</u>* [Download Downton Abbey 2x01 subtitles, http].

The «*wounded man*», «*taken down the line*» and «*lost enough of them*» phrases represent the care of Army Officer Crowley about his fellow soldiers who suffered during the Battle of the Somme. The chroneme «*for one day*» revealed by us demonstrates the historical justice of the discourse: according to sources, during this one of the most bloody battles in the history of mankind. «The first day on the Somme was, in terms of casualties, also the worst day in the history of the British army, which suffered 57,470 casualties.» [Battle of the Somme, http].

Extra-linguistic information in the discourse of this reconstructed historical event is made up of images of the military situation: soldiers, wounded, mud and trenches, as well as sound effects: explosions, noise, screams. In our opinion, this TV-format discourse corresponds to time and place, thus, the historical event «First World War: The Battle of the Somme» reconstruction in 'Downton Abbey' TV-format discourse is performed with high accuracy.

The war ended in November 1918, however, the celebration of victory over Germany is connected with a sad event: a terrible epidemic of flu broke out, which then will be called Spanish flu. According to some reports, it «was an unusually deadly influenza pandemic, the first of the two pandemics involving H1N1 influenza virus. It infected 500 million people across the world, including remote Pacific islands and the Arctic, and resulted in the deaths of 50 to 100 million (three to five percent of the world's population), making it one of the deadliest natural disasters in human history.» [1918 flu pandemic, http].

In 'Downton Abbey' discourse we discovered a reconstruction of this historic event. Actions in one of the episodes take place in April 1919, when the epidemic of the Spanish flu spread to the north of England. Several people have already fallen ill at Downton: the countess and three servants, including the butler Mr. Carson. Now the female servants are serving at the table during dinner, which at the usual time was considered unacceptable. Our analysis of the discourse showed that the information section is represented by a polylogue with several communicating members: the Dowager Countess Violet, Count Grantham and his daughters: Lady Mary, Lady

Edith and Lady Sybil, the estate heir and future Count Grantham Matthew Crowley with mother Isabel and Miss Swire. The main theme of the polylogue is Spanish flu, a historical event, reconstructed in the discourse of the TV-format of this series. Here is an example.

Example 2.

Earl of Grantham: *Spanish flu has found its way to Yorkshire.*

Lady Sybil: *And to Downton. Dr Clarkson says he's got ten cases.*

Earl of Grantham: *I thought Mosley had joined the Temperance League.*

Anna, the housemaid: *I'm afraid he's been taken ill, My Lord. I'm sorry.*

Earl of Grantham: *Mosley, too? Good heavens. Everyone's falling like ninepins.*

Lady Mary: *Lavinia?*

Lavinia Swire: *Do you know, I'm not at all well, either. I wonder if I could lie down for a minute?*

Lady Mary: *Of course. Come to my room* [Downton Abbey 2x08, http].

We identified the following phrasemes representing the historical event «Spanish flu epidemic»: «*Spanish flu*», «*he's been taken ill*», «*falling like the ninepins*», «*I'm not at all well*», in conjunction with the background in the episode (the maid is serving during dinner, a few main characters are absent, a tense and restrained conversation, etc.) they represent an extra-linguistic background of TV-format discourse. The events developing in the series, as well as its discourse, correspond to historical facts, this proves the high accuracy of the reconstruction.

Thus, we have studied 'Downton Abbey' British TV-period Drama discourse, and its features have been revealed, one of which is the numerous reconstructions of early XX century events. We examined and studied two of them: (1) «The First World War: Battle of the Somme», 1914-1918, and (2) «The Spanish Flu Epidemic», 1919. These events are reflected in the three-component structure of TV-format discourse of several TV-series episodes, in particular they are represented by a component such as extra-linguistic background. The components of the extra-linguistic background and information part revealed by us fully correspond to historical facts, which show the historical events reconstruction in TV-format discourse in the TV-series we are considering to a high level.

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FILLER – WORDS: A LEXICAL VIRUS OR A NEW COMPONENT OF SPEECH?

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Nowadays, people are increasingly using filler - words in their speech. Whether it's Russian, English or any other language, filler - words are present in each of them. So who are they for our speech, friends or enemies?

Key words*: filler-words, well, so, like, sort of, I mean, by the way*

At first glance, the term «parasite» is hardly applicable to speech. Because, this concept is more likely to «live» in biology. This word means something that leads a parasitic life, living on something or something, and causing damage to their vital functions support. That's what people are talking about classical parasites. However, there are parasites of speech, or linguistic parasites. Linguistic parasites live inside the speech, wedging themselves into the canvas of literate phrases and expressions and causing a significant loss of literacy in the construction of sentences and the semantic load of speech. For such words in linguistics there is a special term - «words-parasites».

For students learning a foreign language, use words and expressions of parasites is very relevant, because often a language learner does not yet know the language at the level of his native language. Therefore, they needs time to find the right word or phrase, and the pause is filled with a filler - words or filler - sounds. Oral English speech differs significantly from writing speech, in particular, by the fact that slang and semislang expressions are used in the conversation, words are shortened or merging occurs.

Public organization «Plain English Campaign» summed up the survey among 5000 supporters, whom determined which word or expression most irritates them in modern English.

1st place - «well»

«Well, um, I kind of fell over and sort of landed on this rock. («Dandelion Wine». Ray Bradbury. 1957)

2nd place - «at this moment in time»

«At this moment in time we do not anticipate any shortages as such». («Britain on the breadline». Laybourn, Keith. 1990)

3rd place- «like»

«She is, like, the most powerful person in fashion». («The Face». Nick Logan, 2008)

4th place - «kind of»

«- What do you think of it, Morris?» – «... I kind of liked it...» («Polly and the privet bird». Cartwright, Reg and Ann. 1992)

5th place - «at the end of the day»

 «At the end of the day it won't matter how much money you made». («Elizabeth and Ivy». Liddell, Robert. London 1996)

Let's consider in more detail each of them.

WELL

First, «well» is used in the transmission of indirect speech, other people's words: - He said well he needed another week.

Secondly, this word expresses doubt or correction of other people's words:

Speaker1: Your visa will be ready in 15 days

Speaker2: Well, in 20 days.

Finally, this word speaks approach of the end of the conversation.

- Well, let's meet tomorrow and discuss the remaining questions.
- Well, unlike the lady in the Patrick Eggle ad, she certainly isn't playing it.
- Well, live and let live, that's my motto, isn't it, Albert?'
- 'Well, now, you've got two fine girls in Susanna and Judith.

BY THE WAY

This idiom is used when you want to introduce something new to the conversation. Usually used to enter a new topic.

- By the way, after writing to you on Sunday, the mood came, and I wrote the story of Kheydius.
- 'By the way, how's Annabel enjoying her retirement?
- Is anybody Jewish, by the way?

SORT OF

The speech of the British in recent times was clogged with this word: «sort of», «kind of». In English, «sort of», has a certain sense of softening the mind.

- It's sort of like ... someone puts the contents of an ashtray in water and ehm ... like, heats it up or something, you know
- I kind of liked Jenny. I wonder what she's doing now…

INSHORT// INAWORD

Introductory words giving time to think over a clever idea. While we are thinking about our next words, you can win a couple of seconds, using the

introductory words. They well create the illusion of your excellent command of the language.

- In short the perfect venue for the best in Ulster fun…
- In short, I could enjoy, being a silly little girl.
- In short, the novel is characteristically a realistic form of narrative.

<u>LIKE</u>

A new filler - word, infected almost all segments of the population of English-speaking countries, in recent years has become a lexical unit – «like». This word is becoming increasingly common among residents of English-speaking countries. It's inappropriate use is peculiar not only to children and adolescents, but also to the older generation. Particularly irritating is the frequent use of this word by employees of serious firms or specialists working with people. Of course, linguists are concerned not with the primary lexical meanings of «like», but with emergence of new ones formed as a result of frequent use of the word in various situations.

Now «like» has many lexical functions: «like» can be said to emphasize the importance of information («He is, like, so smart») or to indicate an exaggerated or approximate hue of an utterance («She has, like, a Gazillion shoes»). Especially unacceptable, scientists consider the use of the filler-word «like» as a synonym for the verb «to say», for example: «So my mom was like», - «Do your homework». «And then I was like», - «I did it at school».

As a result, we see that the use of filler-words performs some functions:

- The function of inducing the interlocutor to respond speech act.
- The function that creates the illusion of excellent language proficiency.
- Pausefillingfunction
- The function of avoiding responsibility, speaking by creating an atmosphere of uncertainty.
- Function of the opening word giving time to think.
- The function of the opening word giving time to think.

Visiting the site of the British National Corpus, we can conclude that there are filler - words in English fiction. Authors often use them to create characteristics of a character. Examples:

«Pygmalion» by Bernard Shaw, «Buddy's Song» by Nigel Hinton, «Three Men on the Bummel» by Jerome K. Jerome. It turned out that the authors in dialogues of heroes used «filler – words», such as: «well», «anyway», «you know …, «you mean …».

To find out whether the problem of the spread of filler - words affects all strata of society, we also examined public interviews, statements by artists, singers, politicians, scientists and TV personalities. It was found that in speech of all these persons, words-parasites are used to a greater or lesser degree, which perform different functions in their speech.

Yin Chang, Nolan Sotillio, Joe Adler - young American actors, the main actors in the film «Graduation» abused such words as «like», «kind of», «well», «so I mean», «you know», «me personally».

Another American actress Cameron Diaz supplemented her answers with the words «I mean», «You know», «like», «you know what I mean», «just kind of».

In speech of the British musician, singer, composer Sir Paul McCartney, were found 9 different parasitic words (well, yeah, basically, sort of, really), but his favorites – «I think», «you know», «I mean».

David Letterman, an American comedian who hosts the popular Evening Show with David Letterman, in his long interview with Alik Baldwin, - American actor allowed himself only a few times to use the words «well», otherwise his speech was very clean.

Even more strikingly clean was speech of Diana, Princess of Wales, in a long interview with which it was not possible to find the words-parasite. (Of course, from the known to us)

The analysis of the interview of two American presidents – George Bush and Barack Obama seemed interesting to us. In Bush's speech, there were four filler - words (And gosh, well, actually, I mean), of which his favorite word was «you know». In his interview, Barack Obama used 3 filler – words (well, as well, so), most often the word «so».

People with a large vocabulary, who have oratorical abilities and often appear in public, naturally try to use the filler – words as rarely as possible, but even they have their favorite words, which they still resort to in some cases.

After analyzing the interviews of public people, it should be noted that the most popular words in speech were: «You know», «I think», «I mean» which are used to show that a person is going to repeat what he just said, turns to the interlocutor with a desire to confirm his words. And of course, «well», at the beginning of statement gives opportunity to think and articulate more clearly in mind what a person wants to say.

During the study, it was found that «filler – words» do not carry any load and the reasons for their use may be different, including the «fashion» for them.

The most common words in English are «well», «you know ...», «anyway», «you see ...» It can be concluded that the reasonable use of «filler – words» in foreign speech helps to bring it closer to the speech of the native speaker.

At the moment, question about dangers of filler - words is controversial. British scientists from the University of Edinburgh provided the results of their research, revealing the true secrets of oratory.

It turns out that if there are a lot of filler - words in the orator's speech and then this speech is remembered much better than a correct, literate speech. During the experiment, scientists asked a group of volunteers to listen to several speakers, performing in different styles, and having different skills.

An hour after the speeches of all speakers, the volunteers were asked to remember who was talking about. It turned out that speech, in which filler-words often occur, was remembered much better than the correct one. Scientists believe that various interjections like «so» subconsciously attract the attention of listeners who «wake up» when the tempo changes speech. The fact is that listeners are waiting for a soft continuation of the speech, and if they hear something that is not relevant to the topic, then they listen to this speech more attentively.

These same scientists believe that filler-words «well», «mean», «so» and others, present in the orator's speech, also lead to a better memorization of such speech by listeners. Now all people who are difficult to perform publicly will be able to feel relief - they are really better remembered than by eloquent speakers.

Filler -words are found not only in colloquial speech, but also in art works, in addition, popular TV presenters also use them in their speech on various television programs. Politicians, singers and actors are also no exception, this allows us to understand that, regardless of profession and social status and filler-words have become the norm of speech, which is increasingly being ignored.

To summarize, we would like to wish all of us, speaking any language and English in particular, to be more restrained in our expressions, not to overdo it with those or other words and to use them always to the place.

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CONCEPTUAL METAPHOR AS THE BASIS OF ECONOMIC THEORIES

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The given article describes metaphors and conceptual models underlying some economic theories: 'The invisible hand', 'Law of the economic jungle', 'Game theory' and some others. Metaphor is regarded as a useful instrument which enables mapping between conceptual domains: the source domain and the target domain. The author describes the essence of theories and analyzes metaphors. It is assumed, that metaphors enhance the popularity of these theories and make them more comprehensible.

Key words*: concept, metaphor, domain, source, mapping, market.*

The given research is done within the framework of cognitive linguistics. Cognitive linguistics interprets language in terms of concepts and explains mental

processes that underlie the acquisition and storage of people's experience which is verbalized in the language by means of various linguistic units.

In cognitive linguistics conceptual metaphor refers to the way of understanding one conceptual domain through the prism of another. The conceptual domain is in fact a fragment of human experience which is coherently organized. Metaphor is regarded as a useful instrument which enables mapping between conceptual domains. The structure belonging to the source domain is projected on to the target domain. It is assumed that people are more familiar with the source domain, while the target domain represents a fragment of knowledge that they aim to comprehend. Thus, metaphors, being based on analogies, facilitate the process of cognition. Metaphors are matters of thought which are represented by words, phrases or text excerpts at the level of the language units.

This idea was first extensively explored by George Lakoff and Mark Johnson in their work «Metaphors we live by». Conceptual metaphors are considered to have great influence in shaping people's communication and thinking. One of the commonly used conceptual metaphors is «argument is war», which implies that we view argument as a battle that must be won.

While developing their economic theories distinguished scientists resorted to metaphors or metaphoric models, which laid down the groundwork for these theories. Thus, we can observe a sort of conceptual blending (term coined by Gilles Fauconnier), between economic phenomena and other conceptual domains. Many of the theories were efficient enough to get global recognition which fetched high rewards and made their authors Nobel-prize winners. Since then they have been extensively applied in economic practice.

The given research is aimed at describing some popular economic theories and analyzing the underlying metaphoric models.

The Invisible Hand. The renowned «Invisible hand» theory was developed by the father of economics, Adam Smith, and it describes the beneficial role of supply and demand in society. Smith originally coined the phrase the «invisible hand» in his first book «The Theory of moral sentiment» in 1759, which focused on the interaction and communication of humans. The metaphor proved to be virtually useful and was used by the author in his masterpiece «An inquiry into the nature and causes of the wealth of nations» in 1776.

The «invisible hand» is the metaphor which describes the market as a self-regulatory mechanism, which coordinates customers and buyers' decisions. In fact, it explains why free markets are important in the development of modern economic societies: «Led by an invisible hand… By pursuing his own interests he [every individual] frequently promotes that of society… I have never known much good done by those who affected to trade for the public good.» The idea of an invisible hand is regarded as a positive economic theory which made Adam Smith extremely popular, inspired many big manes of economics, and helped propel the industrial revolution.

The outstanding economist Friedrich Hayek described the contemporary economic order using the theory of Charles Darwin. According to his conception the formation of the economic order follows the same scheme as that of the origin of species under the influence of cultural evolution and natural selection. Under the

circumstances social rules serve as peculiar mutations: economic entities can survive if they are efficient enough and can benefit from natural mutation. This theory is based on the conceptual model: *«Market is an evolution».*

It is worth mentioning that Charles Darwin developed his theory of evolution being deeply impressed by the ideas of Thomas Malthus, who called his readers for imagining a world in which the fittest survive and can evolve into new, more sophisticated and better-equipped species. Later a group of economists spotted a striking similarity between the forces shaping the natural world and free-market economics. German scientist Martin and Schumann maintained that free trade is nothing but the law of the jungle. Thus within the theory the conceptualized model is the following: *«Market is the jungle».* The competing firms in the market are likened to the inhabitants of the jungle where the following principles rule: «Everyone for himself», «Kill or be killed», «The fittest survive». In other words, more efficient companies squeeze less efficient ones out of the market by fair means or foul. In largely the same way as nature, free markets can be rather tough and unforgiving. They can make talented and worthy economic entities fail: if their ideas and strategies are not successful, the companies can go bankrupt. On the other hand, in the long run these bankruptcies can give rise to stronger and more efficient companies, which contribute to the well-being of society, because they weed out old and uncompetitive entities.

Similar ideas are stated by the «Theory of creative destruction», whose author is an outstanding economist and politician Joseph Schumpeter. According to his ideas, market is a mechanism of creative destruction. As we can see, the author employs an oxymoron «creative destruction», because the components of the phrase have completely opposite meanings. This creates a puzzling, and yet engaging effect, as the oxymoron captures the essence of the theory and brings out the contradictory character of the market processes. Most economists believe recessions to be greatly destructive for markets. However, Schumpeter argues, highlighting the beneficial effects of economic downturns and bubbles. He believes that due to these processes capitalism is capable of renewing economic structures and removing obsolete elements. He writes: «The process of industrial mutation… incessantly revolutionizes the economic structure from within, incessantly destroying the old one, incessantly creating a new one… This process of creative destruction is the essential fact about capitalism… Economic progress, in capitalist society, means turmoil.» The lasting message standing behind the ideas of rebirth through destruction and survival of the fittest is that companies must adapt or die.

Game theory. Game theory as a unique field appeared when John Neumann published about it in a paper in 1928. Later in 1944 he wrote the book «Theory of games and economic behaviour» together with Oscar Morgenstern. Game theory is the study that stands behind human behavior and shapes their strategies. So, it is one the most significant economic theories of recent decades. The game theory is extensively applied to the market. It gives a clue to the way individuals try to foresee other people's actions, while they are bargaining, and the effects of these actions. It is essential for companies to study consumer behavior and build up their marketing strategies on these behavioral patterns. It enables companies to determine how to price their products and outsell competitors. Besides, bankers may employ the game theory when making decisions on takeovers. Trade unions and are forced to

second-guess the other party's intentions when they negotiate wages. Thus, game theory is one of the fastest-developing areas of economics, which is based on the conceptual model *«Market is a game»*.

Matching theory. One of the founders of the matching theory is Dale Mortensen. The theory of marriage aims at finding a match (optimal solution) between demand (desire to buy) and supply (offer to sell). The idea was prompted by the way individuals search for the best match (spouse) for themselves in order to ensure the stability of marriage. Thus, applied in economics the theory has an underlying conceptual model: *«Supply and demand are a marriage»*. Matching theory has been applied in many economic contexts, including formation of jobs, from unemployed workers and vacancies opened by firms; allocation of loans from banks to entrepreneurs; facilitating sales when sellers and buyers meet. Matching theory is one of the most reliable ways of predicting fluctuations in unemployment.

The conceptual model *«Marriage is a market»*. Here is a theory which was worked out by a celebrated economist Gary Becker, in which he projects market processes onto conjugal relations. In his «Treatise on the family» he likens marriage to the market while interpreting all aspects of family life in terms of economics. Creating a family is seen as an analogy to forming a partnership. People enter into it if they expect the output of utilities produced together to exceed the output produced individually. The decision to have a child is similar to making investment decisions, which are taken by sensible investors. Children act as the so-called «durable utilities»: they are a source of satisfaction for both parents, however, their upbringing and education involves considerable costs, that's why demand for children is adversely affected by the incremental costs of upbringing.

As women increase investment in human capital and enter the workforce, the opportunity cost of childcare rises. Additionally, the increased rate of return on education raises the desire to provide children with formal and costly education. Coupled together, the impact is to lower fertility rates. Divorces occur when the utility of marriage becomes lower than the expected benefits of a divorce. Increasing divorces in industrialized countries are caused by the growing activity of women in the labour market which reduces expenses of unmarried life.

Many contemporary economic theories demonstrate advanced thinking in the domain. These theories incorporate human knowledge and experience obtained from the wildlife, or in married life, or social relations, projected onto economic phenomena. Thus they become more illustrative and easier to comprehend, which proves that conceptual metaphors serve as a very productive means of representing special knowledge.

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ENGLISH SLANG IN THE SERIES «FRIENDS»

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In this article we want to notice the theme of slang on the example of the sitcom «Friends». As slang exists for a long time, and a speech wouldn't be so bright without it and of course would not have development. It's unreal to understand people well without slang phrases, because they are almost in every sentence. Don't think that slang is not important in English language; it's your aberration, because slang is everywhere and it's admirable!

Key words: *slang, American slang, English slang, series «Friends», slang phrases in series «Friends», slang words, living speech.*

First of all we would like to say some words about the worldwide famous American TV series «Friends». This series was being filmed in the period from 1994 to 2004. Large number of people avidly watched for the characters of this series. This is not surprising, because this sitcom was filmed very ably, there were main priorities in human life such as love, friendship and of course humor. Sitcom tells the story of six friends: Rachel, Monica, Phoebe, Joey, Chandler and Ross. Three girls and three boys, who are friends, live in the neighborhood, spend time together and confront the cruel reality, share their secrets and sometimes very much fall in love.

They are all different, but it does not prevent them to communicate. Phoebe Buffay loves to sing and she is a singer, Monica Geller cooks – she's a chef, Rachel Green is spoiled daddy's money, Chandler Bing loves to joke and works in the office, Joey Tribbiani focused the satisfaction of their natural needs – needs for food and women, Ross Geller is engaged in paleontology and is not married.

A variety of jokes, sarcasm and everyday issues in this series – this is a real live English speech. There is constantly talking in every episode of «Friends», there are a lot of funny sparkling phrases, and some jokes are so vivid and memorable that you desire immediately to use them. And interesting story and a wish to know what will happen next making the learning process invisible and fascinating. So many people around the world use this show «Friends» for learning spoken English.

A real live language truly is possible to learn using conversational phrases which are used in people's daily life. Language cannot develop without using slang words, and that's a fact. If you don't know the true meaning of different slang phrases it is impossible to properly understand people and communicate with them. In the TV series «Friends» each episode helps to reveal the full flavor of English, immersing us in the world of living speech as it is.

The letters «D. O. A.», which is heard in song of the series, at first glance it may seem incomprehensible. But if you look, you can see there is a medical term «D. O. A. – Dead on Arrival» you should understand as «deceased on arrival at hospital» and in a conversational style this means «died before it started» [Flexner 2006: 317].

The next find as a style slang is «freak out». Actually the word «freak» means an ugly person, or someone who differs from the norm in his appearance or behavior. So Rachel says «I like I really freaked out and that's when it hit me: how much Barry looks like Mr. Potato Head», where «freak out» should be translated as «Christ» or «stunned», and in other cases as: «to go out of comfort zone» or «to be furious» [Burke 2010: 174].

It is impossible not to pay attention to the phrase «live off somebody», which in slang is recognized as: «to be dependent on anybody». With it Monica makes an advice to Rachel «Come on, Rachel, you can't live off your parents», but you should understand it as: «Come on, Rachel, you can't live in the care of their parents».

The following expression «Buzz somebody in» for many people it becomes a revelation in spoken English, because it literally makes no sense, but actually used to mean «to let someone in the entrance», but it meant using the door phone apparatus.

Seeing the look of «Are you nuts?» do not hurry to translate it, because it is more unexpected decryption like (as) «Are you crazy?» Thanks to this phrase you can see the vivid emotions of the characters of the series «Friends». For example, the dialogue between Monica and the pizza guy «So you guys want me to take this back? – What? Are you nuts? We've got George Stephanopoulos' pizza» [Partridge 2008: 97].

The word «sevenish» is translated as «about seven». If the suffix «ish» added to the numeral, so it means as about this time. We must remember that the suffix «ish» is sometimes added to the noun to share the meaning of this noun. For example, if the word «child» to add this suffix it will be «childish» which means «juvenile». In the case of adding «ish» to the adjective suggests that it possesses exemplary qualities, so the word «yellowish» means «somewhat yellow» [Burke 2010: 191].

And here's another interesting find from the series «chocolate-y, kind of cake-y», which attracts the attention of the letter «y» at the end of words. Americans consume nouns by a hyphen with the suffix «y» in the case when you want to show that this noun has a slightly. In this case, the «chocolate-y» means «cute chocolate».

Rachel in one of the episodes says a phrase incomprehensible to people of the different countries «God, I'm gonna look like a big Marshmallow Peep!» It turns out that «Marshmallow Peep» is a candy made of American marshmallows in the shape of birds, so there is the word «peep» (tweet). These sweets have a pinkish color, like linen Rachel after improper washing [Partridge 2008: 117].

It is also worth noticing the proposal of Ross «It's more of a general wondering...ment», where «ment» is pointed out. The fact that in American English, often in colloquial speech there are words with the suffix «ment» is needed when the verb need to make a noun. For example, «punish» is a verb and «punishment» is a noun. But you should notice this is not a universal rule.

Closely examining the language in the TV series «Friends» we see words and phrases are unusual and quite easy to change and sometimes without any logic. For example, the phrase Phoebe «What? Weather-wise?» (What? From the point of view

of the weather?), where «wise» is in doubt in the understanding. But the thing is that Americans sometimes add «wise» by hyphen to a noun if they want to define a relationship to the subject [Burke 2010: 226].

As many know, the English word «wear» makes sense «to dress» as in clothing. But in the following remark Joe «You smell great. What are you wearing?» you should guess that in this situation: «What's the flavor?»

One of Rachel's phrases «Hey, do you guys know what you are doing for New Year's?» is in doubt the possessive case «year's». The fact that there disappears the word «Eve', therefore, the full name of the holiday is designated as follows «New Year's Eve».

We want to check the phrase «hit me», which literally translates as «shoot me», but the time to feast is a phrase used in the sense of consent to have an alcohol drink, and you should understand it as «pour me».

The use of the phrase «Didn't I memo you on this?», where the «memo» has the meaning «send» and comes from the Latin noun memorandum, but in colloquial speech is sometimes used as a verb [Dalzell 2008: 489].

The phrase «hissy fit» is difficult to understand. But the word «hissy» comes from the word «hysterical» it means «mental behavior or reaction». Therefore, this expression is used in the episode as «anger».

The speech of Ross in one of the episodes once again helps us to see the singularity of spoken English «What the hell are you doing? You scared the crap out of me!» The second phrase makes to draw attention to it and gain a foothold in the memory, which means: «Oh, demon! You scared me very much» [Flexner 2006: 283].

Many people know the phrase «just now» that makes sense «right now» or «at the moment», but there is also the word «stat» that has the value «without delay», «immediately», «urgent», «now». And as a rule it is used without any other words to show brightly the request or the command.

In the following remark should pay attention to the last words, because this combination is not found in the official English. So Chandler says in one episode «Well, I have an appointment to see Dr. Robert Pilman career counselor-a-go-go» it means «Well, I have an appointment with Dr. Robert Melmanom, crazy career counselor», which clearly stands out the phrase «career counselor-a-go-go». By adding to the word hyphenated «-a-go-go» in this situation this character stresses that man is in constant motion, moving towards his goal without stopping, that is a real climber [Mary 2009: 149].

And there is another find in the series «Friends», which reveals one aspect of the culture of America «If you can finish a 32-ounce steak, it's free» and you should understand this like that «If you have a 32-unsavy steak, you can get it free». The fact that some American institutions there is a tradition that one who eats the biggest steak weighing nearly 1kg at a time, so that person does not pay for it [Burke 2010: 69].

Not every person can go right to translate the meaning of the phrase «seal the deal», which you should understand as «to be done with it». This combination of words is used when there is any kind of plan to do something and at the end emphasizes that it would work. It can be traced in the speech of Joe «She is gonna

one look at his furry, cute little face and it'll seal the deal!», but you should understand it as «She looks at his furry, cute, little face – and it is done with it!».

Sometimes the Americans in a time of severe famine can be expressed with the phrase «If this was a cartoon, you'd be looking like a ham». That is as if from hunger they have hallucinations as it can be in many cartoons, when someone thinks that their friend is a piece of meat [Dalzell 2008: 489].

And what do Americans say when they want to emphasize in the moment of encounter with a stranger that they don't know a person? For this they have a rather strange phrase «I don't know you from Adam» which makes sense: «I don't know» or «I don't know what makes you different from Ad 'am». Actually in Hebrew «Adam» is «a person», it is meant that the person so does not know this stranger that just would not have distinguished him from the other.

In a funny moment Chandler tells to himself the following expression «Okay, I'm making a break for it. I'm going out the window». Where the combination of the words «make a break» in slang language it has the meaning «to break the course of action» [Flexner 2006: 426].

The phrase «jet lag» can be occurred in technical English. But in spoken English it means «change the belts». And in saying Ross you can see this meaning «I'm just saying dogs do experience jet lag», which you should translate as «I'm just saying that dogs do feel change the belts during the flight» [Mary 2009: 251].

Exploring English slang on the example of the TV series «Friends» we can conclude that speech of people becomes very bright and varied due to the slang. Studying the slang of the English language you can understand people better and communicate more fluently. Make the study of slang fun, interesting and alive you can use one of the most popular series in the world «Friends», because there are so many different situations and jokes where slang is used. Delving into every slang expression in this series you will be able to enjoy the English language and you will understand the language better and better. And what will be your surprise when you notice that there are slang words in the English language more than you thought.

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COMPARATIVE LINGUO-CULTURAL MODELS AS THE COMMUNICATIVE STRATEGY

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The article deals with the innovative methodology of communicative strategy creation. The specificity of three types of linguistic regional study, such as geographical, historical, and literary ones are presented. Five comparative linguo-cultural models are presented as the base to form the communicative strategy way.

Key words*: linguo-cultural models, regional study, area studies, communicative strategy*

Contemporary linguo-cultural researches have the purpose to identify the specificity of linguistic representation of traditions and customs in the local history. Nowadays there are some innovative ways to research this lingual sphere, and use it in the teaching process. So, we need to use the new methodology of teaching as the unity of area studies and linguistic regional study [Glinkina 2004; Gurskaya 2010; Ogneva 2012; Okuneva 2010; Suprun 1994]. According to S.G. Shendaeva linguistic regional study is «the research of local history, and local culture on the base of linguistic facts» [Shendaeva 2012: 5]. In our opinion linguistic regional study means the scientific sphere to interpret the specificities of foreign verbalization of traditions and customs. The methods of linguistic regional study interpret the specificities of local history, local geography, and ethno-geography to form different linguo-cultural communicative skills.

Linguistic regional study is the effective way to educate the teachers of foreign languages in the aspect of cross-cultural communication. There are three types of linguistic regional study, such as geographical, historical, and literary ones.

Geographical linguistic regional study presents the knowledge about landscape, climate, population, industry, agriculture, and trade on local territory.

Historical linguistic regional study is the resource of historical knowledge about heroism of people, traditions, customs, and geographical names of local territory.

Literary linguistic regional study presents the knowledge about famous poets, writers, literary museums, and literary artifacts of local territory.

Our innovative way of researches in the field of linguistic regional study is based on the complex linguo-cultural model as the synergy of three types of linguistic regional study, such as geographical, historical, and literary ones.

First of all, research in the field of linguistic regional study is the base to form the complex linguo-cultural model of any region, city, town or village of student's Motherland. Such model is so value as the way to create any conditions for successful cross-cultural communication.

Secondly, forming of complex linguo-cultural model of any region, city, town or village of foreign country at the foreign language studying. This region, or city, or village should be similar to student`s Motherland. This second step is the base of higher communicative level.

Finally, forming the comparative complex linguo-cultural model of two models, such as Motherland model and foreign country model is the base to most successful cross-cultural communication

This author's method of linguo-cultural modeling form one of great strategy of foreign language education. We present some authors` linguo-cultural models as the result of using of linguo-cultural modeling.

The comparative linguo-cultural model of Stary Oskol and Sheffield by E. Sanivskaya

Sheffield is a city and metropolitan borough in South Yorkshire, England. Like in case with Stary Oskol the name of the city derives from the river which runs through the city. In case with Sheffield it is the River Sheaf. As for Stary Oskol it is located on and named after the Oskol river. Both Sheffield and Stary Oskol are geographically diverse cities, nestling in a natural amphitheater created by several hills. Both cities are built on hillsides with views into the city center. The population of Sheffield more than twice the amount of population of Stary Oskol – approximately 563000 in comparison to 221000 in Stary Oskol. The climates of 2 cities are also alike, though of course the climate of the British city is milder due to the closeness to the Atlantic ocean and The Pennines. The average minimum temperature in January and February is 1.6 C in comparison to -7 °C in Stary Oskol. Though summer temperatures are much alike – near 21 C.

Talking about history, both cities were initially founded as fortresses to prevent the invasion of the enemy – Crimean Tatars in The Tsardom of Russia and The Normans in Great Britain. Stary Oskol is 3 century younger than Sheffield. Another common feature is industrial orientation of these cities, though again the industrialization of Sheffield started 2 centuries earlier.

During the 1740s, a form of the crucible steel process was discovered that allowed the manufacture of a better quality of steel than had previously been possible. In about the same period, a technique was developed for fusing a thin sheet of silver onto a copper ingot to produce silver plating, which became widely known as *Sheffield plate*.

These innovations spurred Sheffield's growth as an industrial town, but the loss of some important export markets led to a recession. In its turn Stary Oskol is an important center of iron ore mining, situated at the border of the Kursk Magnetic Anomaly, one of the largest deposits of iron ore worldwide. Serious investigation of the economic potential of the anomaly occurred in 1920-s and had been picking up steam during the 20th century while the 1980s saw the worst of the run-down of Sheffield's industries. During the World War Two both cities suffered serious damage though for different reasons. Sheffield's steel factories were set to work manufacturing weapons and ammunition for the war effort. As a result, the city became a target for bombing raids, the heaviest of which occurred on the nights of 12 and 15 December 1940, now known as the Sheffield Blitz. More than 660 lives were lost and many buildings destroyed. Stary Oskol due to its geographical location became an occupation area in 1942. During the heavy fighting more than 6000 people were killed.

Speaking about literary similarities we can say that both cities gave the world some famous authors such as Nasedkin Philipp Ivanvich in Stary Oskol and Antonia Susan Duffy known as Byatt in Sheffield. Both of them lived at approximately the same period of time (20th century) (and A.S. Byatt is still alive) and wrote about contemporary reality of their own countries. Both authors obtained public acknowledgement during the life and some of their works were made into movies.

The comparative linguo-cultural model of «Gubkin (Russia) – Corby (England)» by M.V.Denisenko

The comparative linguistic model «Gubkin (Russia) – Corby (England)» is formed on the basis of methods of geographical, historical and literary lingvokraevedeniya.

Geographical point. Gubkin and Corby are industrial towns. Both these towns are located in the north-eastern part of their administrative region: Belgorod region and county of Northamptonshire respectively. The population of Gubkin is about 90 thousand people what is almost 30 thousand more than in Corby. The climate of Gubkin is temperate continental with hot summers and relatively cold winters whereas Corby experiences maritime climate https://en.wikipedia.org/wiki/Maritime_climatewith cool summers and mild winters. An important feature of Gubkin is that the soil covering (or topsoil) of the region has the richest reserve of blackearth, the depth of which reaches one meter in some places.

Historical point. The artifacts have been found in the area surrounding both Gubkin area and Corby dating to the Bronze Age. As for the first evidence of permanent settlement of Corby area it comes from the 8th century when Danish invaders arrived and the settlement became known as «Kori's by» – Kori's settlement.

The settlement was recorded in the Domesday Book of 1086 as «Corbei». In 1931 Corby was a small village with a population of around 1,500. It grew rapidly into a reasonably sized industrial town, when the owners of the ironstone works, the steel firm Stewarts & Lloyds, decided to build a large integrated ironstone and steel works on the site. The start of construction in 1934 drew workers from all over the country including many workers from the depressed west of Scotland and Irish labourers.

The origin and formation of the town of Gubkin is closely linked with the history of the development of the Kursk-Belgorod iron ore basin. The first written records about Kursk iron ore date back to the XVII century. The industrial development of the local deposits began in the early XX century. In 1924, near the village of Saltykovo (now the district of the town), geologists discovered ore deposits containing over 50 percent iron at a depth of 116 m.

In September 1931, the first Kursk Magnetic Anomaly's exploring-and-producing mine was opened and a small settlement was built nearby. The initial (until 1939) name of the settlement was the village Korobkovo. The settlement was called Gubkin after academician Ivan Mikhailovich Gubkin who had superintended the work in the KMA field for 19 years. These facts show us that both of these places – Corby and Gubkin – are alike in that they are evolved from a rural village to industrial town. Similarity of these objects also in that during the World War II, both towns were the object of interest of the Nazis because of their role in the military industry.

For example, the Corby steelworks were expected to be a target for German bombers but in the event there were only a few bombs dropped by solitary planes and there were no casualties. This may be because the whole area was covered with huge

thick black low clouds, artificially created by the deliberate burning of oil and latex to hide the glowing steel furnace converters from crews German bombers.

Whereas in Gubkin the Great Patriotic War interrupted the further industrial development of the deposits completely. The liberated settlement of Gubkin presented a desolate sight: all buildings were destroyed to their foundations; the mine was flooded; the greater part of industrial and mining equipment was damaged beyond repair. With regard to the further development of these towns, it is possible to say that Corby was at one time known locally as «Little Scotland» due to the large number of Scottish migrant workers who came to Corby for its steelworks.

Recently, Corby has undergone a large regeneration process with the opening of Corby railway station and Corby International Pool in 2009 and the Corby Cube building opening in 2010. This is home to Corby Borough Council offices and also houses a 450 seat theatre, a public library and other community amenities.

An important stage in the development of Gubkin (which in December 1955 obtained the status of a town) was the opening of the Lebedinsky Mine where the open pit method was used for the first time in the Soviet Union to mine ore. The construction of the Lebedinsky Mine was proclaimed the Komsomolskaya Stroika (Youth Building Project), and over 5,000 of young men and women arrived in the young town, including those from Bulgaria.

Nowadays Gubkin is proudly called the Pearl of Kursk Magnetic Anomaly due to its rich deposits of iron ore and largely developed iron-ore production facilities. It is a modern beautiful town, one of the industrial centers of the Belgorod region with rich cultural and spiritual traditions, developed infrastructure.

Literary point. Corby is home to a large number of well-known people, mostly sportsmen. It was possible to find the information about only one person whose life is somehow connected with the literature. This is Emma Kennedy. She is an English actress, writer and television presenter. Kennedy has written for radio, television and the theatre, and children's books. She is currently working on a new project called Strange Hill High, a new animated series.

Gubkin land is rich in talented people. They are its pride and glory. They inspire us with the faith and the hope, connect us with the past, and feed our historical memory. Among them is Victoria Repina. She is an executive editor of the TV and radio company in Gubkin, a member of the town festivals of creativity, a poet, the author of the hymn verses of Gubkin.

The comparative linguo-cultural model of Voronezh and New York by M. Zolotikh.

Voronezh is one of the largest Russian cities. New York is one of the largest states in America. Both cities are very young. New York is a relatively young city (it is less than 400 years old). New York was founded in 1624 by the Dutch colonists, and was called New Amsterdam. It`s three hundred ninety two. Voronezh is very young too, 1586 is considered the founding date of Voronezh. It`s 430 years old.

Voronezh situated on the banks of the Voronezh water reservoir (the Voronezh River). New York City is located on one of the world's largest natural harbors Much of New York State borders water, as is true for New York City as well. Of New York

State's total area, 13.5% consists of water. Voronezh is considered the «cradle» of the Russian Navy.

New York is one of the largest seaports. Voronezh is one of the largest economic centers of Russia with developed food, chemical, electronic, and engineering industries, as well as in the New York.

The comparative linguo-cultural model of Belgorod, Borisovka, and Montreal by E. Bratashova

Belgorod is a city and the administrative center of Belgorod region in Russia. Borisovka is a village in Belgorod region. Montreal is the most populous municipality in Quebec in Canada. Originally called Ville-Marie or «City of Mary,»https://en.wikipedia.org/wiki/Montreal - cite_note-vieux.montreal.qc.ca-12 it is named after Mount Royal, the triple-peaked hill in the heart of the city. It was founded since 17 may 1642 г. Sloboda Borisovka was founded since 1695, was part of hotmyzhsk County.

Belgorod is the first Russian city to receive the title of «City of military glory». The name Belgorod in Russian literally means «white city». The city thus acquired its name because the region was rich in limestone. Etymologically, the name corresponds to other Slavic city-names of identical meaning: Belgradhttps://en.wikipedia.org/wiki/Belogradchik.

The origin of the history of Belgorod is a controversial date. Some sources call the first settlements, which appeared in the times of Kievan Rus at the end of X century at the Seversky Donets, others say that the city was founded on 11 September 1596. Borisovka has the status of a municipal district centre «Borisovsky district» in Belgorod region.

Geography. Coordinates: Borisovka: 50°36′15 N 36°00′56″E. Belgorod: Coordinates: 50°36′N 36°36′E. Montreal: Coordinates: 45°30′N 73°34′W. Population: Borisovka: 13 743 inhabitants. Belgorod: 384,425 inhabitants. Montreal: 1,65 ml. inhabitants. Land: Borisovka: 650,36 sq. km. Belgorod: 153,1 sq. km. Montreal: 365.13 sq. km. River. Borisovka has Vorskla River. Belgorod located on the Seversky Donets River, and Vezelka. Montreal covers most of the Island of Montreal at the confluence of the Saint Lawrence and Ottawa Rivers.

Climate. Belgorod's and Borisovka's climate is humid continental featuring moderate precipitation. Winters are rather cold and changeable with often warmings which are followed by rains. Also sometimes temperature falls lower – 25 C. Summer is warm, in some years it could be rainy or hot and droughty. Autumn is soft and rainy.

The Belgorod reservoirs become covered with ice at the end of November – the beginning of December, the ice drift lasts from March to April. Montreal is classified as a humid continental climate. Summers are, on the whole, warm and humid with a daily maximum average of 26 to 27°C in July; temperatures in excess of 30°C are common. Conversely, cold fronts can bring crisp, drier and windy weather in the early and later parts of summer.

Winter brings cold, snowy, windy, and, at times, icy weather, with a daily average ranging from −9 to −10.5°C in January. Usually, snow covering some or all bare ground lasts on average from the first or second week of December until the last week of March. Spring and fall are pleasantly mild but prone to drastic temperature changes; spring even more so than fall. Late season heat waves as well as «Indian summers» are possible.

Early and late season snow storms can occur in November and March, and more rarely in April. Montreal is generally snow free from April 15 to November 15.

Transportation. In Borisovka : buses. In Belgorod: buses and trolleybuses. In Montreal: collective taxi (in the style of buses), commuter trains, buses and metro.

Culture and art. Museums. In Borisovka: National History Museum, Museum of Ceramic factory, Reserve Nature Museum «Forest on the Vorskla» (now «Belogorye» reserve land), House painter. In Belgorod: Belgorod historical museum, Belgorod Art museum, Belgorod museum of Folk Culture, The Belgorod Diorama of the tanks battle of 1943. In Montreal :Redpath Museum. The Montreal Museums of Fine Arts. The montreal museum of contemporary art.

Theaters. **In Belgorod:** Belgorod Drama Theater, Belgorod Puppet Theater etc. **In Montreal:** Theatre named after L. Werpachowska.

Famous people. **Borisovka** gave the world a galaxy of famous names such as:

Bezperchy D.I. (1825-1913) – Russian painter; Barvinsky P.Y. (1862-1908) – Director, actor, writer, dramatist; Degtyarev S. A. (1768-1813) – Russian conductor and composer, one of the prominent composers of the era Dolinskoe; G.Y. Lomakin (1812-1885) – Russian choral conductor, teacher and composer; Khvostenko V. S. (1869-1935) – painter; Khvostenko, A.V. (1895-1968) theatrical designer, graphic artist, people's artist of USSR, laureate of the State prize of the USSR; Khvostenko, V. V. (1899-1960) – graphic artist and painter.

In the great victory of the Russian people in the great Patriotic war have contributed some borisovtsev.

For feats of arms, eight of them received the title Hero of the Soviet Union: Onkar N. P., Isaev V. V., Klimov, I. I., Butler, F. I., Prokopenko G. D., Rudoy A. M. Seredenko, A. L., Spolnik G. ., Sergeev A.F. is a full cavalier of order of Glory. Belgorod gave the world a galaxy of famous names such as: Joasaph of Belgorod, 18th century bishop Svetlana Khorkina, Olympic gymnast Natalia Zuyeva, Olympic rhythmic gymnast Alexey Shved, basketball player Vadim Moshkovich, Federation Council member. In Montreal a lot of famous people.

Media. **In Borisovka**: 71,03 Radio Russia, 98,5 Radio 31, and newspapers.

In Belgorod there are more than 20 print media, 6 news agencies, 20 digital and 12 analog channels, 15 radio stations, also operates several cable operators. Among printed media the most popular news edition are «Belgorod news», among the advertising publications, the leader is the newspaper «My advertisement». Montreal is Canada's second-largest media market, and the centre of francophone Canada's media industry.

There are four English-language television stations. There are also five French-language television stations. Montreal has four daily newspapers, the English-language Montreal Gazette and the French-language La Presse, Le Journal de Monréal. Montreal has numerous weekly tabloids and community newspapers serving various neighbourhoods, ethnic groups and schools.

The comparative linguo-cultural model of «Grozny (Russia) – Cardiff (England)» by V.Pigareva

Cardiff is the capital and largest city of Wales. He received the city status at the beginning of the last century. Primarily, this is due to the rapid growth of the industry in Wales - due to the fact that Cardiff became a major port to transport coal to other regions of the country, and he was able to quickly increase the population and quickly to

develop. In the middle of the last century, Cardiff became the official capital of Wales. Modern Cardiff is divided into Small and Large city. A small town includes several administrative districts. Great Cardiff is a whole area of the city along with its immediate suburbs. Despite the fact that in the entire Wales, the climate is quite humid in the capital is relatively dry. The Cardiff climate is characterized as moderate.

The average winter temperature here is + 4,5 °C and in summer the air warms up rarely higher than 25 °C. Cardiff is located on the shores of Bristol Bay, near Newport. To the West the city is bordered by the Vale of Glamorgan, and from the North it is surrounded by valleys of South Wales – rhondda cynon TAFF region-Chinon-Tav and Caerphilly. The on-site Cardiff wide variety of attractions. Most tourists is the huge Millennium stadium (near which is located in the same entertainment center), the magnificent Cardiff castle, the national Assembly for Wales, the music hall St. David, Pinned-Building and, of course, the majestic Cathedral of Llandaff. It Cardiff was the location for filming the popular series «Doctor Who». And also is home to popular children's author Ronald Dahl.

Grozny – one of the most often mentioned in the media cities in the South of Russia, functioning as the capital of the Republic of Chechnya. The city lies on both banks of the river Sunzha, a tributary of the river Terek, which naturally is reflected in the architecture of the city.

The climate in Grozny almost the same as in all other cities in the South of Russia. Its mild winters and very hot summers. In winter the thermometer rarely falls for -15 and in summer often exceeds +35. From the unbearable heat has to hide indoors with air conditioning or to go to the river Bank.

At the moment, the population of Grozny has close to 300 000 people. 95% of the population is Chechens in Grozny. The Russians are coming right after them, they account for 2.5% of the population of Grozny. 1% of the population is Ingush. The rest of the nation does not exceed of the total number of 0.1%.

The main attractions are: the Stadium Akhmat-arena, lake Galanchozh, Park Anton Chekhov, Grozny city, Chechen Republic Museum, the Church of Michael the Archangel, Mosque heart of Chechnya, and more. Famous personalities: politics Akhmad Abdulkhamidovich Kadyrov, Ramzan Akhmatovich Kadyrov, Aslan Maskhadov. Athletes: Adlan Amagov, Musa Khamanaev, Beslan Isaev. Culture and art: Akhmatova, Raisa Soltamuradov, Mahomet Mamakayev, Abuzar Aydamirov.

Despite the many differences, there are similarities, such as: 1) the climate is roughly the same seasonal temperatures, mild winters and hot summers.2) in the quantitative composition of the population in Cardiff the majority of Britons. The British are 93,2% of the total population of the country. About 1,900 million people. Identifier themselves as Welsh, and in Chechnya, the highest percentage occupied by the Chechens, and then the rest of the nation, such as Russians, Dagestanis, Ingush etc. 3) in one and in another village the developed infrastructure and large number of attractions. 4) two cultural centers are located using the national language. Almost the entire population of Wales speaks English. While some groups use special Welsh a dialect of English. And in Grozny mainly the Chechen language is used as well as Russian speaking. 5) Both nations like their independence, as well as a vivid expression of its own individuality and otherness of other people.

To sum up, these comparative linguo-cultural models of Russian and foreign conglomerations present the conformity of two different people as the bridge of our communication and co-existence.

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THE USE OF THE STYLISTIC DEVICES OF PARADIGMATIC SEMASIOLOGY IN CONTEMPORARY CANADIAN POETRY

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In the article we review tendencies in contemporary Canadian poetry, analyzing the work of Eric Foley and Liz Howard. Both traditional lyric and experimental schools are examined through U.M. Screbnev's approach to stylistic devices of paradigmatic semasiology.

Key words: Canadian poetry, contemporary poetry, stylistic devices, paradigmatic semasiology, Eric Foley, Liz Howard, U.M. Screbnev.

Despite the fact that the Internet provides us with every opportunity to participate in a global cultural context, certain areas have eluded Russian scholars.. For instance, the rich tradition of Canadian poetry, going back 4 centuries, has slipped away from our attention. The linguist Anton Nesterov has written about this unjust fact: «It happened that Canadian English-language poetry of the XX century was overshadowed by

American and English poets <…> What they were doing re-envisioned again and again the very idea of poetry, shocking the reader. And a shell-shocked person does not hear the roar of the wind and the murmur of the leaves <…> Canadian poets have hardly been translated, and moreover published» [Nesterov 2006: 90] That is why we find research of contemporary Canadian poetry a promising and challenging direction, which can provide Russian scholars not only with a better understanding of Canadian culture, but the culture of the English speaking world in general.

Modern Canadian English-language poetic space can be divided into two major schools: traditional lyric poetry and experimental poetry. The difference between them is particularly noticeable on the level of language. The poets who create within the framework of traditional lyric poetry follow the idea that life experience and the emotions that an artist feels can be expressed using traditional language tools. Experimental poets, on the other hand, are looking for new ways and forms to express their creativity.

Among the traditional lyric poets of the XX century in Canada, we may recall such names as Earle Birney (1904-1995), Al Purdy (1918-2000), Milton Acorn (1923-1986), Gwendolyn Macewan (1941-1987), Leonard Cohen (1934-2016), and Patrick Lane (1939). Eric Foley (1979) might be considered as a successor of this poetic tradition.

Experimental poetry in Canada doesn't have as lengthy a history. It was established and developed mainly in the second half of the XX century and the early part of the XXI century. Here we can mention such poets as Paul Dutton (1943), B.P. Nichol (1944), Erin Mouré (1955), Lisa Robertson (1961), Margaret Christakos (1962) and Christian Bok (1966). Liz Howard (1985), whose first full-length collection won the Griffin Poetry Prize in 2016, stands as the brightest and most recent addition to these predecessors.

There is not only a chronological factor that makes it suitable to compare Eric Foley's and Liz Howard's poetic works. Being students of the University of Toronto, they are connected to each other by their overlapping participation in «Influency: A Toronto Poetry Salon». This common poetic context affords grounds for a comparison and analysis of their poems, and the methods they use to affect the reader's perception.

As it stands, there are several classifications of stylistic devices of the English language that provide the opportunity to analyze more deeply works of poetry and prose. The most accepted classifications among linguists are the systems developed by Geoffrey Leech, Ilya Galperin and Yuriy Screbnev. The following analysis utilizes the research of Screbnev. His method is based on a rethinking of the paradigmatic and syntagmatic model of G. Leech, and the 'level' approach developed by I. Galperin. Among the numerous categories accentuated by Screbnev, we are of the opinion that his discussion of semasiological stylistic devices is the most capable of illuminating the unique character of poetic worlds. Moreover, since the framework of this article does not provide us with the opportunity to cover all points concerning the use of stylistic devices in both paradigmatic and syntagmatic semasiology, we have decided to focus only on stylistic devices at the level of paradigmatic semasiology.

According to Screbnev, paradigmatic semasiology deals with, «renamings, transfers of names, i.e. with whatever brings radical change in the substance of the

text» [Screbnev 2003: 99]. Due to the fact that at the very core of stylistic devices of this type there is the transfer of denominations from a traditional object to a situational object, Screbnev refers to these devices as 'figures of replacement'. He further divides them into 'figures of quantity' and 'figures of quality'.

The figures of quantity include hyperbole and meiosis. Among the published works of Eric Foley we can easily trace the use of hyperbole. Describing his love experiences, the narrator of the poem «The Assistant Professor On His Favourite Subject» repeats words once said to the woman he loved: «Let's be together forever» [Foley 2010d: 17]. Interestingly, in the poem «My Roommate's Cough», the use of hyperbole is based on the same word, 'forever': «My songs would be sung forever» [Foley 2009a: 46]. Here the line reveals the hopes of a young poet who believes in everlasting fame. In each of the two passages, the reader gets different ideas: in the first example the hyperbole has ironical meaning, while in the second it uncovers the struggle of the creator to last through centuries.

In the work of Liz Howard, hyperbole is expressed in more implicit way. For example, in the poem «Epilogue», Howard writes, «here I am / an old fellow / in extremis / hyperborean» [Howard 2015: 24]. The hyperbole here appears due to the Latin phrase 'in extremis' used in conjunction with 'hyperborean', where both contain the same meaning 'the farthest', 'hyper', in other words, the supreme display of the quality.

In reference to another stylistic device from figures of quantity – meiosis – we find its usage only in the work of Liz Howard. For example, in the poem «Think tent» the narrator proclaims: «Speak of just the small bits, atomic» [Howard 2015: 18]. The device is based on the usage of the contextual synonyms 'small' and 'atomic', with the gradual intensification of the quality.

An analysis of the works of both poets demonstrates the presence of figures of quality of different types. It is significant to mention that these appear in great amount and provide a scholar of language with material that can, itself, be a robust subject for linguistic research. The figures of quality that Screbnev mentions include metonymy and varieties of it such as synecdoche and periphrasis, as well as metaphor and irony.

Foley's poem «Touching» contains a prime example of metonymy, where the author uses a composer's name instead of the piece of work that belongs to him, replacing the actor with the subject: «Chopin touched / my heart lightly / from the other room» [Foley 2010a: 41]. Howard, on the other hand, uses a type of metonymy that is alike in nature, replacing a person who performs in a branch of science with science itself, personifying it: «If you are in need of an answer / consult <…> psychoanalysis» [Howard 2015: 16].

The use of synecdoche, a special kind of metonymy, in the work of these two poets is of particular interest. For example, speaking of the inhabitants of Russian villages, Eric Foley writes: «The villages are starving again». Instead of a part of the whole – the inhabitants – he uses the whole – the villages. A similar example of synecdoche can be seen in the poem «O. Noir» [Foley 2010c], where we read: «The Chinese are firing chemicals into the clouds to make it rain more». In this case, one can also observe the use of the whole – the Chinese nation – instead of the part – the officials of China.

In the work of Liz Howard one can find a different form of synecdoche, where a part of something is used to define that thing as a whole (e.g.: using 'the crown' to refer to 'the Queen'). Thus, the meaning of a word (crown) is expanded: «Fresh + simple / any possible lake / could tell a bushwhack savior / loon's likely moved / to crown land» [Howard 2015: 42].

The use of periphrasis can't be considered common in either poet's works. However, in Howard's poetry there is an interesting example of periphrasis used in homage to rhetorical tradition: «Sons and daughters of the liberal arts» [Howard 2015: 16], instead of the more common term 'humanities scholars'.

Both Howard and Foley's poems bear evidence of the presence of irony. Screbnev writes that the use of irony makes the reader guess the real viewpoint of the writer [Screbnev 2003: 119]. In general, this device can be traced through the entire text of a poem: it can either conceal the poet's attitude to the situation or make it more evident. The main aim that a poet strives for in using irony is a critical evaluation of the themes he or she touches upon.

For example, Foley's poem «Cross Section of a Cucumber» is mostly based on the usage of irony. Describing one of the characters of the poem, the narrator says:

He never speaks to me
and never sweats,
but looks at girls
as if to say: my ideas
are beautiful, sleep
with me [Foley 2010b: 33].

Building the image of the character, the narrator creates an ideal. Yet with the help of one phrase, «sleep with me», the narrator breaks it, ironically turning perfection into mediocrity.

Liz Howard uses irony to create contradictory images. In the poem «Think tent» the author combines two words: 'good', with its positive connotation, and 'bitch', which has a negative meaning. Thus, there is an opposition between the meaning of the word 'bitch' and the emotional coloring that the author gives it: «Like a good bitch in the brine of night» [Howard 2015: 18].

The most extensive figure of quality found in these poets' works is the use of metaphorical tropes: metaphor itself, allusion, personification, antonomasia and allegory. The poem «Bratsk», by Eric Foley, contains several examples of metaphor. Referring the inhabitants of a town called Bratsk (which is connected to the real Russian city only by the name) the author uses the phrase «people felt bathed in the warm light of truth» [Foley 2008: 10]. This single statement contains a double-metaphor: both «light of truth» and the possibility of bathing in this light are not intended literally.

Liz Howard tends to use metaphors with a more complex, less obvious structure. In the poem «Standard Time», Howard uses an acronym meaning racketeers: «Let the RICO of heaven come clean» [Howard 2015: 29]. Here, RICO is Racketeer Influenced and Corrupt Organizations (an analogue to this phenomenon may be the Russian abbreviation «OCG»). We cannot tell for sure what subject was substituted with this abbreviation, but the phrase «of heaven» makes it clear that the author means to invoke some supreme force or forces that do not depend on human will.

The use of personification is also of great importance in Foley and Howard's poetry. The stylistic effect of this method is significant, since it allows each poet, in

their own ways, to assign non-living objects with human features, thus enriching their images with associations.

Foley uses this device to enliven a pen: «inside the spine of a pen» [Foley 2010d: 16]. More often, however, he uses this device in relation to nature. For example, the sky appears as an immense living being: «Outside the sky moves / safe and slow, cold / licking clear blue» [Foley 2009c: 11].

In the works of Liz Howard, the use of personification in relation to the natural world is of crucial importance, because her collection, «Infinite Citizen of the Shaken Tent», is intimately connected with the history and mentality of certain Native North American tribes. In reference to the sky, she writes: «the sky died» [Howard 2015: 18], or, «the heavens / might've anchored» [Howard 2015: 4]. Of the stars, she notes: «where the stars / have drunk the ocean» [Howard 2015: 69]. Describing the forest: «just as every forest / would come to speak to us / as a verb» [Howard 2015: 69]. Rivers are endowed with human features, including the ability to speak: «the rivers of northern Ontario / all at length elaborate the dawn» [Howard 2015: 89].

The use of allusion is also widely represented in the works of both poets. It helps to organically intertwine their poems into a wider cultural space. In the poetry of Eric Foley one can find such names as Chagall, Rachmaninoff, Gaudi, Tolstoy, Goethe, and Creeley. The poem «Rachmaninoff on the Khoper River», for example, narrates the tragedy of a Russian man who finds himself in a foreign land (America). Through the image of a genius composer, the reader can see the fate of thousands of Russian intellectuals who had to leave their mother land.

In the poem «The Assistant Professor On His Favorite Subject», the protagonist mentions Antonio Gaudi, inventing a beautiful myth about the architect's death to impress a girl: «I want you so badly I'll throw myself under a streetcar / like Gaudi». This last one of course, double bullshit / for Gaudi was struck accidentally, Barcelona 1926» [Foley 2010d: 17]. This is far from the only allusion that occurs in the poem. Here, one can also meet reference to Goethe's «The Sorrows of Young Werther»: «I don't laugh at Werther anymore», says the same senior teacher in his monologue. All this enriches the author's poetic world.

Liz Howard's poetry is also filled with allusions. In the poem «Redress» she makes literary reference to Dante Alighieri's «Inferno»: «crestfallen I go back / to my windowless room / open the Inferno's / fire-rimmed circles / of lovable sinners» [Howard 2015: 27].

As previously mentioned, the indigenous culture of North America plays a special role in Howard's poetry. Her book contains a complex critique, via a network of references, to the iconic poem of the American poet Henry Longfellow, «The Song of Hiawatha», which tells of the love of a young Indian couple. So, in Howard's poem «Every Human Heart is Human» the name of Longfellow's main character Minnehaha appears: «I, Minnehaha, a small LOL / fiction antecedent / to quarry a nation» [Howard 2015: 48] (we can't help mentioning, that this line also contains a great example of a play on words, which is a subject of syntagmatic semasiology).

In addition to allusions, the authors use a very interesting technique – antonomasia, which is considered one of the kinds of allusion. Due to this, the image of the character is endowed with the features and fate of a well-known person. It is

important to note, in this respect, that Foley and Howard use the names of the two most famous Russian writers, who have had an incalculable influence on world literature. Foley uses the name Lev Tolstoy to create the image of monks fishing on a river bank: «bearded monks / fishing for their supper: eight grim Tolstoys / in a row» [Foley 2009b: 14].

Howard makes a reference to the name of Fyodor Dostoevsky: «Walking always this man / I call Dostoevsky walking / his long coat and old shoes / walking who is a man who is / beautiful whose liver is diseased?» [Howard 2015: 63]. Thus, the poet conjures the world, the figure, and the work of Dostoevsky (specifically, «Notes from Underground»).

During our analysis, we discovered that examples of allegory were not found in either Foley or Howard's poetry, which testifies to the lack of interest of contemporary poets in this stylistic device.

Summing up the analysis of stylistic devices of the level of paradigmatic semasiology, we can conclude that their use is frequent for both poetic schools, but in different ways. The traditional lyric school, represented by the works of Eric Foley, tends to use tropes that are more familiar to the reader: they are more easily recognized in the reading process. For experimental poetry, reflected in the work of Liz Howard, it is typical to use devices that have a more complex structure.

The study of literary texts from the stylistics point of view is of great importance: this makes it possible to form a thoughtful reader who attentively treats the text. Conscious reading is the way to mutual understanding, the way to comprehend other opinions and cultures. It is thanks to stylistic analysis that we managed to become acquainted with the work of modern Canadian poets.

Finally, it should be noted that the poetry of Canadian authors is a significant part of world literary heritage. At the moment, events important for literature as a whole are taking place in it. These cannot be ignored. In this regard, we hope this article can be of help for those who want to get acquainted with some trends of contemporary Canadian poetry, and the work of two of its outstanding young representatives.

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PECULIARITIES OF CONFESSIONAL SEGMENTS OF THE LINGUISTIC WORLD VIEW IN CHRISTIANITY

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The article deals with peculiarities of conceptual spheres of three Christian confessions: Orthodoxy, Catholicism, and Protestantism. Discourse of European peoples is analyzed depending on their confessional roots. Especial attention is given to confessional discourse of the English people.

Key words: a linguistic world view, a conceptual sphere, confessional, over-confessional, discourse, the English, English.

In the world there are various religious cultures with a specific way of thinking, with their «world view». Peculiarities of the world view of representatives of different religious cultures influence on a national style of thought, fixed in a national language. A religious linguistic world view contains a conceptual system of opinions and knowledge about the world, reflected in a religious tradition.

We understand a concept as «a stereotype of linguistic and cultural consciousness, typical for a language», as Y.D. Apresyan writes [Apresyan 1995], or as «a quantum of structured knowledge» [Popova, Sternin 1999], playing a role of a value guiding line in a national consciousness, or a «collapsed point of potential senses» in ethnic and linguistic consciousness [Deleuze 1998: 138]. Transcending into a certain religious conceptual sphere, we can say that a religious concept is a quantum of supranational religious knowledge, reflected in a peculiar way in national languages. In Christianity revelation of one and the same Christian concept in different national languages is also complicated by division of Christianity into three confessions.

A confessional vocabulary includes a set of linguistic units describing external (cultural and ritual) and internal (spiritual) sides of a confession. In Christianity, in connection with changes in conceptual spheres at the confessional level nowadays we can observe that, as N.I. Kolotovkin writes, «outwardly similar Christian terms can

have different content, that leads to misunderstanding or misinterpretation of the statements of representatives of different Christian denominations» [Kolotovkin 2013: 3].

Having common Christian roots, Orthodoxy, Catholicism and Protestantism are united together thanks to the common linguistic conceptual sphere, which can be called over-confessional. This common Christian linguistic conceptual sphere include fundamental Christian concepts expressed in various national languages, such as God the Trinity, Christ the Savior, the Resurrection of Christ, love, mercy, compassion, repentance, gratitude, etc. However, along with the over-confessional conceptual sphere, there are historically formed confessional linguistic elements depending on the character of a confession – it can be exclusive (when no assimilation can be allowed) or inclusive (when confession (religion) easily absorbs elements of other religions and world views right up to non-religious).

Among Christian confessions only Orthodoxy has features of an exclusive religion, therefore, we can speak of the Orthodox linguistic picture of the world as stable during centuries. It forms a part of a linguistic picture of the world of a nation rooted in the Orthodox tradition. Therefore, Orthodox believers of our time, speaking different national languages (Greek, Serbian, Russian, etc.), can understand easily (even in translation) writings of holy fathers of the ancient Church - they have the same conceptual sphere based on Holy Scripture and Sacred Tradition, which had developed in the early Church.

For peoples adopted Orthodoxy the Orthodox image of the world became a guiding line, which influenced immensely on the development of spiritual culture. T.E.Vladimirova, describing the influence of Orthodoxy, in particular, on Russian language, says that «Orthodox discourse went down into linguistic consciousness and finally appeared in Russian, having embodied both in words (notions, concepts) and in the grammatical, rhythmic and intonational system of the language» [Vladimirova 2009: 280]. Russian language became according to T. E. Vladimirova, «a synthesis of the Eastern Slavonic speech culture and Church Slavonic liturgical practice» [Ibid.].

Orthodox mentality (in particular, Russian) is characterized by such concepts (and correspondingly value orientations in the national consciousness) as «faith, conscience, justice, truth, patience and community» [Albuchanova 1997: 56-74]. Presence of these concepts in the Orthodox, in particular, Russian linguistic consciousness, is proved by such proverbs as «Faith is dead without kind works» / «Вера без дел мертва»; «Man proposes, but God disposes» / «Человек предполагает, а Бог располагает»; «True pricks eyes» / «Правда глаза колет» etc.

The Catholic linguistic world view differs from the Orthodox one in the sphere that belongs to Sacred Tradition. Almost 1000 years existence of the Catholic Church in different cultural, ritual and liturgical space was accompanied, first of all, by dogmatic innovations that influenced on formation of a special type of thinking, a special worldview - the Catholic one - and accordingly led to formation of a specific Catholic conceptual sphere corresponding to the special Sacred Tradition of the Catholic Church. Its elements, for example, are: faith in divine predestination, faith in the protection of the Virgin Mary, implying not only recognition of her as the Mother of God (as in the Orthodox conceptual sphere), but also distorted by the Roman

Catholic doctrine of the Immaculate Conception of the Virgin Mary. Belief in the infallibility and primacy of the pope of Rome dogmatically takes shape of the concept of «primacy of power» of the Pope. The concept of a sin, which in Catholicism means an offence of God, a breach with Him and with the Church, is associated with the specific Catholic notions of indulgence and purgatory, which in their turn constitute the concept of legal justice, typical for the Catholic consciousness, as the satisfaction of God's truth (a specific understanding of the salvation feat of Christ) [Beleikanich 2008: 65], whereas in Orthodoxy there is the concept of Love of God which is determined by nothing. At last, in the modern Catholic phenomenology of the Holy there is the concept of duality of thinking (division of thinking into permissive one - lassenden and comprehending one - fassenden) [Hemmerle 1996: 54-78].

Similar to the Orthodox conceptual sphere the Catholic one exists in different national languages, mostly in European languages - Italian, Spanish, English, Portuguese.

In the Western Europe, Latin language played almost the same role for Western European languages as Church Slavonic for Slavonic languages: it enriched them with Christian words and was the language of worship in European churches. The only difference was that Latin liturgical language in the West could not penetrate into deep layers of peoples' linguistic consciousness, because it was not understood by most participants of Divine services. This was reflected in formation of the conceptual sphere of a linguistic picture of the world among Europeans.

T.E. Vladimirova considers that «the antique ideal of a person as a free and at the same time subordinate subject, as well as Catholic faith, Latin language and Latin discourse» played the decisive role information of national languages in the Western Europe and national culture of speech behavior of Europeans [Vladimirova 2009: 287]. It may be assumed, that by the antique ideal T.E. Vladimirova means the Aristotelian strategy of thinking, which began to penetrate into the public consciousness of peoples of the Western Europe through European Catholic universities since XII-XIII centuries. Therefore, in the Catholic culture a definite style of speech behavior was formed, in which personal characteristics of communicants who think originally are seen. As for the influence of Latin language, T.E. Vladimirova affirms, that some Latin winged words, which emphasize an individuality, became «the matrix of formation of national linguistic persons in the Western Europe» [ibid.], for example, «I fought not without glory» / «Militavi non sine Gloria»; «Let the argument be my will» / «Sit pro ratione voluntas»; «I told» / «Dixi», etc.

On the whole, European Catholics have developed a style of verbal behavior in which a belief in human mind, a tendency to independence and original thinking are manifested.

As for religious discourse of European peoples adopted Protestantism since the 16th century, during the Reformation period, there was, on the one hand, gradual cleansing of their conceptual sphere from elements connected with Sacred Tradition of the Catholic Church. Apart, the linguistic world view of Protestant peoples changed due to secularization of Protestant churches under the influence of secularization processes, which were intensified in Europe, beginning from the epoch

of Enlightenment (XVII-XVIII centuries). Fragmentation of Protestantism into many denominations has led to changes of the meaning of some former Christian concepts and formation of new words typical for this or that denomination, to different approaches to understanding of the meaning of Christianity in general.

On the other hand, religious discourse in Protestant countries was connected with emergence of a new religious consciousness that was formed among the Western European Protestant peoples thanks to rediscovery of the Bible, discovery and broadening of worship's meaning for ordinary people (however, in most Protestant denominations later either transformed or completely lost).

The matrix for formation of national linguistic persons in Protestant countries became numerous biblical expressions in national languages. This can be seen on the example of English language, which «serves», as N.I. Kolotovkin says, nowadays first of all the culture of Anglican Church [Kolotovkin 2013: 3]. This church was formed in the first half of the 16th century. But the history of Christianity in Britain is connected not only with the Anglican Church.

Until the eleventh century, before the Norman invasion, the conceptual sphere of the British was Orthodox in the spirit, thanks to existence of the country in isolation from Europe since the time of formation of the Ancient English Church - that is, since the VI-th century (before appearance of the Ancient English Church Christianity spread in Britain in the first four centuries among the Celts, conquered by the Anglo-Saxons in the fifth century). The Ancient English Church was founded by St. Gregory the Pope of Rome and missionaries - monks led by St. Augustine of Sicily under the patronage of King Canterberry Ethelbert (Albert), who was baptized later by St. Augustine. But in the middle of the 11th century papacy, which no longer kept the ideals of St. Gregory of Rome, made the Ancient English Church the target of its interests: the Pope supported the Norman invasion, which was in fact the first crusade of Rome against the Orthodox Church [Phillips 1998: 15-16]. As a result of the Norman invasion all the spiritual and cultural heritage of the ancient England was lost.

Still we can suppose, that since the time of the Ancient English Church, and perhaps even earlier (Celtic times) in the conceptual sphere of the English people there have been traces, recorded in the people's consciousness in proverbs with a deep spiritual meaning - they are Christian and what is more - Orthodox in their spirit. Here are examples of these proverbs: «The hood still does not make a monk». «Man proposes God disposes». «The road to hell is paved with good intentions», etc. [Dubrovin 1993].

As for the further influence of Christianity on formation of the conceptual sphere of the English people from the 11th to the 16th centuries, on the one hand, it was conditioned in the religious sense by predominance of the papacy, but, on the other hand, it influenced not on the people's consciousness, but on the official written language, which, according to L.L. Baranova, thanks to jealousy of Norman scribes, was radically reformed in accordance with the rules of old French orthography [Baranova 2009: 21].

Evidently folk Anglo-Saxon language through centuries preserved traces of those treasures of spirit that the Ancient English Church gave to England. But during the Reformation, in 1534, on the British land the Anglican Church appeared and

began to publish various religious documents, such as the «Ten Articles» of 1536, the «Six Articles» of 1539, «The Prayer Book» of 1549 by Archbishop Thomas Cranmer (now using in the Anglican Church as a service book), thanks to which after reissue in 1662 a unified order of public worship was accepted throughout England. According to G.N. Gumovskaya, exactly this collection among others made the greatest contribution to religious English - thanks to it such phrases as a holy wedlock (a holy marriage) spread widely among people, and some of its statements received a status of citations, for example: «Read, mark, learn, and inwardly digest» (Collect, 2nd Sunday in Advent); «Wilt thou have this woman to thy wedded wife?» (Solemnization of Matrimony); «Earth to earth, ashes to ashes, dust to dust» (The Burial of the Dead) [Gumovskaya 2013: 205].

However, the greatest influence on formation of the conceptual sphere of the English people during the Reformation was exerted by translations of the Bible into English. Among these translations the authorized translation of the King James Bible in 1611 provided unprecedented cultural development of England. This translation made the English people «the people of the Book» and, according to Somerset Maugham, gave them the words that entered «into the blood and flesh of the nation» [Maugham 2004: 36], promoted his viability for the next three hundred years.

Speaking about the conceptual sphere of Protestant peoples, we can affirm that Bible translations into European national languages extraordinarily enriched their linguistic world view, compensating in some sense a loss of confessional elements of the linguistic world view associated with Sacred Tradition of the Catholic Church.

Besides this the conceptual sphere of Protestant peoples since the Epoch of Enlightenment has been under influence of the motto of I. Kant «Have the courage to use your own mind!» [Kant 1966: 25], and the special labor ethics of Protestantism (described by Max Weber [Weber 1990]) accompanied by the development of industrial capital in the era of the scientific and technological revolution. Therefore, the Protestant religious consciousness went on to acquire more and more features of inclusiveness, then the Catholic consciousness: it was transformed immensely in comparison with it and was subjected to secularization.

The Western European conceptual sphere, peculiar to peoples of the Protestant countries, has got such value guiding lines as «freedom, personal dignity, initiative and ability to self-realization» [Vladimirova 2009: 286]. Protestant discourse is accentuated more on individuality and ability to be self-controlled, on emphatic categoricity and pathetic statements, «etiquette tendency, necessity for self-affirmation and autonomy of communication» [Vladimirova 2009: 291].

One of characteristics of discourse in the Protestant sphere is pluralism, as well. This is especially evident in the case of English language, which has remained firstly the language that provides the religious discourse of the Anglican Church and also other Protestant denominations (Presbyterians, Methodists, etc.) in the UK and in America.

The specificity of the modern Christian world view of the British is variety up to a divergence of views. In recent decades, the Anglican Church, numbering 70 million people, has been experiencing a severe crisis at the result of formation of the modernist movement, which tries to change the key statements of the canonical

Christian teaching. Changes in the conceptual sphere of English speakers also take place thanks to other reasons, in particular at the result of emergence of a large number of young people in recent decades that no longer belong to certain Protestant denomination, but at the same time they call themselves Christian believers.

In connection with this it is quite logical that the Christian notions in modern English, which serves Protestant, post-Protestant discourse, as well as Catholic discourse, have turned into archaisms and book words, Christian concepts have been disappearing from colloquial speech, fiction, magazines and newspapers.

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TEA TRADITION IN ENGLISH PROVERBS AND SAYINGS

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The article describes one of the most popular English traditions – tradition of tea drinking. It examines the peculiarities of the national tea tradition represented in English proverbs and sayings. The tea ceremony is also represented in the proverbs of China and Japan.

Key words: *national culture, traditions, tea drinking, proverbs, history, sayings*

The study of national culture and traditions of England contributes better understanding of the English language. Proverbs and sayings are, in a way, a part of the soul of the people, a special genre of oral creativity. These winged expressions, invented by someone once and quoted, live and are passed from mouth to mouth. Proverbs and sayings adorn our speech; give it a special flavor and charm. They are a reflection of the wisdom of the people; convey its spirit and originality. The proverb is a short, commonly used saying, which includes a general judgment or instruction for some occasion of life.

Usually proverbs are created directly by people, but sometimes they are borrowed from literary works, judgments, the proverb is a part of it and approaches the idiom, to the running turn of speech. Moreover, the saying is not edifying, didactic nature, but serves for emotional-expressive evaluations. In a living speech, a proverb can be turned into a proverb, as well as a proverb can turn into a proverb. Proverbs provide a unique opportunity to discover the peculiarities of British culture.

England is famous for its immutable traditions; one of them is a classic tea ceremony, which has undergone little change over the past few centuries.

As the tradition of tea drinking came from the East. There are several Chinese and Japanese proverbs in English about this ceremony:

1. *Chinese Proverbs:*
Water is the mother of tea, a teapot its father, and fire the teacher.
A true warrior, like tea, shows his strength in hot water.
A hasty man drinks his tea with a fork.
Drinking a daily cup of tea will surely starve the apothecary.
You can live with tea and cold rice but not with cold words.
2. *Japanese Proverbs:*
The devil was good looking at eighteen, and course tea makes a bitter first cup.
Cold tea and cold rice are tolerable; cold looks and cold words aren't.
If man has no tea in him, he is incapable of understanding truth and beauty.
The guest who seeks special attention muddies the host's tea.

Better than a banquet somewhere else is a good cup of tea and a bowl of rice at home.

A bath refreshes the body, tea refreshes the mind.

Since the 18th century the United Kingdom has been one of the world's greatest tea consumers. The British Empire was instrumental in spreading tea from China to India. British interests controlled tea production in the subcontinent. Tea, which was an upper-class drink in Europe, became the infusion of every class in Great Britain in the course of the 18th century and has remained so.

Tea is a prominent feature of British culture and society. In the United Kingdom, the drinking of tea is so varied that it is quite hard to generalize. While it is usually served with milk, it is not uncommon to drink it black or with lemon, with sugar being a popular addition to any of the above. Strong tea, served in a mug with milk and sugar, is a popular combination known as builder's tea. They say: «A man without a mustache is like a cup of tea without sugar».

English history tells us that thanks to the women the Foggy Albion became a famous for its love of tea. England began importing tea from Asian countries during this year. After that, drinking tea rapidly gained popularity and became a custom in many of the houses in England by 1700. London alone had hundreds of copy shops at that time thus providing a ceremonious acceptance for tea drinking following in the English culture. Catherine of Braganza, wife of King Charles II, was the first a big fan of tea. She introduced the palace aristocracy with this marvelous drink. Anna Maria Stanhope, Duchess of Bedford took the baton. The invention «afternoon tea» – the same under the name «five o'clock», it was her idea. Queen Victoria asked for a cup of tea and a fresh issue of the newspaper Times immediately after the coronation, thereby strengthening the tradition of tea.

England residents drink tea every day, and teatime has a reason, to the same time a certain type of tea has to be corresponds to a certain time of tea break. The British wake up early in the morning and drink tea «early morning tea» before washing.

This tradition arose because of the moist climate and fog that happens very often. A cup of strong tea helps rapid awakening and making feel better. The proverb «seven cups of tea make you up in the morning; nine cups will put you to sleep at night», it describes very well the attitude of the British to the tea in the morning and in the late evening. Britons drink tea at least six times throughout the day, whether it is an ordinary friendly meeting or business negotiations – «to take tea with somebody» i.e. to drink tea with someone, it means to be in relationships with someone, or to do business with someone. They say: «not somebody's cup of tea», when a person does not belong to a particular area of interest.

Traditionally, the participants in afternoon tea ceremony in England hold cups of tea which have no handles. They lift the cup very slowly balancing it by curving a finger. Wrapping a cup wholly or setting the cup on the palm is treated as uncustomary.

Visitors usually use a spoon to stir tea in the cup, but they are careful not to make any sounds by tapping the inner part of the cup with the spoon as they stir the tea. Then they place the spoon on the saucer on its right side. Sip by sip, they place the cup on the saucer. British people more often serve black tea with milk and sugar. Sometimes, they serve tea with lemon slices as well. A tea will be offered to you always in a glass cup instead of paper or plastic cups, even in the most modest cafe.

In addition, a tea is served in compliance with all rules, you will be pleased to make a choice of several varieties of tea, with milk or cream, and you can give preference to a fortress of tea. Ironically, a fortress of tea made it possible to exist of the following proverbs: «tea must be strong, hot, and sweet like woman's kiss» it means that the taste of the tea should be strong; «husband's tea» means a very weak tea.

British people hold tea ceremonies on special occasions. These include weddings, birthday parties, even the <u>New Year</u> are just some of them. Some international hotels in England also host traditional tea ceremonies for special guests. Most tourists specifically research on the English tea tradition when they are to make a visit to England. Tea accompanies the Englishman throughout their life. It is difficult to find such a home or office, wherever there is tea. Journalist George Mikes in his book «How to be a Briton» writes: «You should never give up tea under the following circumstances: if it's hot outside; if it's cold outside; if you are tired; if you feel uncomfortable; if you are not at home; if you just came back home; if you want a seagull; if you do not really want a seagull, but you could; if you have not had tea for a long time; if you have just had a cup».

The British as business and punctual people and prone to a measured quiet life, realized that with the help of tea they can plan and organize time quite well. Thus, the daily routine in British society is constructed from tea to tea. In spite of all the rules and intricacies of the English tea ceremony, it is a very graceful and elegant event, able to conquer the hearts of many, the main thing – it is the atmosphere.

Proverbs are one of the ways of knowing the features of national culture. We can learn more about the customs of England, tea tradition, which has been widely reflected in the form of proverbs and sayings.

English proverbs and sayings are an integral part of culture. They contain the life experience, observations and wisdom of the people. Studying them, we are attached to foreign cultures and traditions; we can understand the national character, interests and attitudes to different life situations of people. In addition, getting acquainted with proverbs and proverbs of English extends our vocabulary, develops language intuition, and lays the habit of thinking with linguistic concepts. Reading in English is useful for training comprehension and pronunciation skills, and proverbs are designed for this, like no one else, since they also have a huge benefit with their wise semantic load. Knowing proverbs and sayings in English, an entirely new level of eloquence and foreign language proficiency opens.

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GRUNDELEMENTE DER TERMINOLOGIEARBEIT

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Der Artikel befasst sich mit der theoretischen Untersuchung der Grundelementen und Grundbestandteilen der Terminologielehre. Es werden dabei der Terminus, der Begriff, die Benennung und die Definition erläutert und näher beschrieben. Der Begriff spielt in der Terminologiewissenschaft eine zentrale Rolle. Die Definitionen werden als besonders wichtige Bestandteile der Terminologielehre und Treminologiearbeit betrachtet.

Stichwörter*: Terminologie, Terminologielehre, Terminologiearbeit, Terminus, Begriff, Benennung, Definition, Grundelemente der Terminologielehre*

Wissenschaft, Forschung und Technik und auch viele anderen Fachbereiche wie Politik, Kultur, Wirtschaft und Handel erleben in den letzten Jahrzehnten eine Entwicklung, die u.a. gekennzeichnet ist durch eine immer raschere Erneuerung und Ablösung von Erkenntnissen und Produkten. Damit gehen eine Vervielfachung des gesamten Fachwissens und eine starke Zunahme der Fachkommunikation innerhalb Sprach-und Landesgrenzen, aber genauso infolge der Internationalisierung und Globalisierung des gesamten Lebens- über Sprachbarrieren und geopolitische Grenzen hinweg.

Viele Fachgebiete erleben ständig eine Entwicklung, die auch durch eine starke Zunahme der Fachkommunikation charakteristisch ist. Fachleute bedienen sich für den Austausch von Fachinformationen über Fachsprache, die sich in erster Linie durch ihre besondere Terminologie (Fachwortschatz) auszeichnet.

Die zunehmende Komplexität fachlicher Inhalte und des gesamten Fachwissens sowie die Vernetzung und Überschneidung von Fachgebieten stellen an die Fachkommunikation immer höhere Anforderungen, was ihre Genauigkeit betrifft. In diesem Bereich hat die Terminologie als Fach- und Forschungsgebiet ihren Platz: Sie trägt dazu bei, die Fachkommunikationen zu erleichtern und zu beschleunigen und deren Qualität zu sichern, indem sie Fachwortschätze (Terminologie) ein-und mehrsprachig aufbreitet und über die Datenkommunikationsnetze breitesten Anwenderkreisen zur Verfügung stellt.

Der Begriff ist der Ausgangspunkt für die Terminologie. Er wird als „Denkenheit, die aus einer Menge von Gegenständen unter Ermittlung der diesen Gegenständen gemeinsamen Eigenschaften mittels Abstraktion gebildet» [Arntz, Picht, Mayer 2009: 37].

Die Begriffe sind an einzelne Sprachen gebunden. Der gesellschaftliche und kulturelle Hintergrund einer Sprachgemeinschaft beeinflusst die Begriffe. Sie dienen dem Erkennen, der Verständigung und Ordnen von Gegenständen.

Die Struktur von Begriffen und die Begriffsbildung sind in zahlreichen Arbeiten über Terminologie behandelt worden. Trotzdem gibt es bis heute keine einheitliche Theorie, sondern mehrere unterschiedliche Theorien über Begriffe und unterschiedliche Definitionen von begriff.

Man kann die folgenden Prinzipien der terminologischen Analyse formulieren:

Prinzip 1. Jede terminologische Analyse stütz sich fest auf Begriffe.

Prinzip 2. Begriffe werden durch Anordnung und Klassifizierung von Objekten, die man wahrnimmt/erkennt und erfährt, gebildet.

Prinzip 3. Ein Begriff besteht aus Merkmalen.

Prinzip 4. Merkmale werden durch Behauptungen über ein betreffendes Objekt erhalten.

Die Definition von „***Benennung***» lautet: „Aus einem Wort oder mehreren Wörtern bestehende Bezeichnung» [Arntz, Picht, Mayer 2009: 37]. Die Benennungen gliedern sich in Namen, die die Individualbegriffe bezeichnen und in Benennungen, die Allgemeinbegriffen bezeichnen. Unter Individualbegriff versteht man die Begriffe, die ausgehend von einem einzelnen Gegenstand oder einer Menge durch Abstraktion gebildet wurden. Die Allgemeinbegriffe stellen solche Begriffe dar, die ausgehend von mehr als einem Gegenstand durch Abstraktion gebildet wurden und die bestimmte Merkmale gemeinsam haben. Man unterscheidet zwei Benennungstypen. Die Einwortbenennungen gliedern sich in elementare Wörter, die aus einer bedeutungstragenden Einheit bestehen, und in komplexe Wörter, die zwei oder mehr bedeutungstragende Einheiten umfassen. Die Mehrwortbezeichnungen beinhalten mindestens zwei getrennt geschriebene Wörter, die syntaktisch verbunden sind [Arntz, Picht, Mayer 2009: 112].

Die Definitionen werden als besonders wichtige Bestandteile der Terminologielehre und Treminologiearbeit betrachtet. In einer Definition steht der Begriff im Mittelpunkt, der durch die sprachlichen Mittel eingegrenzt wird. Die Definition versteht sich als Begriffsbestimmung mit sprachlichen Mitteln [Arntz, Picht, Mayer 2009: 59]. Die Definition kann man als Umschreibung des Begriffs nach dem Inhalt oder Umfang betrachten. Sie begrenzt damit den Begriff von anderen Begriffen ab [KÜDES 2002: 30]. Es gibt mehrere Definitionsarten. Aber nach Arntz, Picht und Mayer sind drei von großer Bedeutung. Es geht um die Inhaltsdefinition, Umgangsdefinition und Bestandsdefinition.

Die Inhaltsdefinition wird als klassische und damit auch die wichtigste Definitionsart betrachtet. Hier werden der Oberbegriff und die einschränkenden und wesentlichen Merkmale genannt, die den zu definierenden Begriff kennzeichnen. Die Umgangsdefinition besteht aus allen Unterbegriffen eines Begriffs, die auf der gleichen Unterteilungsstufe aufgezählt werden und die unter einem Begriff fallen. In einer Bestanddefinition werden alle individuellen Gegenstände oder Teilbegriffe eines Begriffs genannt. Solche Definitionsart ist weniger abstrakt und besser verständlich, aber man muss bei der Bildung einer Definition nur die begrenzte Zahl der dazugehörenden Gegenstände benutzen [Arntz, Picht, Mayer 2009: 62-64]. Bei der Definition spielen auch einige Hilfsmittel bedeutende Rolle. Man spricht insbesondere über Abbildungen, Beispiele, Kontext, Symbole oder Formeln, die dem besseren und leichteren Verständnis des Begriffs dienen. In manchen Fällen können sie auch eine Alternative zu einer Definition darstellen [Arntz, Picht, Mayer 2009: 66-67].

Wie Pearson [1998:8] und L´Homme, Heid und Sager [2003:154] bemerken, gibt es heute keine Übereinstimmung über die Beschreibung und Definition von Termini. Oft wird der Terminus vom gemeinsprachlichen Wort dadurch unterschieden, dass Termini

anders als gemeinsprachliche Wörter eindeutige und klar definierte Begriffe bezeichnen sollen, und dass die Bedeutung von Termini, anders als die Bedeutung gemeinsprachlicher Wörter, nicht vom Kontext bestimmt wird.

Die meisten modernen Terminologen stimmen aber dieser Ansicht nicht zu und meinen, dass Termini anders als in der traditionellen Terminologie angenommen wurden, keine kontextunabhängige Einheiten sind – in dem unterscheiden sich Termini also nicht von Wörtern der Gemeinsprache. Aus einem linguistischen Gesichtspunkt betrachtet, benehmen sich Termini wie Wörter. Zum Beispiel die Untersuchung von Meyer und Macintosh (2000) zur De-Terminologiesation hat gezeigt, dass es keinen klaren Unterschied zwischen Termini und Wörter gibt, und dass lexikalische Einheiten von einem Verwendungsgebiet in andere Gebiete übertreten [L´Homme, Heid, Sager 2003: 154]. Sager definiert Termini einerseits als lexikalische Einheiten, die zu einem spezifischen Verwendungsgebiet einer oder mehrerer Sprachen gehören [Sager 1990: 2], andererseits als Symbole, die Begriffe repräsentieren [Sager 1990: 22].

Temmerman (2000) sieht Termini als Einheiten des Verstehens an und Cabre´(1999) schreibt über spezialisierte Bedeutungen, die in spezifischen kommunikativistischen Situationen aktiviert werden. Nach Cabre´(2003) sind terminologische Einheiten mehr dimensionale Einheiten, die aus den folgenden drei Gesichtspunkten betrachten werden müssen: den kognitiven (der Begriff), den linguistischen (der Terminus) und den kommunikativen (die Situation) Gesichtspunkt [Cabre´2003: 187].

Pearson (1998), Temmerman (2000) und Cabre´(2003) sind der gleichen Meinung, dass ein Terminus nur durch den Kontext (d.h. den Text oder die Situation), in den/in der der Terminus verwendet wird) von einem gemeinsprachlichen Wort unterschieden werden kann.

Nach Temmermans Überzeugung können Wörter oder Termini nicht objektiv etwas bedeuten, sondern sie können nur in einem linguistischen Kommunikationsprozess über eine außersprachliche Wirklichkeit verstanden werden [Temmerman 2000: 42].

Pearson schreibt: „Manchmal wird die relative Seltenheit eines Wortes oder Ausdrucks in der Gemeinsprache oder in einer kommunikativen Situation als Beweis dafür betrachtet, ob das Wort oder der Ausdruck ein Terminus ist oder nicht. Während es zwar viele Termini gibt, die nie oder selten in der Gemeinsprache oder in Alltagssituationen verwendet werden, gibt es auch viele lexikalische Einheiten, die eine allgemeine Bedeutung als gemeinsprachliche Wörter und eine spezifische Bedeutung als Termini einer Fachsprache haben. Im Fall der letzteren ist die relative Seltenheit also kein nützliches Kriterium wenn man Termini von gemeinsprachlichen Wörtern unterscheiden will, weil solche Termini häufig als Wörter der Gemeinsprache auftreten» [Pearson 1998: 27].

Wie Fluck schreibt, liegt der Unterschied zwischen einem Fachwort und einem gemeinsprachlichen Wort, die die gleiche Form haben, auf der Bedeutungsebene der Inhaltsseite. Dort wird für das systemgebundene Fachwort ein Bedeutungsinhalt

realisiert, der von der gemeinsprachlichen Bedeutung grundsätzlich verschieden ist [Fluck 1980: 47].

Das Fachwort wird als spezialisierte Bezeichnung verstanden, die den eindeutig bestimmbaren, konkreten Gegenstand bestimmt [Küdes 2002: 14).Wörter werden nur dann Termini, wenn mit ihnen spezialisierte Begriffe eines Fachgebietes benannt werden, denn ohne Fachbegriffe können Termini Wörter der Gemeinsprache sein. Andererseits kann man ohne die Sprache nicht über Begriffe sprechen und nach Temmerman kann man Begriffe gar nicht ohne die Sprache verstehen.

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ZUM STAND DER FORSCHUNG DER TERMINOLOGIEARBEIT

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Der vorliegende Artikel befasst sich mit der theoretischen Untersuchung der Fachgebiete wie Fachsprachen, Terminologie, Terminologielehre. Bei der Bearbeitung des Materials zum Artikel wurden aktuelle Fachpublikationen und Fachlehrbücher in deutscher Sprache verwendet. Im Artikel folgt die Charakteristik der Terminologielehre, die Hand in Hand mit der Terminologiearbeit geht. Es werden die Schritte, die für die Erstellung einer Terminologiearbeit wichtig sind angeführt und erläutert.

***Stichwörter**: Fachsprachen, Terminologie, Terminologielehre, Termonologiearbeit*

In der Informationsgesellschaft, in der wir leben, ist die Terminologie unabdingbar. Die Terminologie dient der Erleichterung und Beschleunigung der Fachkommunikation. Die Fachkommunikation stellt heute ein Fünftel der gesamten Informationen. Es gibt mehrere Gründe dafür. Erstens geht es um den Handel in Europa und weltweit, der die Verwendung von Termini fordert. Zweitens, die internationalen Absatzmärkte mit unterschiedlichen Kulturen, Sprachen, Sozialsystemen verursachen zusammen mit der Globalisierung die Entwicklung neuer Terminologie.

Der Forschung der Fachsprachen aus synchronischer Sicht widmen sich einige deutsche Autoren, deren ausgewählte Werke im Artikel genannt werden. In seinem Werk beschreibt Thorsten Roelcke (2005) die Fachsprache nicht nur generell, sondern auch im Bezug auf die einzelnenn Gliederungen und Eigenschaften der diversen Fachsprachen. Roelcke beschäftigt sich beispielweise Fachsprachennormung mit der Methodik der Terminologiearbeit, die für diese Arbeit grundlegend ist.

Hans-Rüdiger Fluck widmet sich in seinem Werk *Fachsprachen* (1996) der Fachsprache aus ähnlicher Sicht wie Roelcke. Er beschäftigt sich mit der Entstehung und Entwicklung der Fachsprachen, ihrer gegenwärtigen Rolle und ihrer sprachlichen Beschreibung, wobei er seine Ausführungen an konkreten Beispielen demonstriert.

Dieter Möhn und Roland Pelka sind Autoren der nächsten Publikation - *Eine Einführung* (1984). Hier wird die Fachsprache als Typus sprachlicher Variation definiert, ihre Fächer und funktionsbestimmten Merkmale näher beschreiben.

Reiner Arntz, Heribert Picht und Felix Mayer (2009) definieren alle wichtigen Grundelemente der Terminologiearbeit, d.h. den Terminus, den Begriff, die Merkmale, die Definition und die einzelnen Begriffssysteme. Sie betonen die Wichtigkeit der Terminologienormung und der Äquivalenz und führen zugleich praktische Beispiele, die für die Erstellung dieser Terminologiearbeit nützlich sind, an.

Die Fachsprache ist nach Möhn und Pelka eine Variante der Gesamtsprache, wobei sie dem Erkenntnis und der begrifflichen Bestimmung der Gegenstände, die fachspezifisch sind, sowie der Verständigung über sie dient. Damit trägt sie im konkreten Fach den spezifischen kommunikativen Bedürfnissen allgemein Rechnung.

Die Fachsprache ist primär nicht an Laien, sondern an Fachleute gebunden, aber es wird betont, dass auch fachlich Interessierte daran teilhaben können.

Die Variante „Fachsprache» ist in zahlreichen abgrenzbaren Erscheinungsformen, schriftlich oder mündlich sowohl innerhalb der Fächer als auch zwischen den Fächern realisierbar [Möhn/Pelka 1984:26].

Die Besonderheit der Fachsprachen liegt nach Fluck in ihrem speziellen, auf Bedürfnisse des jeweiligen Faches abgestimmten Wortschatz dessen Übergänge zur Gemeinsprache fließend sind und der auch gemeinsprachliche und allgemeinverständliche Wörter enthält [Fluck 1996:12]. Fluck untersucht auch die allgemeine Aufgabe der Fachsprachen. Es handelt sich hierbei um „die Bereitstellung eines Zeichenvorrats zur Verständigung über bestimmte Gegenstands − und Sachbereiche, die möglichst präzise und ökonomische erfolgen soll [Fluck 1996: 12-13].

Roelcke untersucht die Fachsprache aus einer anderen Perspektive. Für ihn bedeuten die Fachsprachen Varietäten einer Einzelsprache, die sich von deren anderen Varietäten mehr oder weniger unterscheiden [Roelcke 2005: 18]. Er betrachtet weiter die Fachsprachen als „sprachliche Systeme, die fachlicher Kommunikation zugrunde liegen, zu einer solchen, die Fachsprachen als sprachliche Äußerungen und somit als Ergebnis fachlicher Kommunikation begreifen [Roelcke 2005: 22]. Eine andere Definition führt an, dass sich die Fachsprache sowohl der verbalen, als auch der nichtverbalen Formen der fachbezogenen Verständigung, zu der Fachkommunikation und Fachdiskurs gehören, bedingt.

Oft wird die Fachsprache gegensätzlich zum Begriff der „*Gemeinsprache*» gestellt. Unter Gemeinsprache verstehen Möhn und Pelka „die Variante der Gesamtsprache, über die mehr oder weniger alle Sprachteilhaber in gleicher Weise verfügen und deren schriftlicher und mündlicher Gebrauch in öffentlichen wie privaten Situationen primär der Kommunikation bzw. Verständigung über allgemeine Inhalte des täglichen gesellschaftlichen und privaten Lebens dient», [Möhn, Pelka 1984: 141].

Die Linguisten haben sich geeinigt, dass die Fachsprachen den Bedürfnissen in einzelnen Bereichen der Wissenschaft, Technologie, Wirtschaft, Management, Medizin, Recht usw. dienen. Mit anderen Worten ist die Anzahl der Fachsprachen im Vergleich zu Gemeinsprache relativ hoch.

Das fachliche Handeln hat heutzutage einen großen Einfluß auf fast alle gesellschaftlichen und privaten Lebensbereiche und deswegen spiegelt sich der Wortschatz einiger Fachsprachen in der Gemeinsprache wider.

Die Fachwörter aus den Fächern (z.B. Bankwesen, Fremdenverkehr), von deren Handeln heute fast jeder betroffen ist, oder für deren Handeln man sich interessiert, werden häufiger in der Gemeinsprache auftreten als Fachwörter aus den Fächern (z.B. Mineralogie, Archäologie) [Möhn, Pelka 1984: 142]. Deswegen sind ursprünglich einige Wendungen aus der Sprache der Technik und andere Wendungen aus dem Bereich des Sports ein Teil der Umgangssprache geworden, wobei sich die meisten Sprecher nicht dessen bewusst sind, woher der Ursprung dieser Wendungen kommt. Wenn die Fachsprache präziser und damit klapper wird, verliert sie ihre allgemeine Verständigkeit. Auf diese Weise können immer weniger Menschen, Texte aus Fachgebieten, mit denen sie sich nicht ständig beschäftigen, verstehen.

Andererseits scheint es wegen Eingang von immer mehr Fachwörtern in die Gemeinsprache, dass er zu der „Übersättigung der passiven Wortschatzes» kommt. Durch die Massenmedienmittel verbreiten sich auch die Fachwörter, die Adressat

ungenau oder falsch versteht und die er nicht korrekt verwenden kann. Dieses Phänomen heißt „Determinologisierung» [Arntz, Picht, Mayer 2009: 21-22].

Die Terminologie wird als Fachwortschatz eines bestimmten Gebiets bezeichnet. Nach Rey [Rey 1995: 1] befasst sich die Terminologie grundlegend mit Namen und mit dem Prozess der Benennung und somit auch mit der Sprache und mit Bedeutungen. Zunächst muss beachtet werden, dass das Wort Terminologie polysemantisch ist, d.h. es hat mehrere unterschiedliche Bedeutungen. Sager unterscheidet die folgenden drei Bedeutungen:

1. eine Kollektion von Anwendungen, Tätigkeiten, Verfahren und Methoden, die für die Sammlung, Beschreibung und Darstellung von Termini verwendet werden.

2. eine Theorie, d.h. die Prämissen, Argumente und die Schlussfolgerungen, die die Aufklärung der Beziehungen zwischen Begriffen und Termini die wesentlich für eine kohärente Beschäftigung unter 1 sind, vorausgesetzt.

3. der Wortschatz eines spezialisierten Fachgebiets [Sager 1990:3].

Eine ausführliche Definition der Terminologie geben Arntz, Picht und Mayer: „Terminologie ist der Gesamtbestand der Begriffe und ihrer Benennungen in einem Fach. Terminologie wird hier als ein Teil der Sprache in einem Fachgebiet und damit als ein Teil von Fachsprache verstanden [Arntz, Picht, Mayer 2009:10]. Das heißt, dass eine effiziente Kommunikation auf der fachsprachlichen Ebene ohne konkrete Verwendung von Terminologie nicht möglich ist [Schmitz 2011].

Nuoppen weist darauf hin, dass Theorie und Methoden der Terminologie ursprünglich aus dem Bedürfnis der Experten von verschiedenen Spezialgebieten, besonders der Technik, die Terminologie und Begriffe der Fachbereiche zu standartisieren, entstanden sind [Nuoppen 2003:4]. Am Anfang haben die Experten, die sich um Standartisierung kümmerten, die Theorie und Methoden der Terminologie angewendet.

Auch die traditionelle Terminologietheorie von Eugen Wüster ist aus den Begriffen und Termini seines Fachgebiets entstanden [Temmerman 2000:15]. Temmerman stellt fest, dass die Terminologie ursprünglich aus dem Interesse an Standartisierung gewachsen ist, und weist kritisch darauf hin, dass dieses Interesse der Entwickler der traditionellen Terminologie die terminologische Untersuchung verhindert hat. Später sind Terminologen, die heutzutage meistens keine Fachexperten sind, sondern eine linguistische Ausbildung haben, ins Bild getreten. Die dritte Gruppe, die heute die Theorie und Methoden der Terminologie anwendet, sind Übersetzer, deren Arbeit oft auch Terminologiearbeit enthält, und die während ihrer Ausbildung Kenntnisse über die Terminologiearbeit erwerben [Nuoppen 2003:4].

Nach Sager kann die Termonologie nicht als eine eigene, von anderen Disziplinen getrennte Disziplin betrachtet werden [Sager 1990:1]. Laut Sager kann alles Wesentliche, was man über Terminologie sagen kann, im Rahmen der Linguistik, der Informationswissenschaft oder der Computerlinguistik gesagt werden [Sager 1990:1].

Auch Cabre` [Cabre` 2003:182] und Temmerman [Temmerman 2000:15] stehen dem Status der Terminologie als eine wissenschaftliche Disziplin kritisch gegenüber. Sie sind der Meinung, dass Terminologie nur dann als ein wissenschaftliches Untersuchungsfeld betrachtet werden kann, wenn die Methoden und Prinzipien der Terminologietheorie sich auf empirische Untersuchungen stützen, d.h. wenn die Theorie von Fakten und nicht von Utopien ausgeht. Temmerman ist der Überzeugung, dass die traditionelle Terminologie diese Forderung nicht erfüllt.

Die von Eugen Wüster entwickelte traditionelle Terminologietheorie ist in den letzten Jahren von vielen Autoren kritisiert worden. Temmerman kritisiert die traditionelle Terminologietheorie und schreibt, dass ihre Prinzipien, z.B. die Korrespondenz zwischen Begriff und Terminus nicht mit beobachtbaren Daten übereinstimmen. Aus diesem Grund könne die traditionelle Terminologie nicht als eine echte wissenschaftliche Disziplin betrachtet werden.

Neuere Untersuchungen haben gezeigt, dass Polysemie und Synonymie häufig in der Terminologie von verschiedenen Fachgebieten vorkommen und dass sie zweckmäßig sind. Nach Temmerman berücksichtigt die traditionelle Terminologietheorie gar nicht die Tatsache, dass die Sprache bzw. die Benennung der Begriffe eine wichtige Rolle dabei spielt, wie die Begriffe im menschlichen Verstand entstehen [Temmerman 2000:5].

Die Terminologielehre, auch Terminologiewissenschaft genannt, stellt ein interdisziplinär orientiertes Fach dar und wird als Wissenschaft von Fachwortschätzen, d.h. Terminologie definiert [Arntz, Picht, Mayer 2009: 5]. Ihre Grundlagen liegen in Fachsprache, Normen, Begriffssystemen, Terminologiearbeit, Definitionen und Terminologierecherche [Schmitz 2011].

Laure`n, Myking und Picht definieren die Terminologie wie folgt: Interdisziplinär entwickelte Wissenschaft, deren Darstellungsformen sowie Beziehungen zwischen ihnen und andererseits deren systematische Darstellung und die Anwendung derselben innerhalb vieler verschiedener Wissensgebieten ist [Arntz, Picht, Mayer 2009:8].

Eine andere Definition die Terminologielehre als die Wissenschaft von den Begriffen und ihren Benennungen im Bereich der Fachsprachen gehört Arntz, Picht und Mayer [Arntz, Picht, Mayer 2009: 3]. Es ist wichtig zu betonen, dass die Terminologielehre eng mit anderen Disziplinen zusammenhängt. Genannt seien hier die Sprachwissenschaft (Bildung und Erweiterung der Fachwortschätze), die Sachwissenschaften (Terminologie eins bestimmten Fachgebietes), institutionalisierte Normung, die Philosophie (Bildung von Begriffen und ihrer Verknüpfungen), die Information und Dokumentation (Aufbau der Klassifikationssysteme und Thesauri), die Wissenstechnik usw. [Arntz, Picht, Mayer 2009: 5-7].

Die Terminologiearbeit ist als Erarbeitung, Bearbeitung oder Verarbeitung der Terminologie zu verstehen [Arntz, Picht, Mayer 2009: 3]. Nach Schmitz umfasst die Terminologiearbeit nicht nur die oben genannten Prozesse, sondern auch die Extrafunktion der Terminologie aus den Texten sowie die Einarbeitung der Terminologie in die Texte. Eine terminologische Arbeit kann sich auf eine oder auf mehrere sprachen konzentrieren. Das Gleiche gilt auch für das Fachgebiet – sie bearbeitet entweder ein Fachgebiet, oder mehrere Fachgebiete zugleich [Schmitz 2011].

Die terminologischen Angaben werden meistens aus Fachtexten durch entweder teilweise oder völlig automatisierte Extraktion gewonnen. Danach folgt die Analyse der Begriffe und Bedeutungen von extrahierten Termini. Die Terminologiearbeit hängt eng auch mit der Übersetzungstätigkeit zusammen. Sie stellt die Ergebnisse der lang andauernden Recherchen der Übersetzer und anderer Interessierte dar. Eine terminologisch orientierte Arbeit entsteht bekanntlich Hand in Hand mit Beratung von Fachleuten, einer langen Suche nach Termini und im Fall der zwei- oder mehrsprachigen Arbeit auch mit einer Suche nach der Äquivalenz. Dabei gibt es viele Probleme, zu

denen lückenhafte Dokumentation, das Fehlen eines kompetenten Ansprechpartners, sowie mangelnde Berücksichtigung des Zeitbedarfs für die Übersetzung gehören.

Die Aufgabe der Fachleute, die sich mit den terminologischen Fragen befassen, ist es, die Terminologie eines bestimmten Fachgebiets in einer, oft aber auch in mehreren Sprachen zu sammeln und zu überprüfen. Im zweiten Fall geht es um eine übersetzungsorientierte Terminologiearbeit. Die Terminologen arbeiten mit Fachwortschätzen, legen bei Bedarf Fachwörter fest (terminologische Festlegung) und bilden Terminologiesammlungen. Die Ergebnisse solcher Arbeit werden den Benutzern in Form von Fachwortlisten, Fachglossaren, Fachlexika oder Fachwörterbüchern zur Verfügung gestellt, wobei es um terminologische Lexikographie und Terminografie geht.

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CONCEPT «ANIMALS» IN RUSSIAN AND ENGLISH SUPERSTITIONS

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The given article dwells on the study of semantics and pragmatics of the people's acceptance of the macro-concept «Animals» from the point of view of the linguistic and cultural approach based on two languages (Russian and English) being compared. The article singles out the characteristic features of superstitions.
Key words: superstitions, semantic group, pragmatics, animals.

Oral lore that has been transmitted over centuries from generation to generation reflects the historical experience of people, their spiritual and moral appearance, and the peculiarities of the national mentality. The most vivid image of people's thought can be traced in one of the small genres of folklore - superstitions.

Superstitions represent a unique stratum of the folklore. Due to their unique identity and specific ability to reflect the cognitive potential of the ethnos, superstitions require a multilateral and in-depth scientific study.

Currently, the need and importance of studying superstitions is due to the trends that are observed in modern linguistics in connection with the processes of globalization and active interaction of various national cultures. It stimulates to do the research of national language pictures of the world, the peculiarities of linguistic consciousness of different peoples, the manifestation of national and specific traits in the process of conceptualization and categorization of the human experience when interacted with the surrounding reality. At the same time, comparative studies of superstitions in such different languages as English and Russian acquire special significance. According to V. von Humboldt, «different languages are for the nation the organs of their original thinking and perception» [Humboldt 1985: 87].

On the basis of the relation «animals-people» the composition of the lexico-semantic group, which called mammals, we divided into three paradigmatic series: 1) livestock 2) domestic animals 3) wild animals.

The first paradigmatic series consists of lexemes united by the «livestock» term, the most frequent in both languages is the «cattle» lexeme, which has a synonym for «cattle» in Russian, and in English the semantics of a group of animals of the same species, and grazing cattle is expressed by the lexeme «herd»:

1. Cattle drink little water, in the daytime sleep – it may rain;
2. When cattle remain on hilltops - the weather will change for the better;
3. In the winter, the cattle bump - the weather will change for the worse;
4. Herds seeking sheltered places instead of settled weather - a change towards less settled weather (English).

In English superstitions on livestock, the noun «oxen» which means cattle, is often used. For example: If oxen turn up their nose and sniff the air, it is a sign of rain.

The large number of superstitions in both languages of this paradigmatic series is associated with animals such as a cow, a sheep, a pig.

Particular attention in the superstitions with the lexeme «cow» is given to the words describing the parts of the body of the cow: «head», «side» and «tail». A significant parameter that allows predicting the weather, in popular superstitions is the quantity and quality of cow's milk, with special attention being paid to reducing or increasing its quantity, as well as changing the milk itself:

Cows reduce milk - a sign of rain;

Cow milk turns sour soon after milk - a sign of thunderstorm.

If the cow reduces the amount of milk - a sign of rain.

You can expect rain when the cows do not give milk (English).

When cows fad their milk, expect stormy and cold weather (English).

The lexeme «cow» is often used with the verbs of movement. The most widely used among them is the verb «go». For example: If in good weather cows themselves go out of the encroachment to the shed or under the canopy - expect early rain: in the winter snowstorms, in the summer –downpours (Russian). If cows refuse to go pasture in the morning, it indicates rain to come (English).

Both Russian and English folk features with a lexeme «sheep» are constructed taking into account the time parameter associated with part of the day: The weather will change if the sheep do not scatter on the pasture in the morning, but keep together. In English: If sheep feed up-hill in the morning, sign of fine weather.

To the paradigmatic series of domestic animals, we include cats and dogs that live directly next to the person.

The lexemes «cat» and «dog» are often followed by verbal predicates with the meaning of movement: The dog is lying on the snow - sign of blizzard [Dal 1997: 568]. The cat rolls on the floorboards - the heat is knocking on the house (Russian). When a dog rolls on his back, it will soon rain (English).

Both in Russian and English signs, we noticed the dominant use of the verb «eat»: The dog eats hay from the tub in the winter - sign of heat. A cat is eating grass - sign of rain; Cats and dogs eat grass - sign of rain (English).

The most common in both Russian and English signs with the lexeme «cat» goes the verb «scratch»: The cat scratches the wall - sign of rawness; Cats scratch the wall or a post before wind, and wash their faces sign of thaw. Among the verbs of the state the most used is a verb «to sleep»: The cat is fast asleep - sign of the heat. [Dal 1997: 568]; If spaniels sleep more than usual, it foretells wet weather (English).

As to the third paradigmatic series, in Russian and English the «deer» lexeme is less frequently used: If the deer steeped the hoof on the first (the water is cold) [Dal 1997: 556]; If the deer rise dry and lie down dry on Bullion's Day, there will be a good harvest (English). Nevertheless, the lexeme «squirrel» is much more common, for example: before Virgins mantle the squirrel purely faded - winter will be good; if the squirrel fades from the head to the tail – to a bad winter, and if from tail to head – to a strong winter. A lot of squirrels in the gardens - to a wet summer; a few squirrels in one nest - to a nipping frost; If squirrels are scarce in autumn, it indicates a cold winter (English). When squirrels lay in a large supply of nuts, expect a cold winter (English).

In addition, specific lexemes were identified for Russian superstitions («gopher», «marten», «ferret»), and for the English ones («badger», «muskrat» «skunk», «dolphin»). However, the given lexemes in superstitions are extremely rare.

The conclusion is that only those concepts that are the nuclear component of the conceptual sphere of the language used by the bearers of a particular culture are explained in superstitions and constitute the most important part of the national consciousness of the representatives of this culture. A superstition, as a kind of regulator of the way of life of previous generation and regulates human behavior.

We note the high pragmatic significance of the superstition. Thus, the peculiarities of the semantics and pragmatics of the English and Russian superstitions, which we examined in the framework of multilateral analysis, helped to reveal a significant linguistic and cultural potential in them.

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