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MOZYR STATE PEDAGOGICAL UNIVERSITY
NAMED AFTER I. SHAMYAKIN
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EXPERIENTIA EST OPTIMA MAGISTRA

Volume XIV

International collection of scientific papers

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БЕЛГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ НАЦИОНАЛЬНЫЙ
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ИМ. А.П. ШАМЯКИНА
ПАВЛОДАРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ
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Е 97 **Experientia est optima magistra (опыт – лучший учитель):** сборник научных статей / Под ред. Е. А. Огневой, Л. Н. Мирошниченко, Д.Е. Смирновой. Вып. XIV. – Белгород : ООО «Эпицентр», 2024. – 268 с.

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

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SECTION 1. SOCIAL SCIENCES

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THE ESSENCE AND FEATURES OF SOCIAL WORK WITH MILITARY PERSONNEL

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The need to implement the state policy of social protection of military personnel and their relatives is determined by the specific component of military service, which poses a constantly high risk, up to the death of people in the process of conscription. This article discusses the main topics of social work with the military and their relatives and shows the features of social work with military personnel as a special type of social protection associated with the peculiarities of military service.

Key words*: social work, military personnel, state policy, support programs, social security.*

The relevance of the study of the essence and features of social work with military personnel is due to the unique stress and difficulties associated with their professional activities, as well as the need for specialized support and assistance to ensure their well-being and successful adaptation after service. The history of social work with military personnel has a long and rich history that stretches over many centuries. From the very beginning of the appearance of armies and troops, there was a need to provide assistance and support to military personnel who found themselves in difficult life situations.

One of the first manifestations of social work with the military is the creation of so-called "army hospitals" in ancient times. In these institutions, the military received medical care, wounds were treated, and medicines were prescribed. It also provided psychological support for soldiers suffering from stress and psychological trauma after a battle or the loss of comrades [Belousov 2022: 56].

The purpose of the study of the essence and features of social work with military personnel is to gain a deeper understanding and analysis of the factors affecting the effectiveness of social support and rehabilitation of military personnel.

In the 19th and 20th centuries, social work among the military began to develop more and more. The great world conflicts - the First and Second World Wars - brought a huge number of wounded and disabled people. It was during this period that special institutions were established, such as rehabilitation centers and military hospitals, which provided medical care and rehabilitation for veterans. Vocational training programs have also been organized to help soldiers return to normal life after service.

The second half of the 20th century was a period of significant development of social work among the military. With the advent of nuclear weapons and increasing tensions between countries, it became clear that having only medical care for the wounded was not enough. There was a need to provide psychological support and counseling for both the serviceman himself and his family [Bryantseva, Solonin 2022: 90].

The creation of specialized social work services was the next step in the development of this area. They were engaged in providing all types of support - from financial assistance to employment after graduation. Meetings and seminars were organized for the military, where problems related to their service were discussed, as well as various resources and information were provided.

The next step was the creation of specialized support programs for veterans. These programs provided assistance in obtaining higher education or vocational training after graduation, assistance in finding a job or starting your own business. They also provided psychological support and counseling if necessary.

Currently, social work among military personnel continues to develop and expand. Specialists in this field strive to provide all possible types of support - from medical care to legal advice. In addition, an increasing amount of research is being conducted in the field of psychology and pathology in the military in order to better understand the causes of various problems and find effective methods of assistance.

Thus, the history of social work with military personnel is rich and diverse. From simple army hospitals to complex support and rehabilitation programs, social workers play an important role in the lives of military personnel and help them adapt to normal civilian life after service [Bryantseva, Solonin 2022: 93].

In a general sense, social work is understood by many researchers as [Belousov 2022: 34]:

- a system of norms and rules established by the state for the provision or non-provision of guarantees, benefits and advantages that create the necessary conditions for the life and activities of various social groups of the country's population;

- a set of measures, actions and means of the state and society aimed at the occurrence of risky situations in the ordinary life of citizens (illness, unemployment, old age, disability, death of the breadwinner, etc.);

- implementation of a set of state policy measures to maintain the necessary standard of living for socially vulnerable segments of the population during the period of economic reforms and crisis phenomena.

Institutionalism is one of the directions of development of modern economic thought. In accordance with this direction, the behavior of economic entities is largely determined by the framework, norms and rules (i.e., institutions) within which socio-economic relations take place. As a rule, there are formal (fixed in the relevant normative legal acts) and informal (traditions, rules, legends, etc.) institutions. Despite the importance of the informal component of state policy in the field of social protection of military personnel (the prestige of the military profession, the attractiveness of the status of a military man in society, etc.), formal institutions certainly play a more important role.

An extremely important role in the social protection system of military personnel and their family members is played by such a formal institution as the Law of the Russian Federation No. 4468-1 dated 12.02.1993 "On pension provision for persons who have served in military service, service in internal affairs bodies, the State Fire Service, bodies for the control of trafficking in narcotic drugs and psychotropic substances, institutions and bodies of penal enforcement the system, the troops of the National Guard of the Russian Federation, and their families".

The leading organizational and legal forms of social protection of the population are currently:

- state social insurance;
- pension provision;
- social services;
- organization of employment of the population;
- provision of social benefits and benefits to particularly needy categories of the population [Eliseeva 2021: 83].

The main role in social terms is played by the level of material support for military personnel, namely the formation of the structure of monetary allowances. After all, for example, the fact that a serviceman cannot carry out entrepreneurial activities, that is, have an income level adequate to the conditions of a market economy, requires increased attention from the state and, accordingly, financial support for the level of monetary support for military personnel, motivating them to fulfill their duties. effectively perform official duties.

Programs and resources for social work with military personnel are an important tool for supporting and assisting this category of the population. Military service can have a significant impact on the psychological, physical and social well-being of military personnel, so it is necessary to provide them with access to various programs and resources that will help meet their needs.

One of the main aspects of social work with military personnel is the provision of information about available programs and resources. Often, military services are unaware of assistance opportunities or do not know how to access them. Providing information about these programs can help improve the accessibility of services for military personnel.

There are many programs that offer support to veterans and active military personnel. Some of them are aimed at providing financial assistance, such as compensation payments for participation in combat operations or grant programs for training and advanced training. Other programs provide medical care, including psychological support and rehabilitation after traumatic events.

The implementation of the state policy in the field of social protection of military personnel faces a number of problematic issues. First of all, it is necessary to assess the level and sufficiency of the parameters of the monetary allowance of military personnel, since this factor largely determines the attractiveness and prestige of military service in society, the social status of a serviceman, as well as the parameters of the effectiveness of the implementation of state policy in the field of social protection of military personnel and their family members.

However, a problematic point from the point of view of ensuring a decent level of monetary allowances for military personnel is the tendency to commercialize social sectors (education, healthcare, housing and communal services, etc.). Thus, according to statistics, the growth rate of paid medical services (by 5-10%) annually outstrips the growth rate of monetary allowances for military personnel. This is especially true for family members of military personnel and the occurrence of additional costs for social services provided in the family budget of a serviceman.

The pension reform being implemented in the Russian Federation does not fully take into account the interests of military personnel. At the same time, it is necessary to take into account the peculiarities of retirement of a serviceman, which differ significantly from civilian specialties. The minimum retirement age for a serviceman is 45 years (in civilian specialties – 60 years for women and 65 years for men). At the same time, a serviceman's retirement experience may decrease depending on the conditions of military service (for example, participation in combat operations) or health status. In addition, it is necessary to take into account the current discussion points regarding the increase in the age parameters of pension provision, which may affect military personnel.

Recently, the State has been paying increasing attention to the issues of social development of the Armed Forces, increasing the level of social protection of military personnel, citizens discharged from military service, and their family members. At the same time, many problems in the military-social sphere remain unresolved, including those arising from the new tasks of military construction [Tarent, Yudnikov 2020: 32].

Most of the elements of the monetary allowance of military personnel studied in the work are used in Russia, however, you can pay attention to additional monetary payments to military personnel serving abroad with their families, and financial encouragement of foreign language proficiency [Ivanov, Kamenskij, Kruchinina 2023: 63].

Restrictions on military personnel in some general civil rights and freedoms arising in connection with the features of military service established by law are compensated for military personnel with benefits such as superannuation pensions, disability and survivor's pensions, life and health insurance and many others. The legislation clearly defines the conditions for the appointment of these benefits, which categories of citizens are entitled to them, in what amounts and what allowances they can be provided.

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SOZIALVERTRAG ALS STAATLICHE SOZIALHILFE

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Der Artikel beschäftigt sich mit dem Gesellschaftsvertrag als einem Hebel zur Armutsbekämpfung in der Russischen Föderation. Es wird der Begriff des Gesellschaftsvertrags definiert und die Vorteile dieser Form der Sozialhilfe als eine vielversprechende Technologie analysiert. Es wird darauf hingewiesen, dass der innovative Charakter dieser Technologie eine Reihe von Problemen mit sich bringt, die die Gesamteffizienz der Arbeit beeinträchtigen können.

Stichworte: *Gesellschaftsvertrag, schwierige Lebenssituation, Arbeitssuche, individuelle unternehmerische Tätigkeit.*

Ein Gesellschaftsvertrag ist eine Vereinbarung zwischen einem Bürger und den Sozialbehörden. Im Rahmen dieser Vereinbarung muss die örtliche Sozialbehörde Hilfe in der durch Bundes- und Landesgesetze festgelegten Höhe leisten und der Bürger verpflichtet sich, Maßnahmen gemäß dem Sozialversicherungsprogramm durchzuführen [Kto imeet pravo na vyplaty...].

Der Gesellschaftsvertrag hat zum Ziel, bedürftige Bevölkerungsgruppen zu unterstützen, um ihre Lebensqualität zu verbessern und schwierige Lebenssituationen zu bewältigen. Eine wichtige Voraussetzung für den Bezug staatlicher Sozialhilfe im Rahmen des Gesellschaftsvertrages ist ein Einkommensniveau unterhalb des in der Region festgelegten Existenzminimums, das durch Umstände bestimmt wird, die außerhalb der Kontrolle der betreffenden Person liegen.

Der Begriff «schwierige Lebenssituation» bezieht sich auf Umstände, unter denen die Lebensbedingungen eines Bürgers verschlechtert werden und er nicht in der Lage ist, die Folgen aus eigener Kraft zu bewältigen. Dieser Begriff wird im Gesetz vom 17. Juli 1999 Nr. 178-FZ «Über staatliche Sozialhilfe» verwendet [Federal'nyj zakon vom 17.07.1999 N 178-FZ ...].

Der Gesellschaftsvertrag hat in erster Linie das Ziel, bedürftige Bevölkerungsgruppen bei der Entwicklung und Bildung der Selbstversorgung zu unterstützen. Im Gegensatz zu anderen Formen der Sozialhilfe sind die Zahlungen, die bei Abschluss eines Gesellschaftsvertrags erhalten werden, ausschließlich zweckgebunden und müssen gemäß dem integralen Bestandteil des Sozialanpassungsprogramms verwendet werden. Bei der Dokumentation eines Gesellschaftsvertrags werden die Rechte und Pflichten der Parteien, der Vertragsgegenstand, die Vertragsdauer, die Art der geleisteten Hilfe und das Verfahren zu ihrer Erbringung sowie die Gründe für ihre Änderung oder Beendigung festgelegt.

Der Rechtsakt, auf dessen Grundlage diese Hilfe geleistet wird, ist das Dekret der Regierung der Region Belgorod Nr. 273-pp vom 20. Juni 2020 „Über die Bereitstellung sozialer Schutzmaßnahmen für Bürger, die sich in schwierigen Lebenssituationen befinden“. Dieser Beschluss wird wiederum durch das Bundesgesetz Nr. 178-FZ vom 17. Juli 1999 „Über staatliche Sozialhilfe“ geregelt. An diesen Gesetzentwürfen werden Änderungen vorgenommen, die den Bezug staatlicher Sozialhilfe für einen größeren Teil der armen Bevölkerung des Landes erleichtern sollen.

Es gibt vier Arten von Gesellschaftsverträgen:

a) Jobsuche;

b) Ausübung individueller unternehmerischer Tätigkeiten;

c) Unterhaltung eines persönlichen Nebengrundstücks;

d) Umsetzung sonstiger Maßnahmen zur Bewältigung einer schwierigen Lebenssituation eines Bürgers.

Betrachten wir die Merkmale jeder Richtung.

Ein Gesellschaftsvertrag in Richtung «Arbeitssuche» wird mit einem Bürger für höchstens sechs Monate geschlossen. Dieser beinhaltet monatliche Zahlungen unter folgenden Bedingungen: 1) Unterbringung in der Gebietsabteilung Personalwesen Belgorod Zentrum im Status arbeitslos oder arbeitssuchend; 2) erfolgreiche Beschäftigung mit Vorlage von Belegen an die Sozialschutzbehörde. Bei Vorliegen aller Voraussetzungen hat der Antragsteller Anspruch auf vier Zahlungen in Höhe des in der Region Belgorod festgelegten Existenzminimums.

Die Richtung «Ausübung individueller unternehmerischer Tätigkeit» umfasst staatliche Beihilfen in Höhe von bis zu 350.000 Rubel für die Eröffnung oder Entwicklung eines eigenen Unternehmens. Der Bewerber muss ein Paket von Dokumenten zusammenstellen, einen Geschäftsplan erstellen und Tests bestehen, um das Niveau seiner unternehmerischen Kompetenz festzustellen. Die Merkmale der Berichterstattung in diesem Bereich sowie die Frist für die Umsetzung des Projekts zur Eröffnung eines eigenen Unternehmens sind im Programm zur sozialen Anpassung festgelegt. Die Laufzeit des Gesellschaftsvertrages beträgt 1 Jahr.

Die Richtung «Aufrechterhaltung der eigenen Nebenwirtschaft» zielt darauf ab, Klein- und Großvieh sowie Geflügel zu erwerben, Gewächshäuser zu errichten und Pflanzmaterial wie Kartoffeln, Zwiebeln, Knoblauch und Erdbeeren zu kaufen. Staatliche Beihilfen in Höhe von bis zu 250.000 Rubel werden dafür bereitgestellt. Das Hauptunterscheidungsmerkmal dieser Richtung ist die Lage des Grundstücks in der zulässigen Nutzung für landwirtschaftliche Zwecke. Diese Richtung wird in der Stadt Belgorod nicht umgesetzt, da es innerhalb der Stadt keine Grundstücke mit dieser Nutzung gibt. Der Gesellschaftsvertrag hat eine Laufzeit von einem Jahr.

Die Richtung «Eine schwierige Lebenssituation überwinden» wird durch Beschluss der Kommission für 3 bis 6 Monate mit monatlichen Zahlungen in Höhe des in der Region Belgorod festgelegten Existenzminimums vergeben. Diese Unterstützung zielt auf den Kauf lebensnotwendiger Güter, die Vorschul- und Schulbildung (Bezahlung von Kinderclubs, Sektionen, Kauf notwendiger Ausrüstung) und den Kauf verschreibungspflichtiger Medikamente ab.

Bürger mit geringem Einkommen können ein Jahr nach Ende des vorherigen Sozialkontakts einen neuen Sozialkontakt eingehen. Außerdem kann die ressortübergreifende Kommission, die über die Gewährung staatlicher Sozialhilfe entscheidet, den Abschluss eines Gesellschaftsvertrags aus den in der Gesetzgebung genannten Gründen verweigern. Alle von der Kommission getroffenen Entscheidungen werden dem Antragsteller innerhalb der festgelegten Frist in der im Antrag angegebenen Weise mitgeteilt.

Der Gesellschaftsvertrag als Instrument der sozialen Absicherung der Bevölkerung ist notwendig, um Armut zu bekämpfen, d.h. Die Umsetzung dieser Richtung soll den Anteil der armen Bevölkerung bis 2030 um 50 % senken.

Es ist zu beachten, dass der Gesellschaftsvertrag wie jedes Programm seine Schwächen hat. Dies liegt zum einen daran, dass dieses Programm die arme Bevölkerung nicht ausreichend zur Selbstversorgung anregt. Der Anteil derjenigen, die sich wiederholt um einen Gesellschaftsvertrag in der Richtung „Bewältigung einer schwierigen Lebenssituation“ beworben haben, liegt in der Stadt Belgorod bei über 30 %. Dies bedeutet, dass die Familie kein höheres Einkommen erzielen kann und der Abschluss eines Gesellschaftsvertrages eine vorübergehende Maßnahme zur Unterstützung der Familie darstellt.

Ein weiteres Problem war die unklare rechtliche Auslegung des Begriffs „schwierige Lebenssituation“ in den Regelungen auf Bundes- und Landesebene. Derzeit bleibt das Problem der rechtlichen Registrierung von Mechanismen zur Erreichung der Ziele abgeschlossener Gesellschaftsverträge sowie Kriterien für deren Wirksamkeit.

D.S. Kalinina weist auf die Notwendigkeit hin, im Rahmen der Umsetzung des Gesellschaftsvertrags ein System der Interaktion zwischen Regierungsbehörden, Sozialschutzeinrichtungen und Bürgern zu entwickeln. Zu den Mängeln gehören nach Ansicht des Autors auch eine kleine Liste von Bereichen für die Bereitstellung von Sozialhilfe, eine unzureichende Flexibilität der formalen Anforderungen, die es nicht ermöglichen, die Bedingungen bereits abgeschlossener Gesellschaftsverträge an die sich ändernde sozioökonomische Situation anzupassen [Kalinina 2021: 63].

Ein weiterer problematischer Aspekt der staatlichen Sozialhilfe ist das mangelnde Bewusstsein der Bevölkerung für das Wesen von Gesellschaftsverträgen, das sich in unangemessenen Erwartungen an deren Umsetzung und der Unfähigkeit zur eigenständigen Bewältigung einer schwierigen Lebenssituation äußert.

A.P. Pungina stellt das Vorhandensein von Problemen psychologischer Natur fest, wie etwa mangelndes Selbstvertrauen und mangelndes Verständnis der Prinzipien der Gesellschaftsvertragstechnologie, unzureichende Motivation zur eigenständigen Lösung von Problemen und das Vorhandensein abhängiger Einstellungen [Pungina 2021: 284].

Während man die Relevanz dieser Probleme anerkennt, muss man auch bedenken, dass Theorie und Praxis der Sozialen Arbeit eine mögliche Lösung für sie bieten. Eine Steigerung der Wirksamkeit von Gesellschaftsverträgen kann durch die Umsetzung mehrerer Bereiche in der Sozialen Arbeit erreicht werden.

Die Informationsunterstützung soll es möglichst vielen armen Menschen ermöglichen, sich über Sozialhilfe zu informieren, die Grundvoraussetzungen für die Erfüllung bestimmter Vertragsbedingungen zu verstehen und die Fähigkeit, aus einer schwierigen Lebenssituation herauszukommen, selbstständig zu analysieren.

Die Unterstützung des Gesellschaftsvertrags sollte sich nicht nur auf die Dokumentationsberatung beschränken, sondern auch den psychologischen, rechtlichen und wirtschaftlichen Kontext berücksichtigen. Durch die Berücksichtigung der situativen Bedürfnisse des Antragstellers kann das Risiko einer Krise und einer möglichen Beendigung des Gesellschaftsvertrags verringert werden, was mit einigen Komplikationen im Leben einer Person einhergehen kann.

Die Bewertung der Effektivität der geleisteten Arbeit und die Überwachung der Wirksamkeit des Gesellschaftsvertrags sollten nicht ausschließlich auf Statistiken über Gewinne aus bestimmten Tätigkeiten basieren. Es ist ebenso wichtig, die Merkmale der Lebenssituation von Empfängern staatlicher Unterstützung umfassend zu untersuchen.

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VOLONTARIAT DER JUGENDLICHEN IN RUSSLAND UND IN DEUTSCHLAND

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Die Zahl der Menschen, die die Hilfe von Freiwilligen benötigen, steigt jährlich. Die vorliegende Arbeit behandelt die Frage, wie es aktuell bei Jugendlichen ist, sich ehrenamtlich zu engagieren. Außerdem sind in dieser Arbeit Unterschiede zwischen den Teilnehmenden deutschen und russischen Jugendlichen gezeigt.

Schlagwörter: *Freiwilliges Soziales Jahr (FSJ), Deutschland, Russland, Kinder- und Jugendarbeit, Behindertenhilfe, «Volunteers of Russia», Umweltschutzprojekte.*

In der Vergangenheit hatte die Freiwilligenarbeit in Russland und Deutschland ihre Eigenheiten und besondere Bedeutung.

In Russland hat die Freiwilligenarbeit eine lange Tradition. Bereits im 19. Jahrhundert gab es öffentliche Organisationen und Wohltätigkeitsbewegungen, in denen sich Freiwillige aktiv engagierten. In der Zeit zwischen den beiden Weltkriegen und während des Großen Vaterländischen Krieges halfen Freiwillige dem Militär in schwierigen Situationen und arbeiteten an den Fronten und in Krankenhäusern.

Auch in Deutschland hat das Ehrenamt eine lange Tradition. Bereits im 19. Jahrhundert gab es zahlreiche Wohltätigkeitsvereine und -organisationen, in denen Bürgerinnen und Bürger Bedürftigen halfen. In der Zeit zwischen den beiden Weltkriegen waren Freiwillige aktiv an öffentlichen und karitativen Projekten beteiligt und halfen beim Wiederaufbau des Landes nach dem Krieg.

In beiden Ländern wurde die Freiwilligentätigkeit als ein wichtiger Aspekt der sozialen Verantwortung und der Bürgerbeteiligung angesehen. Freiwillige leisteten einen wichtigen Beitrag zur Stärkung der Gemeinschaftsbande, zur Förderung der Wohltätigkeit und zur Unterstützung von Bedürftigen. In der Vergangenheit war die Freiwilligentätigkeit ein geistiger und moralischer Indikator für die Bereitschaft der Bürger, einander zu helfen und eine gerechte Gesellschaft aufzubauen.

Aktuell ist in Deutschland das Projekt "Freiwilliges Soziales Jahr (FSJ)" für das Jahr 2023, welches jungen Menschen im Alter von 16 bis 27 Jahren die Möglichkeit bietet, sich für einen Zeitraum von 12 Monaten freiwillig in sozialen Einrichtungen zu engagieren. Das FSJ ist eine weit verbreitete Form des freiwilligen Engagements, die jährlich Tausenden von Jugendlichen die Chance bietet, wertvolle Erfahrungen zu sammeln und ihre persönliche Weiterentwicklung zu fördern.

Im Jahr 2022 wurden insgesamt rund 40.000 FSJ-Plätze in Deutschland angeboten. Diese Zahl zeigt die hohe Nachfrage nach freiwilligem Engagement bei jungen Menschen, die ein Jahr in den sozialen Bereich investieren möchten. Es ist anzunehmen, dass die Anzahl der zur Verfügung gestellten Plätze im Jahr 2023 in etwa auf demselben Niveau liegen wird.

Das FSJ bietet den Jugendlichen die Möglichkeit, sich in verschiedenen Bereichen wie beispielsweise der Kinder- und Jugendarbeit, der Altenpflege, dem Gesundheitswesen oder der Behindertenhilfe zu engagieren. Die genaue Verteilung der Plätze auf die einzelnen Arbeitsbereiche kann von Region zu Region variieren. Es ist jedoch zu erwarten, dass in allen Bereichen ausreichend Möglichkeiten für freiwilliges Engagement bestehen.

Während des FSJ erhalten die Teilnehmenden in der Regel ein Taschengeld und sind sozialversichert. Sie werden zudem von qualifizierten Fachkräften betreut und haben regelmäßige Seminare zur Reflexion und Weiterbildung.

Das freiwillige Engagement der Jugendlichen im Rahmen des FSJ hat zahlreiche positive Auswirkungen. Einerseits können die jungen Menschen ihre sozialen Kompetenzen weiterentwickeln, Verantwortung übernehmen und neue Fähigkeiten erlernen. Andererseits profitieren auch die betreuenden Einrichtungen von den Engagierten, da sie Unterstützung bei ihrer Arbeit erhalten und von der Motivation und dem Einsatz der jungen Freiwilligen profitieren.

Insgesamt bietet das Freiwillige Soziale Jahr in Deutschland für das Jahr 2023 eine attraktive Möglichkeit für Jugendliche, sich gesellschaftlich zu engagieren und wertvolle Erfahrungen zu sammeln. Die hohe Anzahl an den zur Verfügung gestellten Plätzen zeigt, dass das Interesse an freiwilligem Engagement bei den Jugendlichen weiterhin besteht und dass die Gesellschaft den Einsatz junger Menschen in sozialen Bereichen schätzt und fördert [Popp, Ott 2020: 36].

In Russland gibt es zahlreiche Möglichkeiten zur Freiwilligenarbeit im Jahr 2023. Hier ist eine detaillierte Beschreibung mit einigen Beispielen und Zahlen:

1. **Das Internationale Freiwilligenprogramm "Volunteers of Russia".** Dieses Programm wird vom russischen Sportministerium organisiert und bietet die Möglichkeit, bei großen Sportveranstaltungen als freiwillige Helfer teilzunehmen. Im Jahr 2018 beispielsweise waren über 25.000 Freiwillige aus mehr als 60 Ländern

an den FIFA-Weltmeisterschaften beteiligt. Es wird erwartet, dass auch für die kommenden Sportveranstaltungen wie beispielsweise die Weltmeisterschaften im Eiskunstlauf oder Basketball im Jahr 2023 zahlreiche Freiwillige benötigt werden.

2. **Freiwilligenarbeit im Rahmen von Bildungsprojekten.** Es gibt verschiedene gemeinnützige Organisationen und Schulen, die Freiwillige aus dem Ausland akzeptieren, um Englischunterricht oder andere Bildungsaktivitäten anzubieten. Beispielsweise könnten Schülerinnen und Schüler in ländlichen Gebieten unterstützt oder Bildungsworkshops für Jugendliche organisiert werden. Die genaue Anzahl der verfügbaren Freiwilligenplätze variiert je nach Organisation, Region und Projekt.

3. **Umweltschutzprojekte.** Russland hat eine vielfältige Natur, die geschützt werden muss. Es gibt zahlreiche Projekte zur Erhaltung von Wäldern, Schutz von Wildtieren, Reinigung von Stränden und Flüssen sowie zur Förderung nachhaltiger Praktiken. Die genaue Anzahl der Freiwilligenplätze hängt von verschiedenen Projekten ab, allerdings sind in der Vergangenheit Tausende von freiwilligen Helfern eingebunden gewesen.

4. **Soziale Projekte.** Es gibt auch verschiedene gemeinnützige Organisationen und Wohltätigkeitsverbände, die sich für soziale Themen engagieren. Freiwillige können beispielsweise in Waisenhäusern, Krankenhäusern, Pflegeheimen oder Suppenküchen helfen. Die genaue Anzahl der verfügbaren Plätze hängt von den Bedürfnissen der jeweiligen Organisation ab, jedoch sind Hunderte von Freiwilligen in solchen Projekten aktiv.

Es ist wichtig zu beachten, dass die genaue Anzahl der Plätze und die Art der freien Stellen von Jahr zu Jahr unterschiedlich sein können. Es wäre sinnvoll, sich frühzeitig bei den entsprechenden Organisationen oder Programmen zu informieren und zu bewerben, um die besten Chancen auf eine Teilnahme als Freiwilliger in Russland im Jahr 2023 zu haben [Repeshko 2012: 109].

Die Freiwilligentätigkeit in Deutschland hat eine große Zukunft und große Entwicklungsperspektiven. Deutschland ist ein Land mit einer langen Geschichte der Freiwilligenarbeit, und diese Art der Tätigkeit ist heute auf dem Höhepunkt ihrer Popularität. Die Freiwilligenarbeit in Deutschland deckt ein breites Spektrum an Bereichen ab, darunter Hilfe für Bedürftige, Umweltschutz, Bildung, Gesundheit, Sport und vieles mehr.

Einer der Hauptfaktoren, die zur Entwicklung der Freiwilligenarbeit in Deutschland beitragen, ist die Unterstützung durch die Regierung und die Öffentlichkeit. Es gibt eine gut ausgebaute Infrastruktur für die Freiwilligenarbeit, einschließlich Organisationen, Programmen und Projekten, die darauf abzielen, die Freiwilligenarbeit zu unterstützen und zu fördern.

Ein wichtiger Bereich des freiwilligen Engagements in Deutschland ist das freiwillige Engagement junger Menschen. Viele junge Menschen entscheiden sich für eine Freiwilligentätigkeit, um neue Erfahrungen zu sammeln, ihre Fähigkeiten zu entwickeln und mit anderen Kulturen in Kontakt zu kommen. Dies macht die Freiwilligentätigkeit nicht nur zu einem Gewinn für die Gesellschaft, sondern auch zu einer Bereicherung für den Einzelnen.

Es ist auch erwähnenswert, dass die Freiwilligenarbeit in Deutschland im Rahmen der sozialen Verantwortung von Unternehmen immer mehr an Bedeutung gewinnt. Viele Unternehmen unterstützen ehrenamtliche Projekte und Initiativen, was zur Entwicklung der Gemeinschaft beiträgt und dem Unternehmen einen positiven Ruf verschafft.

Insgesamt sind die Aussichten für die Freiwilligentätigkeit in Deutschland gut und versprechen einen weiteren Ausbau dieser Form der Tätigkeit als wichtiges Element des gesellschaftlichen Lebens in Deutschland. Von Jahr zu Jahr wächst das Interesse am freiwilligen Engagement, und die deutsche Gesellschaft wird sich der Lösung sozialer Probleme durch freiwilliges Engagement immer stärker bewusst und beteiligt.

Die Aussichten für die Freiwilligenarbeit in Russland sind vielversprechend und ermutigend. Die Freiwilligenbewegung in Russland entwickelt sich aktiv und zieht immer mehr Menschen aller Alters- und Berufsgruppen an. Freiwillige engagieren sich in verschiedenen Projekten, die von der Hilfe für Bedürftige und dem Umweltschutz bis hin zur Unterstützung von Kulturveranstaltungen und Sportwettbewerben reichen.

Eine der Aussichten für die Freiwilligenarbeit in Russland ist ihr Wachstum und die Zunahme der Teilnehmerzahlen. Dank der gestiegenen Aufmerksamkeit für soziale Fragen und der Entwicklung der Zivilgesellschaft interessieren sich immer mehr Menschen für die Freiwilligenarbeit. Dies trägt dazu bei, dass das Spektrum der Projekte und Programme, an denen Freiwillige teilnehmen, immer größer wird.

Eine wichtige Perspektive für die Freiwilligenarbeit in Russland ist ihr Einfluss auf das öffentliche Leben und die Entwicklung der Gesellschaft. Die Beteiligung von Freiwilligen an verschiedenen öffentlichen und karitativen Initiativen trägt zur Schaffung eines günstigeren Umfelds im Land bei und erhöht das Maß an sozialer Verantwortung und Solidarität.

Die Aussichten für die Freiwilligentätigkeit in Russland sind also mit ihrer weiteren Entwicklung, der Ausweitung ihres Anwendungsbereichs und der Erhöhung der Teilnehmerzahl verbunden. Die Freiwilligentätigkeit bleibt ein wichtiger Bestandteil des gesellschaftlichen Lebens und trägt zur Lösung verschiedener gesellschaftlicher Probleme und Aufgaben bei.

Freiwilliges Soziales Jahr (FSJ) in Deutschland und Freiwilligenarbeit in Russland im Jahr 2023 bieten jungen Menschen einzigartige Möglichkeiten zur persönlichen Entwicklung, zum Sammeln wertvoller Erfahrungen und zur Hilfe für die Gesellschaft. Beide Projekte bieten den Teilnehmern Unterstützung, eine Vielzahl von Tätigkeitsbereichen und sind bei jungen Menschen sehr beliebt. Die Teilnahme am FSJ ermöglicht es jungen Menschen, soziale Arbeit für einen Zeitraum von 12 Monaten auszuüben, dabei erhalten sie ein Taschengeld und Versicherungsschutz. Zusätzlich gibt es Unterstützung erfahrener Fachkräfte und Schulungen. In Russland gibt es im Jahr 2023 viele Möglichkeiten für Freiwilligenarbeit, darunter die Teilnahme an internationalen Sportveranstaltungen, Freiwilligenarbeit in Bildungsprojekten, Umweltschutzprojekte und soziale Projekte. Die genaue Anzahl der verfügbaren Plätze und Stellen kann variieren, daher ist es wichtig, sich im Voraus über die Informationen zu informieren und sich zu bewerben. Beide Projekte bieten jungen Menschen die Möglichkeit, sich weiterzuentwickeln, anderen zu helfen und einen Beitrag zur Gesellschaft zu leisten.

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UDK 31

CONTROVERSIAL TERMS IN MODERN SOCIOLOGY

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The paper describes controversial terms in modern sociology (as a relatively new direction in sociology) sociological, economical and existential person in particular. Considering the existential person in comparison and contrast with the concepts economic and sociological person, the authors generate the features of the existential model and define the problematic field of existential sociology.

Key words: *economic person, sociological person, existential person, model, sociology.*

Despite the existing diversity of modern theoretical, methodological and applied approaches to sociology, there are a number of directions and concepts that, without being subjected to significant criticism, nevertheless, simply have not been widely developed and are currently in isolated position in relation to general sociological knowledge. It means that existential sociology has no systematic design of the ideas being developed. Therefore, even without encountering obviously sharp criticism, existential sociology has been on the periphery of social science for the last years. "The reaction of my colleagues? Rather polite, but at the same time indifference or ignoring (as if it does not concern them) <...> I wasn't classical enough; I didn't fit into their “academically correct" approaches <...> No criticism, only friendly compliments during private conversations...", – noted Marcel Ball de Boll [Melnikov 2011: 166], speaking about the reaction of colleagues to the development of existential sociological thought), although it has great potential and relevance not only in the study of crisis social situations that attract its main attention, but also in the context of studies of social structure, social change of other fundamental problems of sociology.

The main purpose of the article is to study the definition of an *existential person* in comparison and contrast with an *economic* and *sociological person*. The tasks include: consideration of the historical development and general characteristics of the concepts *economic and sociological person*, identification of the definition of *existential sociology* and the definition of this problem field, research of the features of the concept *existential person*.

The figure of the *economic person* as a "competent egoist" first begins to form in the works of the classics of English and French political economy at the end of the XVIII century. A. Smith is considered to be the ancestor of the ideas laid down in its basis. The person in his work "The Wealth of Nations" is an autonomous individual, driven by two natural motives - self-serving interest and a propensity for exchange. Noteworthy is his universally recognized axiom, according to which each person, pursuing his own benefit, simultaneously serves the interests of society: "... pursuing his own interests, he often serves the interests of society in a more effective way than when he consciously seeks to do so" [Smith 2007: 443].

An important role in the formation of "homo economicus" was also played by the radical utilitarianism of I. Bentham with his comprehensive principle of benefit (the achievement of the greatest pleasure and the desire to avoid suffering in every possible way).

Person in the understanding of K. Marx also fully corresponds to the canons of *economic person*, "being the personification of economic categories, the bearer of certain class relations and interests" [Marx 1983: 10].

It should be emphasized, however, that almost all the main works of the classics of political economy are saturated with elements of moral philosophy and are designed for a fairly developed individual in mental and moral relations.

At the same time, if in the works of the classics of political economy there is a complex interweaving of economic and non-economic, scientific and ethical approaches, then the marginalist revolution is filled with the pathos of "methodological purification of economic theory from "extraneous impurities" in the form of political and moral principles" [Radaev 2008: 19]. The model of the *economic person* in the full sense appears here. The basis of his behavior is no longer so much selfishness, but to an increasing extent rationality – the stability of choice and calculation-based calculation.

There are four basic prerequisites for an *economic person* [Ibid.: 19-20].

1. A person is independent. This is an autonomous, socially isolated individual who makes independent decisions based on his personal preferences.

2. A person is selfish. His main goal is to take care of his own interest and strive to maximize his own benefits.

3. A person is rational. He has clear and stable preferences, makes a consistent choice of means to achieve the goal and calculates their comparative costs.

4. A person is informed. He not only knows his own needs well, but also has sufficient information about the means to meet them.

In general, we face the appearance of a kind of “competent egoist” and “rational utility maximizer” who rationally and independently of others pursues his own benefit. All kinds of factors (political, social, cultural) for such individuals are often exclusively external limits of “decency”, which keep them in some kind of check, not allowing some egoists to realize their benefits at the expense of others in too blatant a way. These criteria are the basis for the general model of "homo economicus", on which, with certain deviations due to numerous criticisms, almost all the main economic theories are built.

Having considered the essence of economic views on the nature of human economic behavior, let's approach the problem from a different, sociological point of view, and consider the main stages of the formation of *sociological person*.

How realistic are the prerequisites of the economic model – a person's desire for profit and selfishness, rationality and awareness, individualism and independence in decision-making? This question has generated and generates a lot of doubts. It is no coincidence that the criticism of the homo economicus model began almost from the moment of its appearance.

The socialists A. Saint-Simon, R. Owen, S. Fourier, L. Blanc have been serious opponents of the liberal constructions of classical political economy since the beginning of the XIX century. It is from their mouths that the call is heard to study the situation of people, and not abstract factors of production. At the same time, the emphasis is shifted from the individual to social classes, which are considered not just as “statistical” groups, but as real social subjects. According to socialists, a person has an instinctive desire for a common interest, through which personal happiness can be achieved.

A. Conte also belittles the importance of economics and politics in comparison with science and morality. There is not even a special place in his classification of the sciences of political economy (it is assumed that this is only one of the branches of sociology). Conte's own man is sensitive, active and intelligent. Moreover, his motives for activity come primarily from the senses, and the mind performs control functions.

In sociology, the works of K. Marx (whom R. Aron called “an economist striving to be a sociologist” [Aron 1993: 164]) are also interesting. In its economic-deterministic elements are intertwined with elements of sociological and philosophical-utopian approaches. Economic laws, according to Marx, are not universal, and the existence of man as “homo economicus” is a transitory state. Today, man is crushed by need and enslaved by the division of labor. But his purpose is to be a complete person. The achievement of material abundance and liberation from reproductive labor will ensure that leap into the “kingdom of freedom”, which will also mean the self-determination of the “economic man”.

Now let us consider directly the characteristic of the *sociological person* [Radaev 2002: 27]:

1. A person is subject to social norms and altruistic (he performs roles sanctioned by society);

2. A person is irrational and inconsistent;

3. A person is poorly informed;

4. A person is not capable of calculating benefits and costs.

Thus, the *sociological person* is guided by generally accepted values and norms, behaves in accordance with the role expectations imposed on him by society, knowing that he will be rewarded for fulfilling his roles, and punished for non-fulfillment. The ways in which a *sociological person* achieves his goals are dictated not so much by reason as by emotions, values, traditions.

To put it briefly and roughly, an *economic person* is "under-socialized" and completely closed to himself, a *sociological person* is "over-socialized" and completely oriented towards society.

Speaking about *existential sociology* it is important to understand that it originates from the philosophical name, which, in turn, was embodied in the works of S. O. Kierkegaard (who was one of the first to draw attention to the value of individual human existence, which is the fundamental position for the existential current), F. Nietzsche (who, states the death of God, which emphasized the spiritual and intellectual crisis in the European culture of the nineteenth century), J.-P. Sartre (who conceptualized and thearitized existentialism as such, expressed the idea that "existence precedes essence"). It means "philosophical existentialism is thus a product of Western Europe..., and sociological existentialism is a product of North America" [Kravchenko 2022: 27].

Despite the rapidly developing sociology, existential sociologists came on the scene a little late – only in the 1970s and 80s. It took a whole century of the ruthless domination of positivism to study the man of the crowd from the outside exclusively – as an average respondent. It didn't matter if it was about value orientations hidden deep in the mind, or the number of books read, revealing the reader's activity, the person remained typical, repetitive. Natural and similar to each other. Sociological statistics, although they did not advertise it, remained a servant of crowds, aggregations, sets, faceless clusters [Ibid.: 28]. At the same time, even its (positivism) founder Auguste Conte, at a late stage of his intellectual path, took a subjectivist position and noted the central role of observation, which is a key research method of modern qualitative sociology.

After its revival in the 1970s and 1980s, existential sociology developed in two main versions. It was first presented in the works of American sociologist Edward Tirikyan, a student of Pitirim Sorokin and Talcott Parsons. The second version is reflected in the work of the California School of Existential Sociology (Douglas School).

Thus, an *existential person* is a person for whom completely different criteria are applicable and who is guided by categories other than "economic" and *sociological person*:

1. A person is free (unlike objects and animals that have a ready-made essence that does not possess freedom, a person comprehends his essence throughout his life and he creates himself at his own discretion);

2. A person is responsible (total freedom is the total responsibility that a person bears for all his decisions and actions and which he refuses due to

circumstances and the life attitude of being like everyone else. “A person should be free. I realize that he created himself, and everything is so free that one thrown into the world is responsible for everything he does” [Sartre 1989: 323];

3. A person is mortal (awareness of his own finiteness and irreversible death leads to awareness and acceptance of his own “existential self”, because only at a critical moment it is possible to “plunge” into himself and realize his essence);

4. A person is authentic (the main goal of a person's life is that through the acceptance of his own freedom, responsibility and finiteness to realize “self-project” and equalizing his inner “existential self” and external social mask (speaking in the terminology of E. Tirikyan [Tirikyan 2007], to achieve “existential authenticity”).

Considering the models of *economic* and *sociological person,* we can observe how the uniqueness and completeness of human experience are lost for human research when it decomposes into social facts or economic components, structural roles or cultural identities that are reorganized, which has analytical value at a certain or objective level of explanation, social, economic, psychological or otherwise. Existential psychological research (and *existential* man) begins with the assertion of the truth about life in which a person experiences any reality of an existing person; whatever form of the individual is taken from an economic or sociological point of view, viewed from the outside, each life falls in love and remains separate for itself, unique and finite: human beings, limbs, social beings and places are "rationally egoistic", but individual life is not fully absorbed by broader structures, discourses and behavioral norms that arise in as a result of his actions and which scientists often consider as objective and causal subjectivity. Existential sociology recognizes that no human being possesses a simple set of relational traits, but rather represents a life world and a whole for himself. Whatever patterns may manifest themselves at the cultural, socio-psychological or socio-economic level, the equanimity of human life remains an irreversible factor of human existence, as well as an epistemological and methodological prerequisite for existential research.

So, summarizing all mentioned above, it can be stated that if a structuralist sees society as a well-ordered and coordinated symphony, then an existential sociologist sees it as an improvisational jazz ensemble.

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PATRIOTISMUS UND WERTE DER JUGEND

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Der Artikel widmet sich dem Problem der patriotischen Erziehung von Jugendlichen. Die Ergebnisse einer empirischen soziologischen Studie zum Thema «Patriotische Werte der Jugend» werden analysiert. Es wird eine vorläufige Schlussfolgerung über die durchschnittlichen Schätzungen der patriotischen Werte der Jugend von Belgorod gemacht.

Schlagwörter: *statistische Analyse, soziologische Forschung, Werte, patriotische Werte, Jugend, empirische Forschung.*

Das Studium der patriotischen Werte verschiedener sozialer Gruppen in Russland findet in vielen Regionen statt, am dringendsten ist die Jugend als strategische Ressource für die Reproduktion öffentlicher Institutionen, deren Legitimität in ihrem Bewusstsein aufrechterhalten werden muss. Und patriotische Werte sind eines der Bestandteile des Elements, an dem sich auch die nationale Sicherheit des Landes hält. Unter den bestehenden sozialpolitischen Bedingungen stellt die rechtzeitige Messung einzelner Aspekte der Einstellung junger Menschen zu patriotischen Werten eine objektive Notwendigkeit für die Grenzregionen dar, von denen eine das Gebiet Belgorod ist.

Da es schwierig ist, eine einheitliche Interpretation des Begriffs «patriotische Erziehung» hervorzuheben, die als einzige in der wissenschaftlichen Gemeinschaft akzeptiert würde, wurde beschlossen, auf die Definitionen zu achten, die den

Forschungsaufgaben am besten entsprechen. In der Soziologie gibt es eine allgemeine Definition patriotischer Werte: «Die vom öffentlichen Bewusstsein entwickelten und vom Menschen anerkannten positiven Vorstellungen von Heimat, nationalen Interessen, gesellschaftlichen Idealen, die in seiner Lebensaktivität verkörpert sind und sich emotional gegenüber dem Heimatland, der Kultur der Heimat ausdrücken» [Palatkina, SHaronov, Dzhangazieva 2019: 16]. Heutzutage führen eine große Anzahl von Wissenschaftlern ihre eigenen Forschungen durch, die in gewisser Weise mit dem Bereich der patriotischen Erziehung junger Menschen in Berührung kommen. Die meisten führen direkt empirische Studien durch, die verschiedene Aspekte der Bildung des Patriotismus junger Menschen als besondere sozial-demografische Gruppe berücksichtigen. Solche Studien erscheinen in Bezug auf Fragen der patriotischen Erziehung im Allgemeinen fragmentarisch, wenn sie versuchen Daten zu vergleichen.

In der Soziologie gibt es folgende Theorien über die patriotischen Werte von Jugendlichen: Arten von Jugendlichen in Bezug auf Patriotismus [Kurganskaya 2012: 13]; die Typen der Jugend an zwei Polen sind «aktiver» und «passiver» Patriotismus [CHuev 2017: 34]**,** die Wertstruktur der Bevölkerung [Lapin 2006: 4].

Im Mai 2023 wurde eine Autorenforschung zum Thema «Patriotische Werte im Bewusstsein der Jugend der Stadt Belgorod» durchgeführt. Die Struktur der selektiven Gesamtheit – junge Menschen im Alter von 16 bis 35 Jahren, die nach den meisten Definitionen des Altersrahmens als sozio-demografische Gruppe genannt. Der Zweck der Massenumfrage besteht darin, das Niveau der patriotischen Identität, den Einfluss der wichtigsten Agenten der Sozialisierung zu identifizieren, den Ort des Patriotismus im Vergleich zu anderen Werten zu bestimmen [Kolesnikova 2023: 6].

Nach den Ergebnissen der Studie ist Folgendes bekannt: Das Niveau der patriotischen Identität ist durchschnittlich – nur 62,3% der Befragten, unter ihnen gibt nur 15,8% Personen, die eine eindeutige bejahende Antwort gegeben haben (Tabelle 1).

Tabelle 1 – Verteilung der Antworten auf die Frage: «Streben Sie danach, den Qualitäten des Patrioten Ihres Landes zu entsprechen?»

№	Versuchswerte	% von den Befragten	% von den Antwortenden
1	Ja	15,8	15,8
2	Eher ja als nein	46,5	46,5
3	Eher nein als ja	19,5	19,5
4	Nein	9,8	9,8
5	Ich habe Schwierigkeiten mit der Antwort	8,5	8,5
	Gesamt	100,0	100,0

Um die Funktionalität von Agenten der patriotischen Sozialisation zu bewerten, sollte die Einstellung der Jugendlichen zu ihnen in Betracht gezogen werden. Die meisten sind von dem entscheidenden Einfluss der Familie überzeugt (70,8%), fast genauso viele geben persönliche Erfahrungen mit der Teilnahme an patriotischen Aktivitätsformen her (68,3%). Die Schule macht fast zwei Drittel aus (62,3%), fast in einer Reihe stehen Freunde mit ihr (59,5%). Etwas weniger hat die «letzte Bildungseinrichtung» (54 Prozent). Dies weist auf die anhaltende Rolle von Berufsbildungsorganisationen bei der Erziehung des Patriotismus hin, aber im Allgemeinen wird den Präsenz auf mittlerer Ebene festgestellt. Medienkommunikation (soziale Netzwerke und) – nur 36,5% (Abbildung 1). 82,3% geben an, dass die Schule an patriotischer Erziehung teilnehmen muss. Die Jugend schreibt ihnen neben Familie und Freunden eine der führenden Rollen in ihrer eigenen patriotischen Sozialisation zu.

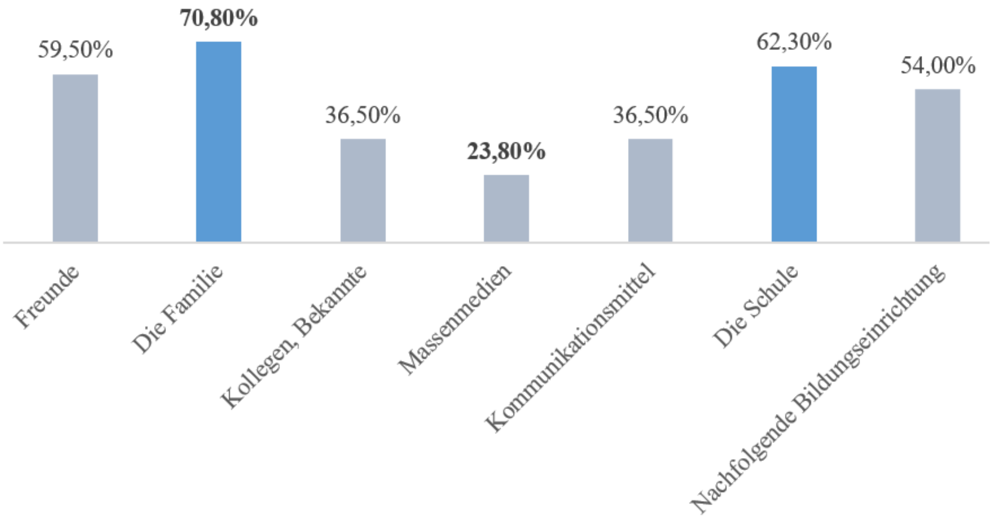

Abbildung 1 – Verteilung der Antworten auf die Frage «Inwieweit hat Ihrer Meinung nach das Folgende Ihre Einstellung zum Patriotismus beeinflusst?»

Nach den Ergebnissen der Antworten auf die Frage nach der Wahl des nächsten Urteils kann der Befragte patriotisch orientierte Persönlichkeiten (18,5%), anpassungsfähige Personen (69,5%) und Selfies (12%) hervorheben. Die erste charakterisiert die Anwesenheit einer Komponente im Bewusstsein, wie die öffentliche Orientierung an der Arbeit, der Wunsch, ihre Arbeit mit der Installation zu erledigen, dass sie nicht nur für den Befragten, sondern auch für die Gesellschaft, die Menschen des Landes, von Wert ist. Die zweite ist ein Zwischentyp zwischen zwei extremen Abstufungen, der in den meisten Situationen mindestens der Hälfte der Befragten innewohnt. Drittens - helle Vertreter eines Individualismus, der nicht mit öffentlichem Interesse kombiniert wird, dies ist eine Kategorie, für die der Hauptwert des Lebens ausschließlich darin besteht, sein eigenes Wohlbefinden zu erreichen, persönliche Bedürfnisse zu befriedigen, man kann sagen, dass dies eine Manifestation von «ungesundem» Egoismus ist (Tabelle 2).

Tabelle 2 – Verteilung der Antworten auf die Frage: «Mit welcher Aussage stimmen Sie am meisten zu?»

№	Versuchswerte	% von den Befragten	% von den Antwortenden
1	Im Leben möchte ich etwas Wichtiges, Bedeutsames für die Menschen und die Gesellschaft als Ganzes tun	18,5	18,5
2	Im Leben möchte ich mir und meiner Familie materiellen Wohlstand und Komfort bieten	69,5	69,5
3	Im Leben möchte ich die größten finanziellen Ergebnisse erzielen und zu meinem Vergnügen leben	12,0	12,0
	Gesamt	100,0	100,0

Wenn man über die Bedeutung des Patriotismus als Wert spricht, nimmt man einen bedingten Platz in der zweiten Reihe ein (54,3%), der erste wird solchen Werten wie Gleichheit, Gesundheit und Familie zugeteilt (beginnt bei 60% an der Grenze). Das heißt, der Patriotismus als einer der notwendigen Werte wird von den Befragten zu einem gewissen Grad zurückhaltend charakterisiert, neigt zum Durchschnitt, was durch die Vorherrschaft eines solchen Persönlichkeitstyps als «anpassungsfähiger» erklärt werden kann, der unter anderem mit dem passiven patriotischen Typ korreliert.

Daher können folgende Schlussfolgerungen gezogen werden:

1. Unter den Jugendlichen der Stadt Belgorod wird das durchschnittliche Niveau der patriotischen Identität festgestellt (62,3%).

2. Die Familie steht an erster Stelle des Einflusses, die zweite ist Bildungseinrichtungen, die dritte ist Kommunikationsmittel (einschließlich sozialer Netzwerke).

3. Mehr als die Hälfte der jungen Menschen ist patriotisch «anpassungsfähig», aber in ihrer Gruppe gibt es teilweise eine öffentliche Orientierung an der Arbeit.

4. Patriotismus als Wert befindet sich in der zweiten Reihe der Struktur der grundlegenden Wertorientierungen von Jugendlichen – das ist das mittlere Niveau seiner wertvollen Bedeutung.

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THE MAIN CAUSES OF SOCIAL WORKERS' PROFESSIONAL BURNOUT

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The article examines the problem of emotional burnout among social workers. The authors analyze the impact of prolonged stress on the physical, emotional and motivational state of employees, and also identify a link between burnout and mental health deterioration. The specifics of the profession of a social worker and its connection with the occurrence of burnout are described. The study highlights the need for prevention and support to prevent emotional burnout in social workers.

***Key words**: emotional burnout, professional burnout, social workers, stress, depression, social work, communication, help, support, mental health.*

Emotional burnout, also known as professional burnout, is a condition that occurs as a result of prolonged and intense exposure to stressful factors on an employee. Social workers are characterized not only by physical and emotional exhaustion, but also by a loss of motivation, a feeling of helplessness and alienation from their work. They may begin to feel tired, frustrated, and even depressed [Suko 2018: 84].

Professional burnout among social workers is a common problem that can arise due to high work intensity and frequent contact with traumatic situations.

Social workers work with various groups of people, including those who are in difficult circumstances, experiencing violence or suffering from mental illness. This can lead to emotional, physical and psychological exhaustion, which is called professional burnout. Professional burnout can manifest itself in various symptoms, including emotional exhaustion, feelings of helplessness and indifference, increased irritability, deterioration of mental and physical health, as well as loss of motivation and a sense of purpose in work.

The relevance of the study is due to the significant emotional stress that social workers are exposed to in their work. Studying this problem makes it possible to understand the factors influencing burnout of social workers and develop strategies to prevent this phenomenon.

The aim of the article is to identify the main causes and conditions affecting professional burnout in order to develop effective strategies and measures to prevent and manage this phenomenon.

In order to prevent and cope with professional burnout, social workers can pay attention to their physical and mental condition, maintain a work-life balance, set boundaries and prevent severe emotional overstrain. Stress management can be applied, including regular exercise, a healthy diet, adequate sleep and meditation. It is important to find time for rest, relaxation and hobbies in order to reduce stress levels and replenish emotional resources. Peer support, mentoring, and access to supervision can also help social workers combat professional burnout. Taking care of one's own mental and physical health and continuous learning and development can also contribute to professional effectiveness and job satisfaction among social workers. Professional burnout is a serious problem, but with the right self-care and support strategies, social workers can deal with it and continue their important and valuable work.

Social work, like any profession related to communication and interaction with people, is a source of increased stress and even danger to the mental health of an employee. This profession consists not only in contacting people, but also in helping and supporting them in difficult life situations. In essence, the object of social work is a person who finds himself in a difficult situation, one can say, a "difficult person". Because of this feature, workers spend even more of their resources, and, without proper prevention and support, these resources may eventually be completely depleted [Lebedeva 2017: 78].

The term "professional burnout" is an additional concept based on the more well-known term "emotional burnout", and denotes a more specific exhaustion associated specifically with the profession. For the first time, the term "mental burnout" (burnout) was introduced into scientific usage by Herbert J. Freudenberger in 1974, to describe the characteristic deterioration of human well-being, both mental and physical, caused by depletion of energy occurring in the process of overloading other people's problems. To date, there are many definitions of professional burnout, but analyzing them all, one universal can be distinguished: professional burnout is a state of extreme exhaustion that occurs as a result of chronic stress associated with professional activity and manifests itself in violations of the emotional, mental, behavioral and physical spheres of human life.

Professional burnout in social workers can be caused by a number of factors that affect their work and emotional state [Kienko 2016: 89]:

1. High volume of work and lack of time for rest. Social workers are often faced with a heavy workload and many tasks that need to be completed in a limited time. As a result, they experience constant stress and do not have enough time to recover and rest.

2. Ineffective management and organization of the work process. Poor workflow organization and lack of clear instructions and guidance can lead to confusion, increased stress and uncertainty.

3. Difficult and traumatic cases that social workers face on a daily basis. The work of a social worker is often associated with helping people in difficult and traumatic situations, such as violence, drug addiction, sexual or mental illness. Interacting with such cases can have an emotional impact on employees, which can lead to exhaustion and burnout.

4. Feeling useless and unable to help customers. Social workers often face situations in which it is difficult or impossible to help clients change their lives or solve their problems.

5. Lack of support and understanding from colleagues and management. A sense of isolation and misunderstanding, lack of support from colleagues and management is another factor that can contribute to the development of professional burnout among social workers. Without support and the opportunity to discuss their problems and emotions with their colleagues and management, employees can feel lonely and unappreciated.

Under the influence of these factors, «social workers may show various signs of emotional exhaustion, including constant fatigue and exhaustion, loss of interest in their work, feelings of frustration and helplessness, problems with sleep and appetite, frequent manifestations of irritability and aggression, as well as a feeling of alienation and isolation from colleagues and loved ones» [Lebedeva 2017: 21].

One of the most effective methods of preventing and overcoming professional exhaustion is the use of supervision. Supervision is a process of counseling and training aimed at developing the individual and professional potential of a specialist. In organizations engaged in social services, supervision provides for the presence of a qualified specialist supervisor who helps employees adapt, identify and develop their professional skills, as well as resolve emerging professional and internal conflicts. Supervision can be provided both individually to each employee (individual supervision) and to the team (group supervision).

According to the research of scientist A. Kadushin, three main functions of supervision can be distinguished in social work:

1. Educational (training) function - aimed at developing professional skills and abilities of a specialist. The main purpose of this function is to help the employee develop and improve his professional skills.

2. Supportive function – helps the specialist to counteract stress, fatigue and negative emotions that can lead to professional burnout syndrome. The supervisor plays an important role in supporting and encouraging the employee, helping him to maintain motivation and energy.

3. Guiding (administrative) function - provides control over the activities of a social worker. The supervisor monitors the performance of professional duties and helps in eliminating shortcomings, as well as in finding optimal solutions in the work.

Therefore, supervision plays an important role in the development and support of the professionalism of specialists in social work. It helps social workers develop their skills, overcome emotional exhaustion, and ensures the effectiveness and quality of services provided. Based on these functions, the relevant areas of supervision in social service organizations are highlighted: educational, supportive and administrative. Each of these areas has its own purpose and objectives, and together they contribute to the prevention of professional burnout and the successful work of social workers.

«The introduction of the practice of supervision in the organization of social services is recommended as a way to eliminate the problems described above. This practice provides social work professionals with the opportunity to receive qualified assistance and interact with each other. Such interaction allows employees to feel their importance and integral role in their profession, which, in turn, has a beneficial effect on preventing professional burnout» [Kirsov 2012: 82].

The uncertainty of competencies and responsibilities can lead to overloading of some employees and underloading of others. Routine processing, a large flow of customers, the importance of tasks to be solved, limited independence in decision-making and low wages are all serious factors contributing to the development of professional stress among social workers. If we add to this the frequent clashes with negative aspects of life, difficulties in providing real assistance to clients and the low status of the profession in society, then the appearance of negative consequences in the work of social workers is not surprising. There are changes in motivation, disappointment in the profession and the development of "burnout" syndrome, as well as a general deformation of the personality of specialists. For example, in Germany, over 25% of workers suffer from burnout. According to researchers N.E. Vodopyanova and E.S. Starchenkova, 55% of social workers have a high level of "burnout" in Russia.

Social workers regularly encounter clients experiencing various types of suffering, such as loss of loved ones, illness, disability, deprivation, poverty, violence and other difficulties. All these situations have a negative impact on the emotional state of employees and possibly threaten their mental health.

There are certain features of social work in Russia that exacerbate the general difficulties associated with this profession. In particular, social work is relatively young in our country, which leads to blurred boundaries of professional competence and the lack of sufficient technology to solve professional tasks. There is also uncertainty in the criteria for evaluating the work.

In such circumstances, the personality of a social worker plays an important role. It depends on her whether the client will receive the necessary help and support. In Russia, «the personality of a social worker is of particular importance because of the strong paternalistic attitudes of people who expect help and rely on a social worker, considering him as a representative of the state and dependent on him. Social workers feel a sense of full responsibility for the fate of clients and act as holders of important information» [Suko 2918: 56]. The presence of such attitudes supports authoritarian tendencies in the personality, which increases the likelihood of establishing unproductive and insufficiently effective relationships between clients and specialists, which was highlighted in the work of T.F. Zolotareva.

Taking care of the well-being of social workers is an important issue that requires the attention and support of not only management, but also society as a whole. To successfully counter this problem, it is necessary to create working conditions conducive to the support and care of employees. Expanding the field of activity, training and development, as well as improving self-awareness and introspection can significantly reduce the risk of emotional exhaustion and ensure better and more effective work of social specialists. It is important to understand that preventing emotional exhaustion is a long-term process that requires a systematic approach. Paying attention to this problem helps to create an environment in which social workers can perform their duties in the best possible way and fully realize their potential.

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THE ROLE OF VOICE ASSISTANTS IN PEOPLE'S DAILY LIVING

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The article speaks about the role of voice assistants in people's daily living. The authors present the data analysis of the popularity and the reasons for using voice assistants in the daily living. The topic is actual because artificial intelligence is developing along with the technological processes and help people to use it in everyday life. The authors apply the content-analysis method.

Key words: *virtual assistant, voice assistant, artificial intelligence, user, Internet technologies.*

Internet technologies have significantly changed our daily lives, and artificial intelligence (AI) applications have begun to have a profound impact on our daily lives. The two main products of this relatively recent trend are virtual assistants (VA) and home robots. They have similar functional characteristics: both interact with users through dialogue agents and try to imitate human behavior. Home robots contain a virtual assistant and have mechanical capabilities. There is a lot of discussions about the risks, challenges and visions of the future associated with the spread of AI at the industrial level. However, these discussions have not yet become widespread in everyday life.

Virtual assistants as a sociological category do not have a clear definition. In modern science, these issues are considered due to the fact that new technologies have become an integral part of modern human life. From a sociological point of view, it is important to understand how virtual assistants affect a person's daily life, how human interaction in life and at home changes. How much virtual assistants simplify or complicate a person's daily life. To define the conceptual foundations, we will consider sequentially the key definitions of virtual assistants, their types, types and typology. The market for virtual assistants is growing significantly in the modern world. The high degree of prevalence leads to the fact that virtual assistants have become used in various areas of everyday life. A review of research shows that thanks to artificial intelligence technology, devices that simulate human interaction to perform a variety of tasks have grown significantly in popularity. Google Assistant, Microsoft Cortana, Apple Siri and Amazon Echo are widely known. But there are other applications in industries such as education, healthcare, home care and self-driving cars that are gaining popularity due to the growing trends of outsourcing, mobile workforce and the importance of customer interaction.

Let's consider the basic definitions of virtual assistants: A virtual digital assistant is a web service and/or an application for smartphones and PCs that actually acts as a personal secretary to the user [Javaheri at al. 2020: 189]. Virtual assistant - means automated applications or platforms that help people through the ability to recognize natural human speech in oral or written form and have elements of artificial intelligence [Eidis 2018: 980]. A Virtual Assistant (VA) is a person who provides support services to other businesses from a remote location [Pappas 2016: 92-103].

Digital assistants can provide useful learning support and are already being integrated into school systems at both the classroom and institution levels. One of the common ways that teachers use virtual help is by using chatbots for encouragement, reminders, and prompt assistance to help students stay on track. Virtual assistants offer practitioners the opportunity to document without the help of hands. A surgeon who wants to add a note to a patient's file during the procedure can use a voice-controlled device in the room, listens and answers in hands-free mode. And digital consultant apps can help caregivers simplify medical consultations based on medical history and general medical knowledge. The artificial intelligence-based Ada Health platform supports clinical decision-making and allows doctors to identify and classify symptoms in advance before patients start suffering from severe pain or illness. After highlighting the main definitions of virtual assistants, it can be concluded that there are two approaches to defining virtual assistants: as a human and as an artificial intelligence. As part of this work, we are more interested in the second approach, that is, virtual assistants from the point of view of an application based on artificial intelligence. It can also be emphasized that, first of all, the virtual assistant serves as support and assistance to a person in tasks, helping to save time and finances. Modern technologies have improved digital assistants and now access to them has become easier, and the range of their applications has increased significantly.

According to a Cisco Internet report, in 2022, the number of devices connected to Internet networks was more than three times the world's population. According to the report, by 2023 there will be approximately 3.6 network devices per capita, compared with 2.4 devices per capita in 2018. Every year, various new devices in form factors with improved capabilities and intelligence are developed and introduced on the market. As the number of connected devices increases, voice assistant application solutions will be implemented [Analiz razmera… 2023].

Accenture Interactive research has shown that most consumers perceive voice assistants positively and consider them useful, despite the fact that they still do not work perfectly.

New opportunities open up a wide range of marketing tools and provide a previously inaccessible level of interactivity in interacting with the target audience. About 80% of users believe that the best ability of voice assistants is the ability to give one specific answer to a question.

73% would be happy to communicate with their voice assistants all the time if they could respond to them like real people. Currently, about 45 million devices with built-in voice assistants are used in the USA [Ahmaeva 2020: 49].

According to a survey conducted by the Russian media company Group4Media in 2022, the vast majority of Russians were familiar with Alice, the voice assistant from Yandex. In second place in terms of awareness was the VK product Marusya, which was mentioned by about half of the respondents. 12% of Russians reported using home voice assistants in the first three months of last year, and a quarter were ready to do so.

According to Microsoft's 2019 report on consumer adoption of voice and digital assistants, 41% of voice assistant users are concerned about trust, privacy, and passive listening. And maybe people should be concerned - all major voice assistants, including those from Google, Amazon, Apple and Samsung, as well as Microsoft, hire people who verify voice data received from end users [Olson, Kemery 2019].

Voice assistants have not reached the maximum of their technical development.

Among the main problems of voice assistants that require development are:

- Stereotypical responses. No matter how many answers artificial intelligence knows, the presentation of information remains in the perspective of algorithms.
- A robotic voice. The main problem that does not allow you to trust artificial intelligence. The voice is devoid of emotion. The bot needs emotions and for this the developers synthesize a voice close to human.
- Image development. Voice assistants will gain a face in the form of screens. The humanization of artificial intelligence remains a problem of the worldview. Coupled with the inhuman intonation, users have no perception of the human image of voice assistants.

Voice assistants are used by a large number of people in various fields. Now, in the scientific field, research is being updated on the use of a relatively new tool - chatbots with customized artificial intelligence, capable of recognizing a user's request through text queries. Ways to replace routine with the work of the ChatGPT program are being studied. Researchers raise the question of training artificial intelligence to the level of independent decision-making, writing articles on any topic, performing low-skilled work.

To sum it all up, we conclude that voice assistants are gradually entering people's daily living as a tool to save time when searching for the necessary information. Content analysis of statistical data according to the development of artificial intelligence has shown that the introduction of voice assistants goes hand in hand with the development of Internet technologies. As AI technology continues to advance, we can expect more innovative ways to develop and apply voice assistants in science and education

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Im Artikel wird die Kunsttherapie als therapeutischer Ansatz und als Mittel zur Entwicklung bestimmter individueller Qualitäten, einschließlich kreativer und kommunikativer Fähigkeiten, behandelt. Praktische Aspekte der Anwendung von Kunsttherapie in der Arbeit mit Jugendlichen werden vorgestellt. Es wurden Formen der kunsttherapeutischen Aktivität identifiziert und Möglichkeiten der Stressbewältigung durch jede dieser Formen vorgestellt. Besondere Aufmerksamkeit wird nützlichen Methoden der Kunsttherapie für Jugendliche geschenkt.

Schlüsselwörter: *Kunsttherapie, Jugendarbeit, Jugend, Kreativität, Stress, Einzelkunsttherapie, Gruppenkunsttherapie.*

Die Kunsttherapie gewinnt heute in verschiedenen Bereichen der Psychotherapie an Popularität und Nachfrage. Sie hat Fortschritte in verschiedenen wissenschaftlichen Bereichen gemacht und kann nicht nur verschiedene

Krankheiten behandeln, sondern auch psychologisch-pädagogische und soziale Probleme lösen, sowohl für Einzelpersonen als auch für soziale Gruppen.

Die Kunsttherapie ist eine therapeutische Methode, die verschiedene bildende Materialien verwendet und visuelle Bilder erstellt. Dabei wird der Prozess der visuellen Kreativität und die Reaktionen des Körpers des Patienten auf die von ihm geschaffenen Produkte kreativer Aktivitäten berücksichtigt. Diese spiegeln die Merkmale seiner geistigen Entwicklung, Fähigkeiten, Persönlichkeitsmerkmale, Interessen, Probleme und Konflikte wieder [Art-terapiya… 2015].

Kunsttherapie ist eine Form der Psychotherapie, die auf Kreativität und Kunst basiert. Sie ist vergleichbar mit anderen Therapieformen wie der Isotherapie, Märchentherapie, Musiktherapie oder Bibliothekstherapie. Es handelt sich um eine komplexe Methode, die verschiedene künstlerische Ausdrucksformen wie Malerei, Gedichte, Dramaturgie, Theater, Puppentherapie und Farbtherapie kombiniert. Derzeit wird auch eine Methode entwickelt, die auf der Verwendung von Malerei und Gedicht, Dramaturgie und Theater, Puppentherapie und Farbtherapie basiert. Die Anzahl der Techniken nimmt allmählich zu.

Ziele der Kunsttherapie in der Jugendarbeit sind folgend:

1. Ausdruck von Emotionen: Jugendliche können in der Kunsttherapie ihre Gefühle durch künstlerische Mittel wie Zeichnen, Malen, Modellieren und Collage ausdrücken. Dabei sollten sie jedoch darauf achten, dass ihre Darstellungen objektiv bleiben und keine subjektiven Bewertungen enthalten.

2. Probleme identifizieren: Durch einen kreativen Prozess können Jugendliche ihre Probleme, Ängste und Sorgen identifizieren, auch wenn diese schwer in Worte zu fassen sind.

3. Selbstbewusstsein entwickeln: Kunsttherapie kann Jugendlichen dabei helfen, sich selbst, ihre Werte, Wünsche und Bedürfnisse besser zu verstehen und somit zur Entwicklung des Selbstbewusstseins beitragen.

4. Verbesserung des Selbstwertgefühls: Der Erfolg im kreativen Prozess kann das Selbstwertgefühl junger Menschen verbessern, indem er ihnen hilft, ihre Leistungen und Fähigkeiten zu erkennen.

Die Kunsttherapie hat bestimmte Funktionen:

- Kathartische: Befreiend von negativen Gefühlen und reinigend.
- Regulatorische: Verringert Stress und Anspannung, kontrolliert die körperlichen Manifestationen mentaler Prozesse und schafft eine günstige Stimmung.
- Kommunikativ-reflexive: Bietet Korrektur von Kommunikationsproblemen und Entwicklung adäquaten Verhaltens, verbessert das Selbstwertgefühl [Kolyagina 2016: 64].

Einer der Vorteile der Kunsttherapie ist, dass der Fokus nicht auf den kreativen Fähigkeiten des Individuums liegt, sondern auf dem Prozess. Das bedeutet, dass die Techniken der Kunsttherapie für fast jeden geeignet sind.

Die Kunsttherapie wird in zwei Formen durchgeführt:

- Individuell – wird für Klienten verwendet, die nicht der verbalen Psychotherapie unterliegen oder Schwierigkeiten haben, ihre inneren Konflikte zu verbalisieren.

- Gruppe – setzt eine demokratische Atmosphäre voraus und ermöglicht die Lösung allgemeiner Probleme der Gruppenmitglieder. Es besteht eine gegenseitige Unterstützung. Die Gruppe hängt weniger von einem Kunsttherapeuten ab [Kiseleva 2007: 58].

Eine individuelle Therapie kann ein effektiver Weg sein, um das psychische Wohlbefinden von Jugendlichen zu unterstützen und zu fördern. Die Gruppentherapie bietet die Möglichkeit, in einer unterstützenden und vertrauensvollen Atmosphäre an Emotionen, Problemen und Zielen zu arbeiten und soziale Fähigkeiten sowie Empathie durch Interaktion mit anderen Gruppenmitgliedern zu entwickeln.

Die Entscheidung zwischen einer individuellen oder Gruppenform der Kunsttherapie hängt von verschiedenen Faktoren ab. Dazu gehören die individuellen Bedürfnisse des jungen Menschen, die Art des Problems oder der Herausforderung sowie das Ziel der Therapie.

Die Verwendung von individueller Kunsttherapie für Jugendliche kann sich als wirksame Methode zur Unterstützung und Verbesserung des psychischen Zustands erweisen. Im Folgenden werden einige mögliche Formen der individuellen Kunsttherapie für Jugendliche vorgestellt:

1. Individuelle kreative Sitzungen: Jugendliche können mit einem Kunsttherapeuten arbeiten und verschiedene kreative Materialien wie Farben, Bleistifte und Ton verwenden, um ihre Gedanken und Gefühle auszudrücken, zu erforschen und ihre Probleme zu berücksichtigen.

2. Journaling und Zeichnen: Jugendliche können eine kreative Zeitschrift führen, in der sie schreiben, zeichnen, Collagen erstellen oder andere kreative Techniken anwenden können, um sich auszudrücken und zu reflektieren.

3. Kreative Projekte nach Wahl: Jugendliche können ein kreatives Projekt auswählen, an dem sie interessiert sind, zum Beispiel ein Fotoalbum erstellen, Comics zeichnen oder digitale Collagen erstellen. Diese Projekte dienen als Werkzeug, um sich auszudrücken und sich selbst besser zu verstehen.

4. Verwendung von Symbolen und Metaphern: In der Kunsttherapie können Symbole und metaphorischer Ausdruck durch kreative Mittel genutzt werden, um Jugendlichen bei der Erforschung ihrer inneren Erfahrungen und Prozesse zu helfen.

5. Kreative Visualisierung: Ein Kunsttherapeut kann Jugendlichen helfen, ihre Träume, Wünsche und Ziele zu erforschen, indem er verschiedene kreative Techniken verwendet.

Die Kunsttherapie in individueller Form bietet Jugendlichen die Möglichkeit, in einer unterstützenden und vertrauensvollen Atmosphäre an ihren Emotionen, Problemen und Zielen zu arbeiten und ihr psychologisches Wohlbefinden zu fördern.

In kunsttherapeutischen Publikationen wird betont, dass die Gruppenkunsttherapie bestimmte Vorteile gegenüber der individuellen Kunsttherapie hat:

– Gruppenkunsttherapie ermöglicht es den Teilnehmern, selbst zu kontrollieren, inwieweit sie anderen ihre Gedanken und Erfahrungen anvertrauen möchten. Dadurch bietet sie mehr psychologische Sicherheit als die individuelle Kunsttherapie;

– die Arbeit in einer kunsttherapeutischen Gruppe kann ein Gefühl von größerer Unabhängigkeit vermitteln und somit das Bedürfnis nach Selbstständigkeit und Schutz des persönlichen Raums erfüllen;

– Gruppenkunsttherapie ermöglicht gegenseitige emotionale Unterstützung während einer Phase der Distanzierung von der Familie und fördert die psychologische Selbstbestimmung;

– die nonverbale Kommunikation spielt in der kunsttherapeutischen Gruppe eine wichtige Rolle. Insbesondere in der führenden Rolle des Kunsttherapeuten kann die verbale Kommunikation dazu führen, dass psychologisch bedeutsames Material vertuscht oder geschützt wird [Kopytin, Svistovskaya 2007: 19].

Die Vorteile der Kunsttherapie in der Jugendarbeit sind wie folgt:

- die nonverbale Kommunikation bietet Kindern die Möglichkeit, ihre Erfahrungen auszudrücken, auch wenn sie Schwierigkeiten haben, diese verbal zu beschreiben;
- Erleichterung des Kommunikationsprozesses und Schaffung einer Beziehung basierend auf gegenseitiger Akzeptanz und Empathie;
- Möglichkeit, unbewusste Prozesse zu untersuchen;
- Möglichkeit des freien Ausdrucks und der Selbsterkenntnis;
- Mobilisierung des kreativen Potenzials und interner Selbstregulationsmechanismen;
- Verbesserung der Anpassungsfähigkeit und Verringerung von Müdigkeit und Anstrengung;
- Erzeugen Sie eine positive Stimmung.

Es gibt verschiedene Methoden der Kunsttherapie, die sich besonders für die Arbeit mit Jugendlichen eignen. Im Folgenden werden einige davon vorgestellt:

1. Malen und Zeichnen: Diese Techniken ermöglichen es jungen Menschen, ihre Gefühle, Gedanken und Eindrücke durch Farben, Formen und Texturen auszudrücken. Zeichnen kann besonders für diejenigen hilfreich sein, die Schwierigkeiten haben, ihre Gefühle in Worte zu fassen.

2. Modellieren: Die Arbeit mit Ton oder anderen Modelliermaterialien kann jungen Menschen helfen, ihre Gefühle und Gedanken durch die Schaffung dreidimensionaler Formen auszudrücken. Modellieren kann auch helfen, Stress abzubauen und die Selbstregulation zu verbessern.

3. Collage und Montage: Das Erstellen von Collagen und Montagen aus verschiedenen Materialien kann jungen Menschen helfen, ihre Gedanken und Ideen zu visualisieren und mit Assoziationen und Symbolen zu arbeiten.

4) Theaterkunsttherapie: Der Einsatz dramatischer Techniken, Rollenspiele und Improvisationen kann jungen Menschen helfen, ihre Emotionen, Beziehungen und Konflikte durch theatralische Ausdrucksformen zu erforschen.

5) Musiktherapie: Musik, Singen, das Spielen von Musikinstrumenten oder das Kreieren eigener Musik kann jungen Menschen helfen, ihre Gefühle auszudrücken, sich zu entspannen und mit sich selbst in Kontakt zu kommen.

6) Tanztherapie: Tanztechniken ermöglichen es jungen Menschen, ihre Emotionen und Gefühle durch Bewegung auszudrücken und die Verbindung zwischen Körper und Geist zu verbessern.

Diese kunsttherapeutischen Methoden können sowohl individuell als auch in der Gruppenarbeit mit Jugendlichen eingesetzt werden, je nach den Zielen und Bedürfnissen der Teilnehmer. Auch die Kombination verschiedener kunsttherapeutischer Techniken kann wirksam sein, um eine Vielzahl von Zielen zu erreichen, wie z.B. Selbstausdruck, Entwicklung sozialer Fähigkeiten, Umgang mit Trauma oder Stress und Entwicklung des Selbstwertgefühls.

Kunsttherapie kann sich in vielerlei Hinsicht positiv auf junge Menschen auswirken. Zum Beispiel kann Kunsttherapie jungen Menschen helfen, ihren inneren Zustand zu verstehen und zu erkennen, ihre Persönlichkeit zu erforschen, neue Qualitäten und Eigenschaften über sich selbst zu entdecken, ihre Selbstwahrnehmung zu verbessern, kreatives Denken, Vorstellungskraft und Problemlösungsfähigkeiten zu entwickeln, ihre Gedanken und Gefühle richtig auszudrücken, ihre Kommunikationsfähigkeiten mit anderen zu verbessern, ihre Gefühle zu managen, mit Stress und Angst umzugehen, Wege zur Entspannung zu finden, ihr Selbstwertgefühl und Selbstvertrauen zu stärken, Schwierigkeiten zu überwinden und mit Verletzungen, Verlusten oder Konflikten umzugehen.

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SOCIAL INEQUALITY AND THE USA POVERTY PROBLEM

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The article addresses the current problems of social inequality and poverty in the United States, emphasising their complexity and multifaceted nature. The author analyses various aspects of social inequality, including income inequality, racial and ethnic inequality, educational inequality, and health inequality. The impact of these factors on the lives of millions of Americans and the undermining of the foundations of social justice and equality of opportunity is highlighted. In addition, the problem of poverty, its definition and basic characteristics, and the poverty threshold for American families are discussed.

Key words: *Social inequality, poverty, USA, income inequality, racial inequality, ethnic inequality, educational inequality, health, social justice, equality of opportunity, poverty threshold, social support programmes, investment in education, health reforms, workplace, government, private sector, civil society.*

1. Introduction. Inequality and poverty are different but interrelated concepts. Poverty means that a person does not have enough resources to function at a socially acceptable level. The poverty rate in a country is usually measured as the proportion of the population with income or wealth below a benchmark value that is considered the minimum necessary to live. Based on this, researchers apply the measure of income and wealth of the population to assess the degree of inequality. Analysing the first parameter, we note that it refers to the cash flow per unit of time, while the second represents the stock of assets. Thus, various indices are calculated based on this.

Social inequality is a reflection of the complex social structure of society and a specific form of social stratification in which individuals, social groups, strata or classes are at different levels of the vertical social hierarchy and have unequal opportunities to meet their material, spiritual, social and other needs [Polyakova 2018: 18].

2 Main aspects of social inequality in the US.

2.1 Income Inequality. In recent decades, the gap between the richest and poorest segments of American society has widened significantly. According to the Pew Research Center, the share of income attributable to the top 1 per cent of the population is rising, while middle and lower class incomes are stagnating or declining with inflation.

2.2 Racial and ethnic inequality. Racial and ethnic minorities in the U.S. face systemic barriers that limit their access to education, health care, housing, and high-paying jobs. African Americans and Latinos often live in poor neighborhoods with substandard schools and limited access to healthy food and health services.

2.3 Educational Inequality. Access to high-quality education in the U.S. is highly dependent on a family's socioeconomic status. Schools in poor neighborhoods often face resource constraints that reduce the quality of education and limit student opportunities.

2.4 Health Inequities. Despite the passage of the Affordable Care Act, millions of Americans remain uninsured or face high health care costs. Racial and ethnic minorities are more likely to suffer from chronic diseases and have lower life expectancy.

2.5 The Problem of Poverty. Poverty in the United States is not only the lack of sufficient income to meet basic needs, but also limited access to social services that can help people escape poverty. The poverty threshold for a family of four in 2021 was about $26,500, but this figure does not account for regional differences in the cost of living.

2.6 Measures to combat inequality and poverty. Various steps are being taken in the US to reduce social inequality and combat poverty, including:

- Expansion of social support programmes such as Medicaid, SNAP (nutrition assistance programme) and affordable housing programmes.
- Investments in education, especially in poor areas, to improve the quality of education and make higher education more affordable.
- Health care reforms to expand insurance coverage and reduce health care costs.
- Supporting equality of opportunity in the workplace through legislation that prevents discrimination based on race, gender, or age.

However, making significant progress on these challenges will require a comprehensive effort from both the government and the private sector, as well as the active participation of civil society.

3. USA unemployment rate. In the United States, poverty thresholds were established in the 1960s based on the cost of a simple basket of food sufficient for a nutritious diet. The original thresholds have been adjusted for inflation but are applied uniformly throughout the country, despite wide variations in the cost of living from city to city and state to state. The US poverty rate fell from 22 per cent in the early 1960s to a low of 11 per cent in the mid-1970s, after which it fluctuated between 11 and 15 per cent depending on the state of the economy. It's worth noting that the World Bank has been tracking global poverty rates for years, based on a basic income threshold of one dollar a day. Today in the USA, the population is struggling to get out of another economic crisis, due to which the unemployment rate is sharply increasing every year. Analyzing the dynamics of the poverty rate over the last five years, we can see that in 2021 the rate will be 11.6%, in 2022 – 14.4%, and in 2023 – 16.7%.

The data show that annually more than 6.2 million unemployed Americans classify themselves as disabled in order to receive a larger pension. This decision is due to the inability to find a job and a certain hopelessness [Lebedeva 2018: 53]. As a consequence, the number of people who assigned themselves the status of a disabled person almost three times exceeded the growth in the number of jobs [Martynenko 2016: 133]. More recently, the criterion of extreme poverty has been adjusted to take into account the purchasing power of national currencies and the use of the extreme poverty account, which is now defined as an income of less than 1.9 international dollars per day.

Economic inequality measures the position of certain groups of people in relation to the rest of society. In general, it means that people at the bottom of the income distribution will be both relatively and absolutely poor [Alexandrov 2018: 75]. Inequality has to do with how desirable things such as income, wealth, prestige, well-being, etc. are distributed among a certain population. Economic inequality involves the distribution of both income and wealth, and although these economic variables have no intrinsic value, they tend to be positively related to intrinsically valuable attributes such as good health, longevity, education, overall satisfaction, and happiness.

The article concludes with a detailed examination of the multifaceted problem of social inequality and poverty in the United States, highlighting such key aspects as income inequality, racial and ethnic inequality, and inequality in access to education and health care. The analysis shows that these problems are deeply rooted in the structure of American society and require a comprehensive approach to address them. Importantly, equality of opportunity and social justice must become fundamental principles in the design and implementation of policy decisions. Proposed measures, including investment in education, health reforms and the development of social support programmes, can play a key role in reducing inequality and poverty. However, tangible results require the joint engagement of the State, the private sector and civil society. Only through collective endeavour can we hope to create a more just and equitable society.

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DIGITAL TRANSFORMATION OF THE RUSSIAN FINANCIAL SERVICES MARKET: TRENDS AND FEATURES

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The article examines the concept of digital transformation of the financial services industry in Russia, its relevance and significance. The directions of trends in the modern financial market of the Russian Federation are analyzed. The article also highlights the trends and features of the financial services market from the introduction of digital transformation.

Key words: *digitalization, market, financial services, innovation, technology, business.*

The relevance of digital transformation in the financial services market lies in its ability to provide enhanced customer experience, improve operational efficiency, and drive innovation. With the rise of fintech companies and changing consumer preferences, traditional financial institutions need to adapt to stay competitive. By leveraging technology such as artificial intelligence, blockchain, and data analytics, companies can streamline processes, personalize services, and create new revenue streams. In today's digital age, embracing digital transformation is essential for financial services firms to stay relevant and meet the evolving needs of customers.

Digital transformation in financial services is the process of applying modern digital technologies and innovations to improve the quality of customer service, optimize business processes, increase the efficiency of companies and create new products and services [Maramygin, Chernova, Reshetnikova 2019: 70].

Thus, the digital transformation of the Russian financial services market is of great importance and relevance for a number of reasons:

1. Customer convenience: Digital technologies allow customers to access financial services at any time and from anywhere in the world, which makes the service process more convenient and flexible.

2. Development of online banking: With the development of digital technologies, banks offer more and more online services such as mobile applications, online banking and e-wallets, which simplifies financial management for customers.

3. Increasing competitiveness: Companies that invest in digital technologies can offer more innovative and convenient services, which helps them attract and retain customers in the financial services market.

4. Improved security: Digital technologies enable banks and financial institutions to improve data protection systems and prevent fraud, which increases the level of security for customers.

5. Efficiency and cost reduction: Automation of processes using digital technologies allows companies to reduce customer service costs and improve the efficiency of their activities.

6. Access to new markets: Digital transformation allows companies to expand their market presence, attract new customers and offer them innovative financial products and services.

In general, the digital transformation of the Russian financial services market contributes to the development of the industry, improving the level of service for customers and creating competitive advantages for companies that actively implement modern technologies [Perceva 2018: 48].

The digital transformation of the financial services market represents a wide range of changes related to the use of modern digital technologies to improve business processes, optimize operations and create new products and services. Here are some key trends and features of digital transformation in the financial sector:

- mobile applications and online services: One of the main trends in the digital transformation of financial services is the development of mobile applications and online services. Customers increasingly prefer to make transactions via mobile devices such as smartphones and tablets, which requires companies to create user-friendly and secure applications;
- using Big Data: Big data analysis is becoming increasingly important for financial companies, as it allows them to better understand customer needs, predict market trends and make more informed decisions;
- the use of artificial intelligence (AI) and machine learning: AI and machine learning play a key role in automating processes, improving the accuracy of analytics, personalizing customer offers and combating fraud;

- blockchain technology: Blockchain is used to ensure transaction security, increase transparency of transactions, improve data management and reduce costs;
- digital Payments and Cryptocurrencies: Digital payments are becoming increasingly popular, and cryptocurrencies such as bitcoin represent a new type of asset that is changing the landscape of financial services;
- digital Customer Service: Digital transformation also includes the development of digital customer service such as chatbots, virtual assistants and online consultations.

Thus, the digital transformation of the financial services market is aimed at improving the quality of customer service, increasing the efficiency of companies, creating innovative products and services, as well as ensuring the safety of operations.

In Russia, the digital transformation of the financial market is being actively implemented by banks, financial companies and startups. Some practical examples of the introduction of digital technologies in the financial market in Russia include:

1. Development of mobile banking applications: Many Russian banks offer their customers convenient mobile applications for account management, payments, transfers and other transactions.

2. Electronic payment systems: Payment systems such as Yandex.Money, WebMoney, Qiwi and others provide the opportunity to make online payments, transfers and deposits to accounts.

3. Fintech startups: There are many fintech startups developing in Russia offering innovative financial products and services. For example, the BCS Broker investment platform, the Akwell accounting automation service, etc.

4. Using blockchain technologies: Some Russian companies have started using blockchain technologies to ensure the security of transactions and improve the transparency of transactions.

5. Online Investments: Online investment platforms such as Finam, Tinkoff Invest and others provide the opportunity to invest in various assets over the Internet.

Digital identity verification: With the increasing importance of online transactions, digital identity verification services have gained prominence in the financial sector. Companies are using advanced technologies such as biometrics, AI, and machine learning to verify the identity of customers, thereby reducing the risk of fraud and enhancing the security of transactions.

6. Personalized financial services: Digital transformation enables financial companies to gather and analyze customer data to offer personalized financial services and tailor-made products. By understanding customer behavior and preferences, companies can provide targeted offerings to enhance customer satisfaction and loyalty.

7. Regulatory technology (RegTech): The implementation of digital technologies in regulatory compliance, reporting, and risk management has become essential for financial institutions to ensure compliance with evolving regulations. RegTech solutions help automate compliance processes, reduce manual errors, and enhance regulatory reporting efficiency.

8. Cybersecurity advancements: As financial services increasingly rely on digital channels, cybersecurity has become a critical aspect of digital transformation. Companies are leveraging advanced cybersecurity technologies such as encryption, multi-factor authentication, and behavioral analytics to protect customer data and safeguard financial transactions from cyber threats.

9. Collaboration with fintech companies: Collaboration between traditional financial institutions and fintech companies is a key trend in the digital transformation of the financial services market in Russia. By partnering with fintech startups, banks and financial firms can leverage innovative technologies, enhance service offerings, and deliver enhanced customer experiences.

10. Overall, the digital transformation of the financial services market in Russia is driving innovation, efficiency, and competitiveness in the industry. By embracing digital technologies and adopting a customer-centric approach, financial companies are poised to meet the evolving needs of customers and thrive in the digital era.

These examples demonstrate the variety of digital technologies that are being actively introduced into the financial market in Russia to increase the accessibility, convenience and efficiency of financial services.

In conclusion, the digital transformation of the financial services market in Russia is of great importance and relevance in enhancing customer experience, improving operational efficiency, and driving innovation. Through the adoption of digital technologies such as mobile applications, Big Data analytics, AI, blockchain, and digital payments, companies in the financial sector are able to provide personalized services, streamline processes, and ensure transaction security [Israilova, Arsanukaeva 2020: 384].

Furthermore, the digital transformation of the financial market in Russia is marked by the development of mobile banking applications, electronic payment systems, fintech startups, blockchain technologies, online investments, digital identity verification, personalized financial services, RegTech solutions, cybersecurity advancements, and collaboration with fintech companies [Skuba, Snegiryova 2022: 2425].

By leveraging these digital technologies and embracing innovation, financial institutions in Russia are able to stay competitive, attract new customers, and create new revenue streams. Ultimately, the digital transformation of the financial services market in Russia is essential for companies to adapt to the evolving digital landscape, meet the changing needs of customers, and drive growth in the industry.

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TOURIST AND RECREATIONAL BRANDING OF TERRITORIES OF THE URAL FEDERAL DISTRICT (BASED ON THE EXAMPLE OF TYUMEN AND KURGAN REGIONS)

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Territory branding, based on the formation of a comprehensive attractive image, can be considered as a tool for increasing the tourist activity of the region, and, consequently, expanding the economic opportunities of the territory. The article examines the theoretical aspects of territory branding, analyzes two regions: Tyumen and Kurgan regions, with a similar territorial location and natural resource base, on the basis of which it is possible to build tourism and recreational branding.

Key words: *tourism, branding, territory, natural resources, economic development.*

Today, under the conditions of restrictions associated with the epidemiological situation, domestic tourism faces an urgent task: to provide Russian tourists with a sufficient number of vacation destinations within our country. That is why a country, a region, or a particular city are interested in gaining identity and being qualitatively different from each other. The level of recognition of a territorial unit is closely related to economic development, in particular with the growing attractiveness of the region for doing business in the tourism sector. Based on this, at the intersection of such sciences as marketing, geography, economics and imageology, a new scientific and practice-oriented direction has been formed: place branding.

Russia is a multinational and original country. Each region has its own unique identity. Accordingly, the formation of a region’s brand should grow primarily based on the cultural characteristics of the territory, its climatic comfort, and resource and health potential. It is these characteristics that create a unique image of the region, which should form the basis of the territory’s brand. Within the framework of this work, the object of study is the territory of the Ural Federal District within the Kurgan and Tyumen regions.

The Ural Federal District has rich natural resource potential, historical value, and cultural heritage. Consequently, there is a strong basis for conducting tourism and recreational activities. But, despite this, today this area of economic activity is not used to its full extent. The reason for this is aspects characteristic of many sectors of economic activity in Russia: the lack of a clear regulatory framework, developed infrastructure, as well as insufficient financial government support for small and medium-sized entrepreneurs.

Another important blocker to the development of domestic tourism is the lack or poor awareness of citizens about the existence and location of cultural and natural heritage in the Ural Federal District. The problems mentioned earlier require a comprehensive and in-depth analysis. To solve them, a consistent series of measures is required to not only improve the infrastructure of the above-mentioned regions (creation of an accessible hotel base, construction of communications, attracting government subsidies and third-party investments), but also to create a brand of the region that is unique in its structure and content.

Of course, territory branding will not be able to solve all the above-mentioned problems, but it will form an identifiable image in the public community and strengthen love for the native land, our small Motherland. We position the last result of the marketing campaign as essential, since the territory cannot be positively perceived by tourists, potential investors, and migrants if permanent residents do not consider their region attractive for tourism and living.

Analyzing the tourism supply market for 2020 (according to statistics from Rostourism), in connection with coronavirus restrictions, a pronounced trend towards an increase in tourist flows within the country was revealed. Thus, the number of citizens of the Russian Federation who traveled abroad amounted to 14.1 million people, 45,223,223 people traveling within the country, of which 2,803,291 people were in the Ural Federal District (Kurgan region – 113,684 people, Tyumen region – 1,079 325 people, Tyumen region (without Khanty-Mansi Autonomous Okrug and Yamal-Nenets Autonomous Okrug – 564,931 people).

Thus, we can say that the increased domestic tourist flow needs to be supported and its further growth stimulated. As for the Ural Federal District, almost half of the visitors preferred the Tyumen region to visit, which indicates the popularity of this destination in relation to the Kurgan region.

These statistics are fairly consistent. First of all, based on the area of territories occupied by the regions, the Tyumen region is 20 times larger than the Kurgan region. But this is far from the only advantage. It is necessary to understand that the level of economic development of the first region is many times higher than the latter. And the brand of the region is accordingly the most developed. But comparing the branding of territories is impossible without a clear understanding of what a brand actually is.

Territory branding, as mentioned earlier, is a fairly new scientific concept, but at the same time, during the period of its appearance and use, rich theoretical material has been formed. At the same time, scientists and practitioners do not have a common opinion in identifying key concepts and definitions. Having analyzed existing foreign and domestic approaches to the term “territory brand,” the following definition was formulated: a multidimensional object based on a complex geographical image and a set of unique symbolic elements of the region and highlighting the competitive identity of the territory in the public consciousness; a construct formed through setting goals, establishing communications and promoting values in society and, as a rule, expressed in visual, verbal and practical manifestations – a symbol, slogan, brand development strategy and the territory itself [Postnikova 2015: 146].

Accordingly, to form a brand of the Tyumen region, it is necessary to analyze and highlight the advantages of this territory. The uniqueness of the location creates a solid foundation for a marketing company. A ring of mineral springs has formed around the Tyumen region; this is not the case in any subject of the Russian Federation. And it is the sources that currently form the basis of the region’s tourist attractiveness, and, accordingly, its brand. Deputy Governor Andrey Panteleev notes that the Tyumen region has all types of thermal healing and recreation: these are springs with warm and hot water for bathing, mineral water for drinking, healing mud for health and cosmetic procedures, while all the riches are concentrated on the plain, and not in mountains or areas of volcanic activity. The reason for this phenomenon is the sea, which was locked up millions of years ago during tectonic shifts. It is very hot, located at a depth of about one kilometer [Nikitina 2020]. In 2017, when conducting an online survey on the topic “Tourist brand of the Tyumen region” as part of a study of the tourist brand of the Tyumen region, to the question: “What attractions of Tyumen and the Tyumen region would you definitely show a tourist?”, 48.95% of respondents answered: mineral sources [Petrushina, Vasil'ev, Mustygina 2017].

Today, Tyumen declares itself as the capital of thermal springs. At the beginning of November 2020, at the opening of the thermal season, which was attended by the head of the Federal Tourism Agency Zarina Doguzova and the regional governor Alexander Moor, the status of Tyumen was announced as the thermal capital of Russia. Based on this, a chain of events arises for the construction of thermal infrastructure: to include the springs in a single recreational zone of Western Siberia as a rehabilitation area, to create conditions for a comfortable stay for tourists, to ensure accessibility of transport links from all regions of our and foreign countries. In the near future, three thermal projects will be implemented, which are already being actively announced in the media, which has a positive effect on the formation of the region’s brand and the development of its unique aspects. This event perfectly shapes the brand of the region, creates the slogan: “Tyumen is the capital of thermal springs” and accordingly expands the range of tourist flows.

Thus, thanks to the rich recreational and health base, the Tyumen region can and does build its own unique image, attracting both Russian and foreign investors, forming a brand of the region, which is so necessary in the development of domestic tourism in the Russian Federation.

Considering the Kurgan region from a similar point of view, we came to the conclusion that it also has natural health potential. The region has rich natural resources, unique places for recreation, magnificent nature with its recreational opportunities. The region is famous for its unique sanatoriums, which are not inferior to the best natural health resorts in Russia. There are significant reserves of natural medicinal resources - brine and mud of salt lakes, underground mineral waters.

For example, in the Petukhovsky district of the Kurgan region there is Lake Medvezhye, which in chemical, mineral and mud composition is almost similar to the composition of the Dead Sea, and even surpasses it in salt concentration. This natural site could serve as an excellent foundation for creating a tourist and recreational brand of the territory. However, the economic situation of the Kurgan region does not allow the required amount of investment in this project, so the health resort remains the property of only residents of the region.

We see that the development of tourism and tourism activities are one of the priority areas in the development of the regional economy. In turn, creating a brand for the region will contribute to the development of domestic tourism and increase its attractiveness for residents, investors, and migrants.

Thus, in the context of actively developing domestic tourism, regions need branding to increase their popularity and attractiveness. The areas we have considered are very similar in their historical, cultural and natural resource potentials, but their development is noticeably different. It is impossible not to note the positive trend in the formation of tourist and recreational branding of the Tyumen region. A competent marketing strategy and government support gives a powerful impetus to creating an attractive tourist environment. The region is actively promoting its brand not only within the country, but also abroad.

At the same time, due to insufficient funding and lack of targeted programs, the Kurgan region is losing potential tourists. Possessing excellent health potential, on which it is possible to build a competent branding strategy, the region noticeably loses to the Tyumen region in the development of recreational tourism in the Ural Federal District.

Thus, our research shows that territory branding for our country can become a tool for strengthening national identity, and, ultimately, a tool for promoting a positive image of a civilized country on the world stage. The restoration and dissemination of cultural values, the popularization of knowledge about the native country through the formation of regional brands can be the first step towards fulfilling this task.

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THE ECONOMIC IMPACT OF ARTIFICIAL INTELLIGENCE

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This article discusses the economic impact of artificial intelligence from the positive and negative sides in English. It also gives examples of AI influence, forecasts concerning the future development of AI, problems and their solutions. Linguistic and stylistic features of scientific style in English are considered on the example of English-language medical articles.

Key words: *Positive impact of AI, Negative impact of AI, Examples of AI impact, Rapid development of AI, Making AI ethical and safe, Automation.*

Introduction

Artificial intelligence (AI) is not only a technological trend, but also a driving force that is changing the face of the global economy. His influence is multifaceted and covers almost all sectors from manufacturing and finance to healthcare and education.

The positive impact of artificial intelligence

AI's ability to automate routine tasks and analyze vast amounts of data unlocks significant economic benefits.

Performance improvement: AI is able to automate routine tasks and free up human resources for more creative and productive work. According to a study by the McKinsey Global Institute, automation can increase labor productivity by 30% by 2030, which is equivalent to an increase in global GDP of 1.2% per year [Manyika, Lund, Chui, Bughin, Woetzel, Batra, Ko, Sanghvi 2017].

Job creation: While AI may lead to job cuts in some industries, it also creates new opportunities in areas such as AI development and maintenance, data analytics, and robotics. According to the forecasts of the World Economic Forum, AI will create 97 million new jobs by 2025.

Improving the quality of products and services: AI can be used to optimize production processes, identify defects, and personalize products and services. For example, Netflix used AI to personalize movies and TV shows, which increased customer satisfaction by 20%.

Cost reduction: AI can help companies reduce costs by automating tasks, optimizing processes, and anticipating demand. For example, Amazon used artificial intelligence to optimize delivery routes, which reduced fuel costs by 10% and delivery time by 25%. A 2021 report by Deloitte found that AI-powered supply chain management can reduce costs by 15% and increase efficiency by 20%.

Development of new markets: AI promotes the emergence of new products, services and business models, which leads to the development of new markets. For example, Google has developed an artificial intelligence system called AlphaFold, which can predict the structure of proteins.

Negative consequences of artificial intelligence

While the economic benefits of AI are undeniable, its implementation also presents challenges that require careful consideration.

Unemployment: Automation using artificial intelligence can lead to unemployment, especially in industries where manual labor prevails. According to a study by Oxford Economics, up to 20 million jobs could be lost worldwide due to automation by 2030.

Rising inequality: The benefits of AI can be unevenly distributed, increasing the gap between rich and poor. Workers with higher levels of education and qualifications can benefit from the introduction of AI, while those with lower levels of education and qualifications will find it more difficult to find a job.

Safety and ethical issues: The possibility of using AI to develop autonomous weapons, surveillance systems, and other technologies can raise security and ethical concerns.

Examples of the impact of ai on the global economy

Production: The introduction of robots and other artificial intelligence systems into the manufacturing sector will increase efficiency and reduce costs. For example, the use of robots to assemble electric vehicles by Tesla has increased production by 50% and reduced costs by 20%.

Finance: Artificial intelligence is used in the financial sector to detect fraud, assess risks and manage investments. For example, banks used artificial intelligence to analyze loan applications, which reduced bad debts by 15% [Rayhan 2023].

Healthcare: Artificial intelligence is used in healthcare to diagnose diseases, develop medicines, and provide personalized treatment. For example, IBM has developed the Watson artificial intelligence system, which allows doctors to diagnose cancer with 95% accuracy.

Forecasts regarding the future development of ai and its impact on the global economy

It is expected that AI will continue to develop rapidly, and its impact on the global economy will grow every day.

According to PwC forecasts, AI will increase global GDP by 14% by 2030, which is equivalent to 15.7 trillion US dollars.

AI is expected to create new jobs, but at the same time lead to job cuts in some industries. Artificial intelligence can help solve some of the most pressing problems facing the global economy, such as improving productivity, reducing costs and improving the quality of life.

However, there are a number of key issues that need to be addressed in order to take full advantage of artificial intelligence.

The need for retraining: Since many jobs will be automated, it is necessary to help people acquire the skills necessary to work in the new economy.

Ensuring the ethics and safety of AI: It is necessary to develop ethical norms and rules governing the use of AI to ensure the safe and responsible use of AI.

Reducing inequality: Measures must be taken to ensure that the benefits of AI are distributed evenly, and not just among a few.

Problems and solutions

To harness the full potential of AI for a prosperous and equitable future, proactive solutions and strategies are crucial.

Problems

Unemployment: Automation caused by AI can lead to job losses, especially in industries dominated by manual labor. According to a study by the McKinsey Global Institute, automation could lead to the loss of 400-800 million jobs worldwide by 2030 [Manyika, Lund, Chui, Bughin, Woetzel, Batra, Ko, Sanghvi, 2017].

Increasing inequality: The benefits of AI adoption may be unevenly distributed, increasing the gap between rich and poor. According to a study by the Organization for Economic Cooperation and Development (OECD), workers with higher levels of education and qualifications are more likely to benefit from AI, while those with lower levels of education and qualifications will have a harder time finding work.

Safety and ethical issues: Artificial intelligence can be used to develop autonomous weapons, surveillance systems and other technologies, which may raise security and ethical issues: in 2018, the UN Panel of Experts on Artificial Intelligence warned that AI could be used to develop autonomous weapons that could be used in war crimes.

Solutions

Retraining of employees: Governments and companies should invest in retraining programs to help workers gain the skills needed for the new economy: In 2019, the Singapore government announced that it would invest $19 billion in employee retraining programs to help them adapt to changes in the labor market caused by AI.

To ensure the ethics and safety of AI: Ethical norms and rules governing the use of AI need to be developed to ensure its safe and responsible use; in 2021, the EU published a draft law on AI, which aims to regulate the use of AI in various fields, including health, education and law enforcement [White Paper … 2020].

Reducing inequality: Governments should take measures to ensure that the benefits of AI are distributed evenly, rather than benefiting only a few. This can be achieved by investing in education, health and social security.

By proactively addressing the challenges and implementing effective solutions, we can harness the transformative power of AI to create a more prosperous, equitable, and sustainable future for all.

Conclusion

Artificial intelligence is a powerful tool that can be used to improve people's lives and accelerate economic growth. However, there are a number of key issues that need to be addressed in order to realize all the benefits of AI. The joint efforts of governments, businesses and individuals will help shape a future in which AI will contribute to sustainable development and prosperity.

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MAIN TRENDS OF INDUSTRY 4.0

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The concept of Industry 4.0 is based on advanced technologies such as artificial intelligence, the Internet of Things, big data, cloud computing, and much more, which are changing our perception of production and its organization. This new era of industry not only contributes to increasing the efficiency and productivity of manufacturing processes but also to the creation of flexible and adaptive systems capable of responding quickly to changing market conditions. An important aspect of Industry 4.0 is also the improvement of working conditions through the automation of hazardous and routine operations, as well as support for decision-making based on data and analytics.

Key words: *Industry 4.0, technologies, digital, the Internet of Things, big data, cloud computing.*

The concept of Industry 4.0 is identical to the fourth industrial revolution. The concept is based on the integration of cyber-physical systems, automated machines and processing centers connected to the Internet into industrial processes.

K. Schwab, founder of the World Economic Forum, describes Industry 4.0 as a convergence of technologies that blurs the boundaries between the physical, digital and biological spheres.

H. Kagermann, former chairman of the German National Academy of Science and Technology, defines Industry 4.0 as the use of the Internet of Things and services to enable the manufacturing industry to implement more flexible and efficient production processes.

W. Walster, CEO of the German Research Center for Artificial Intelligence, characterizes Industry 4.0 as the integration of people, machines and systems into smart factories that can independently manage and optimize production processes.

Also, Industry 4.0 represents the transition to fully automated digital manufacturing, controlled by intelligent systems in real time in constant interaction with the external environment, extending beyond the boundaries of a single enterprise, with the prospect of interconnection into a global industrial network of things and services.

The principles of Industry 4.0 include optimal interaction between smart devices and humans, transparency of operations through the creation of digital twins, technical assistance of machines to humans, decentralization of management decisions.

The positive impact of Industry 4.0 includes productivity growth, lower operating costs, revenue growth, increased consumer demand, growth in the number of IT professionals, and growth in the number of investments in digital transformation.

Technologies such as Internet of Things (IoT), digital ecosystems, Data Driven Decision or simply Big data, complex information systems open for use by customers and partners (digital platforms), blockchain, additive technologies and 3D printing, unmanned devices, virtual and augmented reality, artificial intelligence, robotics, cloud solutions and many others are highlighted within the development of Industry 4.0 [Furstenau 2020: 18].

In the future, technological innovation will lead to increased supply, with long-term positive results in efficiency and productivity.

Transportation and communication costs will decrease, logistics and global supply chains will become more efficient, and the cost of trade will decrease, thus opening new markets and boosting economic growth.

Industry 4.0 will lead to dynamic, real-time optimized, self-organizing value chains, thus opening up new opportunities.

Mass production will become more individualized, leading to the integration of customized products into new services. There will be a shift in producer income from products to services, and new value-added services will be created for existing products. The boundaries between companies and industries will disappear. Companies will be able to improve efficiency through business networks, for example, by offering unused capacity in the market to companies that temporarily need capacity building [Ghobakhloo 2020: 252].

The rigorous pre-planning process will disappear. Smart products will be linked to the digital chain and empowered to make their own decisions about the way they are produced. Smart machines will make productions more active, autonomous and self-organizing. All products will belong to the digital chain.

Factories will automatically adapt to changes through greater transparency and autonomous decision-making. Autonomous manufacturing plants, connected robotics and highly skilled workers will adapt to continuous product changes based on customer preferences, allowing for a single production line to create different types of products without re-engineering the manufacturing process.

As custom manufacturing becomes the norm, employees can be assigned as needed to coordinate automated manufacturing processes and assist with equipment as needed. Such employees must meet new requirements for managing complex systems, problem solving, and self-organization.

Digitalization and increased connectivity will enable real-time analysis of activities. Cost structures can be modeled to support decision-making. It will be possible to predict market changes and operationalize business ideas [Pinciroli 2023: 234].

The challenges and drawbacks of implementing Industry 4.0 include the following problems:

1. economic

- High economic costs.
- Business model adaptation.
- Unclear economic benefits / excessive investments.

2. social

- Confidentiality issues.
- Surveillance and mistrust.
- General reluctance to change by stakeholders.
- Threat of corporate IT redundancy.
- Loss of many jobs due to automated and IT controlled processes, especially for workers.

3. political

- Lack of regulation, standards and forms of certification.
- Unclear legal issues and data security.
- organizational / Internal.
- Information security issues, greatly exacerbated by the inherent need to open previously closed production facilities.
- Reliability and stability required for critical machine-to-machine communication, including very short and stable latency times.
- The need to maintain the integrity of production processes.
- The need to avoid any impediments to IT, as these can lead to costly disruptions in production.
- Need to protect industrial know-how (also contained in control files for industrial automation equipment).
- Lack of adequate skills to accelerate the transition to the fourth industrial revolution.
- Low commitment of top management.
- Inadequate skills of employees.

Countries around the world are investing heavily in digital technologies to improve productivity and competitiveness. There are several organizations that assess the development of Industry 4.0 by country, including:

The World Economic Forum (WEF) publishes an annual report on countries' readiness for the Fourth Industrial Revolution, which includes an assessment of each country's adoption of Industry 4.0 technologies [Lemstra 2023: 186].

The World Bank tracks countries' progress in adopting new technologies, including Industry 4.0, and provides reports and analysis on this topic.

Organization for Economic Cooperation and Development (OECD) assesses the digital transformation of countries, including their adoption of Industry 4.0 technologies, and provides recommendations to policymakers.

International Data Corporation (IDC) conducts research on the adoption of Industry 4.0 technologies in different countries and provides information on trends and developments in the global market.

Deloitte, PwC, and other consulting firms. Consulting firms such as Deloitte and PwC often publish reports and studies on the status of Industry 4.0 adoption in various countries, and provide advisory services to enterprises seeking digital transformation.

In conclusion, Industry 4.0 is an important trend of our time that is changing the way enterprises operate and transforming industries around the world. It offers businesses tremendous potential to optimize processes, improve efficiency and innovate, making it a key focus for companies looking to stay ahead in the digital age.

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JURISTISCHE MITTEL ZUM SCHUTZ DES ANTEILS AM GEMEINSAMEN EIGENTUMS (VINDIKATION DES ANTEILS)

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Eine Haftungsklage ist heute eine der wichtigsten Möglichkeiten, ein verletztes Recht zu schützen, nämlich in Fällen, in denen das Eigentum des Eigentümers von einer Person im Besitz ist, die nicht zu einem solchen Besitz berechtigt ist. Mit anderen Worten, ein Nichtbesitzer beansprucht das Eigentum aus dem Besitz eines Nichtbesitzers des Eigentums. Im Artikel handelt es sich darum, dass in der Praxis die für «normale oder klassische» Eigentumsverhältnisse charakteristischen Merkmale eines solchen Phänomens, das gemeinsames Eigentum ist, irrtümlich in die Praxis umgesetzt werden.

Schlagwörter: *Antitel, Beweise bewiesen, Eigentum, Grundkapital, Rechtliche Fiktion, Kauf- und Verkaufsverträge.*

Es gibt wichtige Gründe, diese Art von Ansprüchen in Bezug auf Eigentum zu erfüllen, nämlich: der Kläger hat das Recht, die Sache zu besitzen und den tatsächlichen Besitz der Sache zu verlieren; Konkretisierung des Eigentums durch individuelle Merkmale oder Merkmale homogener Dinge; das tatsächliche Auffinden der Sache im illegalen Besitz des Beklagten in Sachleistungen.

Eine solche Position bei den Streitkräften der Russischen Föderation und Ihnen der Russischen Föderation: Eine Person, die sich mit einer Klage gegen das Eigentum aus dem illegalen Besitz eines anderen vor Gericht gestellt hat, muss beweisen, dass sie das Eigentum (Eigentum) besitzt und die Tatsache, dass der Beklagte das Eigentum illegal besitzt. Wenn einer der genannten Umstände nicht bewiesen ist, kann der Anspruch auf die Beschaffung von Eigentum aus dem illegalen Besitz eines anderen nicht erfüllt warden [Opredelenie Verhovnogo Suda RF ot 24.11.2015...].

Auf dieser Grundlage sollte man sich auf die wichtigsten Fakten konzentrieren, die notwendig sind, um die Möglichkeit und Reihenfolge der Vindizierung eines Anteils zu bestimmen.

1. Der Kläger hat ein Eigentumsrecht (einen anderen Sachtitel) für den geforderten Anteil.

In diesem Fall wird ein solches Recht einfach definiert, es ist in den Artikeln des Bürgerlichen Gesetzbuches und der Verordnung des Plenums des ALL festgelegt, die die Reihenfolge des Nachweises des Eigentumsrechts an beweglichem Eigentum angeben. Diese Tatsache wird durch alle durch die Verfahrensgesetzgebung vorgesehenen Beweise bewiesen, die dieses Recht beim Kläger bestätigen.

Der Beweis für das unbewegliche Eigentum wird in diesem Fall sein: 1) Auszug aus dem EGRP; 2) alle durch die Verfahrensgesetzgebung vorgesehenen Beweise.

Zu solchen Beweisen, basierend auf der Gerichtspraxis, gehören schriftliche Beweise (der Akt der Aufnahme und Übertragung von Eigentum, Korrespondenz, Informationen, die das Vorhandensein von Eigentumsrechten einer Person bezeugen).

Es ist für eine Person, deren Recht verletzt wurde, nicht unmöglich oder schwierig, das Eigentum an allen Vermögenswerten und Anteilen zu bestätigen, es ist jedoch zu beachten, dass es keine umfassende Liste von Dokumenten oder Informationen gibt, die eine solche Tatsache bestätigen könnten.

Dies kann sowohl ein Minus als auch ein Plus sein. Bei der Frage des Beweises sollte berücksichtigt werden, dass es gesetzlich kein Verfahren gibt, andere Eigentümer über den Verkauf ihres Anteils an eine bestimmte Person zu informieren. Es geht nicht um ein Vorkaufsrecht, sondern um eine Benachrichtigung über das Erscheinen eines neuen Eigentümers.

Die Entscheidung des russischen Präsidiums vom 21.05.1996 N 5013/94 enthält die Formulierung, dass der Kläger, wenn der Eigentümer sein Eigentum aus dem illegalen Besitz eines anderen beansprucht, nachweisen muss, dass er Eigentümer oder rechtmäßiger Eigentümer von Gebäuden und Eigentum ist. In diesem Fall kann eine Person, wenn sie keine Dokumente hat, die ihr Recht auf einen Anteil am gemeinsamen Eigentum bestätigen können, die Handlungen anderer Mitbesitzer viele Probleme beim Nachweis der Tatsache verursachen, dass sie im Besitz dieses Anteils ist [Postanovlenie AS Dal'nevostochnogo okruga…].

2. Möglichkeit der Anwendung von materiellen und rechtlichen Schutzmethoden in Bezug auf den Anteil.

Beachten Sie hier, dass der Anteil keine Sache ist, und wenn Sie der Definition des Anteils durch das Konzept «Anteil am Recht» oder «idealer Anteil» folgen, dann ist der Anteil am Recht des gemeinsamen Anteils im heutigen Zivilrecht aufgrund der detaillierten Analyse der Vor- und Nachteile dieser Konzepte eindeutig keine Sache.

T.A. Mingazov stimmt jedoch nicht mit der Tatsache überein, dass der Anteil am gemeinsamen Eigentumsrecht eine Art «rechtliche Fiktion» spielt, die eine Reihe von Befugnissen des Eigentümers bestimmt. Er sagte, sie sei auch ein aktives Objekt des Zivilverkehrs [Mingazov 2013: 32].

Die gleiche Meinung hält A.A. Guseva. Ein Beispiel für die aktive Verwendung eines Anteils ist die Möglichkeit eines Pfandrechts in Bezug auf den Anteil, den Kauf und Verkauf, einschließlich dessen kann es ein Erbgut sein.

Wenn wir den Fall betrachten, in dem sich der Anteil im Grundkapital einer Gesellschaft mit beschränkter Haftung befindet, dann gibt es Fälle, in denen der Anteil als Eigentumsrecht definiert wurde [Postanovlenie AS Vostochno-Sibirskogo okruga…].

LLC 1 hat an das Schiedsgericht appelliert, eine natürliche Person zu verklagen, um den Kaufpreis aus dem Kaufvertrag des Anteils zu reduzieren.

In seinen Argumenten sprach der Beschwerdeführer von einer Verletzung, insbesondere von einer fehlerhaften Auslegung einzelner Bestimmungen des Plenums mit dem Hinweis auf eine unangemessene Möglichkeit, sein Recht zu schützen. Das Schiedsgericht kam zu dem Schluss, dass das Berufungsgericht die Normen des materiellen und Verfahrensrechts falsch angewandt hatte.

Das Berufungsgericht wies unter Berücksichtigung der in der Definition des Obersten Schiedsgerichts der Russischen Föderation N 14602/13 vom 30.10.2013 dargelegten Rechtsposition auf die Wahl des Klägers eines unangemessenen Verfahrens hin, das verletzte Recht zu schützen. Oktober 2011 N 5950 / 11mit dem der Anteil des Teilnehmers am Stammkapital einer Gesellschaft mit beschränkter Haftung ein Eigentumsrecht darstellt, für dessen Entfremdungsrecht die allgemeinen Bestimmungen über den Kauf und Verkauf gelten.

Der Anteil wird auch als eine Möglichkeit definiert, die Rechte und Pflichten eines Mitglieds einer Gesellschaft mit beschränkter Haftung oder eines Mitglieds (Mitbesitzers) im gemeinsamen Eigentum zu verankern [Postanovlenie Prezidiuma VAS RF…]. Inzwischen ist die Art des Anteils im Recht des gemeinsamen Anteils eng mit der Sache verbunden, was die Möglichkeit einer Verankerung aufgrund der Artikel 301, 302 des Bürgerlichen Gesetzbuches nur analog zum Gesetz bewirkt, da es in der geltenden Gesetzgebung keine klare Auslegung des Verfahrens oder der Besonderheiten der Anteilsbeschaffung gibt.

Wenn Sie sich an das Konzept des Anteils am gemeinsamen Eigentum halten, ist die Tatsache, dass ein Teil des Rechts «beansprucht» wird, nicht möglich. Das Recht kann im wahrsten Sinne des Wortes nicht besessen werden, man kann nur Rechte besitzen. Wenn der Anteil, wie das Recht, nicht besitzt werden kann, kann er daher nicht verloren gehen und dementsprechend zurückgegeben werden. In diesem Zusammenhang kann das Recht nicht ausgerottet, sondern nur wiederhergestellt werden.

In einer Entscheidung ging das Gericht vernünftigerweise davon aus, dass zum Zeitpunkt der Streitbeilegung keine individuell definierte Sache gibt, über die man den Schluss ziehen kann, dass der Besitz illegal ist und die Frage seiner Vernichtung gelöst werden kann. Das Gericht begründete seine Argumente mit der Abwesenheit der Eigentümer durch die Forderung, einen Anteil an Sachleistungen zuzuweisen, wodurch der Anteil am Objekt des Zivilverkehrs nicht berücksichtigt wird. Es sollte angemerkt werden, dass es keine eindeutige Sicherheit der Gerichtspraxis für Streitigkeiten über die Versiegelung des Anteils am gemeinsamen Eigentum gibt. Tatsache ist, dass die Möglichkeit besteht, den Anteil zu versichern, aber wie er mit dem logischen Verhältnis zum Anteil am Eigentumsrecht korreliert, bleibt ein Rätsel, da es nicht möglich ist, das Eigentum von anderen Eigentümern rechtmäßig zu finden [Postanovleniya FAS Vostochno-Sibirskogo okruga…].

Natürlich ist die Anzahl solcher Fälle gering, aber es ist wichtig, dass eine solche Interpretation bei der Behandlung von Streitigkeiten durch Schiedsgerichte stattfindet.

Aus all dem oben Genannten sollten die Fragen benannt werden, die für die weitere Untersuchung notwendig sind – "Ist der Anteil am gemeinsamen Eigentum eine Sache?"; "was ist der Anteil an der Regulierung des gemeinsamen Eigentums?».

Bei der genauen Auswahl eines Ansatzes zur Bestimmung der Art des Anteils wird klar sein, wie es im Falle einer Verletzung des Eigentumsrechts vorgehen soll.

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UDK 338.439

THE ROLE OF THE FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS IN SOLVING THE WORLD FOOD PROBLEM

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The article reveals the content of the world food problem. The article describes the activities of the Food and Agriculture Organization of the United Nations to strengthen global food security. It's concluded that without ensuring food security, it's impossible to talk about sustainable economic growth.

Key words: *Food and Agriculture Organization of the United Nations, food problem, food security, sustainable development, elimination of hunger.*

Introduction

According to the United Nations (hereinafter – the UN), 821 million people are malnourished, and a third of the world's food is thrown away. If trends continue, the number of people suffering from hunger will exceed 840 million by 2030. The international community has come to realize that the world isn't able to achieve the goal of «Zero hunger» by 2030. In addition, the COVID-19 pandemic and the food crisis in Ukraine have further «pushed» humanity away from its cherished goal. In this regard, the Food and Agriculture Organization of the United Nations (hereinafter – the FAO), as the central institution whose global goal is the fight against hunger, is making efforts to strengthen international food security and redistribute economic resources in favor of economically backward countries and striving to maximize the leveling of the world food problem. Thus, the problems of the scientific article are predetermined by its relevance to the international community and the author's interest in the economics of sustainable development.

The relevance of the study is due to the fact that providing the world's population with food is one of the most important global problems due to its comprehensive importance in the context of achieving normal life of all inhabitants of the planet.

The scientific novelty of the work consists in the generalized presentation of the role and contribution of the Food and Agriculture Organization of the United Nations in solving the world food problem.

Research material. The theoretical basis of the study is the works of domestic and foreign scientists in the field of sustainable development economics.

Research methods. Among the methods used in the study are analysis and generalization.

The main part

The world food problem is one of the global problems recognized by the international community. The world food problem is receiving attention from leading scientists at all international forums and conferences. In Russia K. G. Borodin's (2018), M. V. Bogdanova's, M. P. Belikova's (2020), E. V. Prudius (2023) and other scientist's researches are devoted to this problem. In the foreign field of research, the world food problem is studied by A. Tyczewska, T. Twardowski, A. Woźniak-Gientka (2023), K. Britwum, M. Demont (2022) and other researchers.

One of the key components of the world food problem is the problem of food security. The FAO defines food security as a situation in which «all people have physical and economic access at all times to safe and nutritious food that meets their dietary needs and preferences, in quantities necessary to maintain an active and healthy life» [Tyczewska, Twardowski, Woźniak-Gientka 2023: 332]. At the same time, the deprivation of such access - «food insecurity» [Britwum, Demont 2022: 1] -isn't only the physical lack of food, but also «the inability to purchase it due to the lack of sufficient financial resources among buyers» [Prudius 2023: 114]. In other words, insufficient purchasing power of the population [Borodin 2018: 566]. In this regard, the problem of food security is also associated with the problem of redistribution of economic resources between developed and developing countries. It's noted that humanity is able to feed itself to ensure normal life. However, economically developed countries consume too much, while developing countries, where most of the world's population is concentrated, consume too little. Additional risks are created by the exponentially growing population of the planet, which, according to UN estimates in 2022, should reach 9 billion 710 million people by 2050.

The scientific community, considering food security, distinguishes four levels of its measurement: «food availability», «economic, social and physical availability of food», «stability over a long period of time», and «food use» [Bogdanova, Belikova 2020: 7]. Accordingly, the UN defines the following ways to solve this problem:

1. Investing in smallholder farmers;
2. Increasing food production for local and global markets;
3. More sustainable use of agricultural biodiversity;
4. Creating equal access to resources for women farmers with men;
5. Eradicating energy poverty.

It's important to note that the success of solving the problem of food security lies in the coordinated actions of the subjects of the world economy at all three levels: global, regional, national.

Thus, sustainable development of both the whole world and its individual regions is impossible without solving the food problem in general and the problem of food security in particular. Enhancing food security is the way to improve the nutritional value of diets, increase the livelihoods of rural communities and improve the resilience and sustainability of farming systems, reduce hunger and produce enough food to meet future demand. It's for this reason that many countries of the world, including the Russian Federation, consider food security as one of the most important components of national security.

The Food and Agriculture Organization of the United Nations is «an international organization whose efforts are aimed at ensuring food security for all and guaranteeing regular access of population to high-quality food» (The Food and Agriculture Organization of the United Nations, 2024). FAO's activities cover five main areas:

1. Making information accessible and supporting the transition to sustainable agriculture;
2. Strengthening political will and sharing policy experiences;
3. Strengthening public-private cooperation for small-scale agriculture;
4. Transfer of knowledge to the field;
5. Supporting countries in preventing and mitigating risks.

In essence, FAO is an international mediator, on the one hand, aggregating the experience of world economic actors in solving the problem of food security, and on the other hand, being a source of information on food, agriculture and natural resources and a generator of joint actions to solve this problem. Let's take a look at the most important results of FAO's work in solving the global problem of food security.

In 1963, the Codex Alimentarius was founded by FAO and the World Health Organization (hereinafter – the WHO). The Codex Alimentarius is a set of accepted international standards and associated texts related to food products presented in a single format. The Codex Commission... is the most important international body for food standards, consumer protection and fair practices in the food trade.

In 2001, after several years of diplomatic efforts by FAO, the International Treaty on Plant Genetic Resources for Food and Agriculture was adopted by 135 countries. The objective of the «Treaty…» is «the conservation and sustainable use of plant genetic resources for food and agriculture and the fair and equitable sharing of benefits arising from their utilization» [International Treaty on Plant Genetic Resources for Food and Agriculture 2024].

From 1990 to 2014, countries in Latin America and the Caribbean reduced the number of hungry people from 14,7% to 5,5% of the population. This has been achieved with FAO's full support by strengthening Member State's political commitment to food affordability, access to food and nutritional improvements.

Rinderpest was a deadly, highly contagious viral disease with an animal mortality rate of up to 100%. It killed millions of cows, buffaloes and their wild relatives and caused starvation among people. In 1994, FAO and the World Organization for Animal Health (hereinafter – the WOAH) launched the Global Rinderpest Eradication Programme, and in 2011 the organizations declared the elimination of the disease.

In 2004, the Council of the Organization adopted the «Guiding Principles for the Realization of the Right to Food». The guidelines have transformed principles into actions. The right to food is now part of the constitutions and legal frameworks of more than 30 countries (in particular, in Nepal, the Niger, Nicaragua, the Republic of Moldova, Suriname and a number of other states).

FAO's current focus is on responding to climate change, determining how severe the global food security problem will be in the future.

FAO's critical role in addressing food security is undeniable, as evidenced by the key achievements of the Organization during its existence. FAO aggregates the efforts of Member States towards eradicating hunger, achieving food security and improved nutrition and promoting sustainable agriculture, and is the central international institution for the fight against hunger.

Conclusion

Thus, FAO is making serious efforts to coordinate the actions of world economic actors in solving the problem of food security. The Organization's achievements include the establishment of the Codex Alimentarius Commission with the WHO in 1963, the eradication of river blindness in 2002, the adoption of the International Treaty on Plant Genetic Resources for Food and Agriculture in 2001, the eradication of rinderpest in 2011 (with the WOAH), and several others.

It's noted that the world food problem is one of the global problems of humanity in the 21st century, which requires constant monitoring of the results of activities carried out by both FAO and the governments of the Member States and assessment of their effectiveness, for the reason that this problem hides millions of lives of children - the future of the planet. Without eradicating hunger, ensuring food security and improving nutrition, and promoting sustainable agriculture, there can be no social progress and sustainable development of the world as a whole.

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UDK 141.2

ON THE RELEVANCE OF S.N. BULGAKOV'S PHILOSOPHY OF ECONOMY IN THE 21ST CENTURY

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The article is devoted to the consideration of S.N. Bulgakov's Philosophy of economy and its theoretical and ideological relevance in the modern world. The author comes to the conclusion that the Philosophy of economy still holds its value not only as a viable alternative to modern economic doctrines, but also as a potential way to solve some of the most acute crises of modernity.

Key words: *Economy, religious philosophy, creativity, labor, Sobornost.*

S.N. Bulgakov is a man whose name inevitably appears in the lists of the greatest Russian figures of the 20th century. In terms of importance for Russian philosophy S.N. Bulgakov stands next to such geniuses as V. Soloviev, N. Berdyaev, S. Frank, N. Lossky, P. Florensky, E. and S. Trubetskie. Bulgakov's life took place in that highly controversial period, which contemporaries spoke of as a century of a "catastrophe", but also as a "Russian renaissance". Bulgakov is often remembered for his religious and philosophical merits, for his collection of articles "From

Marxism to Idealism", and in exile for the development of the Christian doctrine of Sophia, the Wisdom of God. However, many people forget that Bulgakov began his scientific activity as an economist and economic historian, and his doctoral dissertation, which bears the title "Philosophy of economy" – is an original attempt to overcome the limitations of the isolated and narrowly specialized economic science of the 20th century in the framework of the unique Russian religious and philosophical ideal of "Sobornost". The conclusions of the Philosophy of economy are relevant even now, when scientific disciplines are becoming increasingly specialized, and economic doctrines of the past no longer meet the needs of the Russian Federation and its people.

The relevance of the study is related to the fact that the Russian Federation is facing a number of crises (military conflicts, social inequality, environmental pollution, decline in the level of spiritual culture, etc.), which classical economic doctrines have proved unable to overcome. It is necessary to consider alternatives, on the basis of which Russia can create new ideologies and objectives to improve its state and citizenship welfare.

Scientific novelty of the work consists in the review of the doctrine of Philosophy of economy of S.N. Bulgakov and its theoretical and ideological potential for the socio-economic life of modern Russia.

The theoretical foundations of the study are taken by the author from the works of S.N. Bulgakov, as well as review articles on his teachings. In this article, author uses the methods of specialized literature analysis and scientific abstraction.

Russia has always had a unique character in the history of the world. Not quite Europe, but not quite Asia either, it was in this country where various traditions and trends of both the East and the West refracted. This was and still is expressed not only in spiritual, social, political and cultural spheres, but in spheres of economy and economic development [Berdyaev 2017: 6].

Russia's economic life took a complex and branching path to becoming one of the largest economies in the world as we know it today. One of the decisive periods that set the vector for the whole future of development is considered to be the beginning of the 20th century – the time when the growth of industry and agriculture of the Russian Empire took an unprecedented character. From the feudal socio-economic formation Russia enters the path of capitalist development (although very different from European capitalism [Bulgakov 2006: 226].

At the same time, the beginning of the 20th century met Russia with a wide range of both external and internal conflicts (social tensions, economic crises, the First World War, etc.). Many outstanding minds of Russian science, belonging to a different, often contradictory, directions of economic thought of that time tried to explain and overcome those conflicts. However, in the spirit of the epoch, the most popular in the academic environment were the doctrines of economic materialism and pure "economism" [Bulgakov 2008: 27].

Both economic materialism and pure "economism", regarded religious and mystical views negatively and often ignored them as "reactionary" or "unscientific" [Bulgakov 2010: 467]. For this reason, many unique teachings have been unfairly bypassed. One of such doctrines, which was bypassed by its contemporaries, was a fundamentally different interpretation of economic and social life, developed by the religious philosopher and economist S.N. Bulgakov. This doctrine is called the Philosophy of economy.

According to S.N. Bulgakov, economy is "the struggle for life with the hostile forces of nature in order to protect, assert and expand, in an effort to master them, to tame them, to become their master, and that is what – in the broadest and most provisional sense of the word – can be called economy" [Bulgakov 2008: 62]. At the same time, the struggle for life should not be understood in terms of defeating nature in order to exploit it further. For S.N. Bulgakov, the subject of the Philosophy of economy is not an individual isolated in his selfish pursuit of profit and production maximization, but humanity as a whole in many persons (in religious ideals of «Sophia» and «Sobornost»). The responsibility entrusted to the unified humanity by God is the transformation of the existing reality and "bringing light into the darkness" [Bulgakov 2008: 149].

The instrument for the establishment of light and life, that is, the creation of the economy itself, is labor. "Economy is labor activity" [Bulgakov 2008: 65], "The world as economy is the world as an object of labor, and therefore also as a product of labor" [Bulgakov 2008: 66]. This position of the Philosophy of Economy is on a par with the political economy and Marxist understanding of labor. However, S.N. Bulgakov goes even further. For him, labor takes a religious basis and is explained as a creative and mystical impulse of life, "which is the beginning of all freedom.", in a man. Thanks to this creative impulse, which is equally present in the labor of the factory worker as well as labor of a poet, humanity actually transforms objective reality, changing objective matter from a dead mechanism into a teleological organism [Bulgakov 2008: 163].

Despite its apparent abstractness, it would be wrong to assume S.N. Bulgakov's Philosophy of economy as a purely religious-philosophical doctrine with little connection to academic rigor. The problem of the economy is treated in a threefold formulation: scientific-empirical, transcendental-critical, and metaphysical. S.N. Bulgakov recognizes all the latest discoveries in the natural or social sciences and in the spirit of Russian-religious philosophy desires to unite all of them within a single comprehensive ontological system, the connecting substance of which would be precisely philosophy and religion [Martynova 2004: 76]. This would make it possible to overcome the professional limitations of various branches of scientific fields and direct them, including economical science, from transcendental contemplation of reality to its active change.

In Philosophy of economy Bulgakov criticizes systems of both socialism and capitalism for their dehumanizing attitude to the living person and his spirit. The victory over these negative tendencies of modern world can be achieved first of all not by external means (implementation of policies, establishment of laws or institutions, etc.), but by internal, spiritual transformation of humanity and each individual in a religious manner [Osipov 2004: 40]. Only then will society gain a fundamentally different understanding of life and progress, and enter an era of historical development in which the economy is not an instrument of domination, but a means of creating a better world.

S.N. Bulgakov's Philosophy of economy is definitely a notable phenomenon in the history of Russian thought. It was an attempt to comprehend economic science and economic practice in the framework of the unique Russian philosophical-religious traditions created by prominent Russian thinkers, scientists and figures throughout 19th and 20th centuries. Unfortunately, in its time, both Russian religious philosophy and Philosophy of economy were neglected in pursuit of a more productive-driven concepts. However, now, when Russia faces new challenges every day, classical socio-economic, Marxist and Western doctrines no longer satisfy the spiritual and political aspirations of the country and its citizens. Other approaches, fresh views and new meanings are needed. On the basis of this, the scientific community is awakening interest in the previously unjustly forgotten areas of national thought. These include, among others, S.N. Bulgakov, whose legacy, especially Philosophy of economy, is only now beginning to be rediscovered and fairly appreciated [Nazarova, Panamarchuk 2014: 130].

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THE TRANSFORMATION OF THE LABOR MARKET IN THE DIGITAL AGE

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This article examines the Russian and foreign experience of labor market transformation over a certain period of time, as well as the development of artificial intelligence and digitalization of the economy as a whole and the emergence of new professions.

Key word: *Transformation of the labor market, digital age, new professions, artificial intelligence (AI), adaptations, experience.*

One of the main aspects of the digital transformation of the labor market is automation and the use of robotics. According to a study by the Institute of Statistical Research and Economics of Knowledge of the National Research University Higher School of Economics, the level of technological equipment of the Russian economy has increased over the past decade: the number of organizations using advanced production technologies (APT) increased by 14% – from 13.3 thousand to 15.1 thousand. Maximum growth indicator (4-5 times) was recorded in the field of information and communications, as well as the provision of various types of services.

Certain work processes are becoming automated, which leads to job cuts. On the other hand, new needs and opportunities are emerging in the design, programming and maintenance of these systems. Also, digitalization of the labor market leads to the emergence of new forms of employment, such as freelancing, remote work and the gig economy. The Internet allows people to work remotely and earn money from anywhere in the world, attract specialists from other countries and conduct international transactions. This leads to new opportunities for work and cooperation at the international level. At the same time, questions arise about social security and protection of the rights of such workers [Nicholas: 2021].

The development of artificial intelligence and data analytics also affects the labor market. Automation of data processing and analysis makes some professions less in demand, while the need for analytics and Big Data specialists is growing. A high level of digital technology allows companies to optimize a number of processes and, as a result, reduce their costs. Due to this, there is an increase in labor productivity and increased competitiveness in the market.

The relevance of this work is due to the fact that, the topic of transformation of the labor market in the digital era has become very relevant and discussed in recent years. The development of information technology and the transition to digital management systems are leading to significant changes in the field of labor and employment.

The scientific novelty of the work consists in a generalized presentation of changes and innovations in the labor market in the digital era. The theoretical basis of the study is the works of domestic and foreign scientists. Among the methods used in the study are analysis, induction, deduction and generalization.

The transformation of the labor market in the digital era is also prompting changes in the education system. New professions are emerging that require special skills, and the need to constantly update existing knowledge and skills is growing.

The pace at which people adapt to digital technologies directly depends on their ability to learn them. One of the challenges of the digital labor market is the problem of inequality of access to digital technologies and education. This can create barriers for people without access to modern technology and lead to increased inequality in employment and opportunity.

Labor resources and the situation on the labor market serve as indicators of the stability of society and the development of the state and national economies. The impact of advances in information and communications technology on employment and the decline in labor demand is causing ongoing debate about the disappearance of work as we know it. However, work activity changes in accordance with economic development trends, which requires a revision of established concepts and definitions [Angel 2022].

The transformation of the labor market in the digital era is relevant for several reasons.

First, it opens up new opportunities for job creation and development in information technology, digital marketing, data analytics and other related industries. This contributes to the growth of additional sources of employment. The level of employment is an important macroeconomic indicator; the degree of satisfaction of social needs for workers and personal needs and interests in paid jobs and in generating income. Under the influence of digital technologies, new jobs are being created in a number of sectors of the economy, primarily in the service sector. In most countries, an increase in demand for labor is observed in the fields of culture, recreation, construction, healthcare, energy and agriculture, and to a lesser extent in the public sector. Reductions in labor demand occurred in manufacturing, business services, trade and transport. At the same time, the number of people employed in the field of accommodation, transport, and other services through online platforms is growing, with a noticeable increase in flexible, temporary and part-time employment in these jobs.

Secondly, digital transformation can improve productivity by automating some tasks, using data analytics and introducing new technologies. This allows companies to use their resources more efficiently and provide a higher level of quality products or services. High levels of product quality can increase customer satisfaction, leading to increased sales and increased profitability for companies. Overall, this can contribute to the growth of the country's GDP and improve the economic well-being of the population [Levin 2014].

The third reason is related to the need for workers to adapt to the changing demands of the labor market. Digital transformation requires employees to update their skills, master new technologies and develop competencies, which is important for successful competition in the labor market, which in turn ensures the growth of effective companies and at the same time contributes to the exit of those who are less effective from the market. By mastering new technologies and improving the skills of employees, the volume of innovation increases, which undoubtedly contributes to economic development. Digital transformation is also opening up new opportunities for remote work, flexible schedules, and the use of digital platforms for job search and hiring, leading to a better work environment and increased employee satisfaction [Kaplan 2015].

Foreign and Russian experience

Information technology and digital skills:

Russia: The development of the IT sector in Russia is accompanied by an increase in demand for specialists in the field of information technology. An example could be an increase in the number of vacancies for software developers, data analysts, cybersecurity specialists, etc. Employers are becoming more interested in candidates with digital skills.

World experience: In developed countries such as the USA and Germany, the demand for IT specialists is also growing. Since 2010, companies have been actively seeking specialists in artificial intelligence, machine learning and data analytics.

Flexibility and remote work:

Russia: As a result of digitalization, many companies in Russia have become more flexible in organizing their work process. In the wake of the COVID-19 pandemic, many companies are actively implementing remote work, which opens up new opportunities for employees to work from anywhere in the world.

Global experience: In developed countries, remote work is also becoming more common. Large companies, such as Google, Twitter, and many others, provide the opportunity for employees to work from home. Growing demand for specialists in new industries: Russia: The emergence of new industries such as e-commerce, fintech and cybersecurity is creating demand for specialists in these areas. For example, an increase in the need for analysts to analyze data from online stores. Globally, areas such as blockchain, sustainable technologies, and artificial intelligence research are also creating new opportunities for professionals.

In addition to the above areas, here are a few examples of the so-called "professions of the future" that already exist in our time:

1) Lawyer-consultant for working on the Internet.

Lawyers of the digital society will need to know all the intricacies of how companies operate on the Internet. They will develop a system of legal protection of people and property on the Internet. Such specialists will become very much in demand on the market, as an increasing number of operations are transferred to the Network. They know the operating principles of Internet startups, and they know blockchain technologies like ducks to water.

2) Virtual Reality/Augmented Reality Specialist

These professions are becoming increasingly in demand in various industries, ranging from the entertainment industry to education and business.

3) No-code developer.

No-code development is an approach that allows users to create applications and web services using visual modeling and customization of ready-made processes or templates. That is, using the designer you create a website or application. Why will she be in demand? A standard product, using No code, is created in 2-3 weeks. The cost of development is 10-12 times lower than the classic model. According to some studies, by 2028, 80% of all developments will be implemented using No code.

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WOMEN AND THE LABOR MARKET

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This article examines the position of women in the labor market, what professions women choose more often and what place they occupy in the professional hierarchy. The article focuses on comparing the position of men and women in the professional sphere, as well as society's attitude towards women as active working subjects.

Key words*: women, men, labor market, professional activity, wages, leadership positions, profession, family, gender stereotypes, society.*

The labor market today is formed in such a way that professions are divided into predominantly male and female; this directly depends on the division of types of professional activities. In some professions, employers prefer to see predominantly women, and in others, men. On the one hand, this situation is not surprising; men and women differ in their characters and personal qualities. In some types of activities, the character of women is more preferable, in others, on the contrary, men, however, this approach creates gender stereotypes, which directly affect the professional interests of men and women.

The labor market is the relationship between supply and demand for labor. Indicators of demand in the labor market are vacancies, and indicators of supply are resumes of applicants. One of the main changes in the labor market that experts note today is the increase in the number of women employed in professional activities. Women occupy a variety of positions in the labor market, including leadership roles.

The level of women's involvement in the professional sphere is one of the indicators characterizing the level of development of society. The opportunity for professional realization represents a woman as an economically independent subject, and also provides the opportunity for professional self-realization. Women's demand for prestigious and highly paid jobs shows the value orientations of modern women. The main value is a woman's self-development, her interests and hobbies. Changing the image of a woman in modern society is the main result of a change in her worldview, as well as changes in public consciousness.

However, we cannot talk about achieving gender equality. Women continue to face signs of gender discrimination, including in the labor market. There are many examples to support this: the ratio of wages between men and women, the level of involvement of women in leadership positions, and the percentage of employed men and women in the labor force.

The purpose of the study is to study the situation of women in the labor market today.

Research objectives:

1. Determine how the position of women in society has changed from the point of view of social consciousness.
2. Identify the obstacles a woman faces in the professional sphere.
3. Identify "female" professions.

Research hypothesis – public opinion believes that women are ready to succeed in professional activities.

This hypothesis is confirmed by a study conducted in 2016 by VTsIOM. According to the information received, many stereotypes that developed in the past remain relevant today, but at the same time, modern society is ready to fight them and is successfully doing so. In 1991, respondents (48%) believed that the chances of men and women being employed were not equal. In 2016, this point of view was supported (36%). Moreover, in 1991 (39%) believed that women and men have equal employment opportunities; in 2016 this percentage is (56%). This shows that public consciousness has undergone certain changes, and is increasingly inclined to the fact that women can express themselves in the professional sphere.

In 1991 (48%) of respondents were of the opinion that women are not "unprofitable" employees; in 2016 this was already discussed (64%). At the same time, women more often demonstrate low self-esteem, agreeing that they are "unprofitable" workers. However, respondents cannot identify female symbols of modern Russia. 27% believe that there are no such women, 50% find it difficult to answer [Analiticheskij obzor 2016].

VTsIOM research shows that the social status of women is changing, it is becoming higher, but this does not mean that we can talk about achieving complete gender equality. The values and ideals of gender equality are conveyed mainly by the age group – young people, who are more characterized by the values of equality in society.

A woman's self-realization in the professional sphere contributes to the formation of women's own income, which strengthens her position in society. Why is this so important? First, it helps reduce the risk of poverty. Secondly, access to paid work for women is one of the most important conditions for maintaining gender equality in society. Thirdly, personal income forms the income of women, which she can invest and use as she wants. At the same time, there are regions of the world in which the tradition of including women in the workplace has always been high, for example, the Scandinavian countries.

The HeadHunter company presented an analytical review, which was compiled based on vacancies of employing companies and resumes of applicants on the company's website.

In the analytical review, the network contains several interesting statistical facts. Until the age of 20, the number of women in the labor market exceeds the number of men (63%) and (37%) respectively. By the age of 30-35, the percentage of men and women becomes equal. From 35 to 50 years old, the majority of the labor market is occupied by men, and if we turn to the age category after 50 years, it is worth noting that the ratio of the resumes of men and women is presented in the following figures (70%) and (30%).

In the modern labor market, we can see such a phenomenon as gender segregation, when men and women are unevenly distributed among various types of professional activities, as a result, "predominantly male professions and predominantly female ones" are formed. Based on applicants' resumes, HeadHunter identified the main "women's professions." These include: secretary, accountant, HR manager, economist, PR manager, journalist, financial manager, lawyer, research specialist, customer service specialist. HeadHunter regularly does such reviews [HeadHunter].

In 2022, VTsIOM conducted a study "Work, wages and management: has gender balance been achieved." The study showed that respondents agree that professions are divided into male and female; 71% of respondents work in teams where the composition is predominantly male or female. Only 26% work in a team where there is an equal number of men and women. And the work of leader is predominantly a man's job, according to respondents. At the same time, gender-balanced teams are also more often led by men. According to men, they are often entrusted with more responsible tasks, while women think the opposite [Rabota, zarplata i rukovodstvo … 2022].

Statistics show that the situation of women has changed, they are ready to realize themselves in the professional sphere, and not be afraid to overcome the difficulties facing them. Now we are witnessing how the image of a woman is being formed, who independently chooses how she wants to develop.

Social consciousness towards women in the labor market has also undergone changes. However, this has not changed the qualitative situation; women face a number of discrimination factors, such as access to leadership positions, salary levels, access to all professions, including predominantly male ones. At the moment, not all institutions of society can correspond to new value orientations. But we cannot deny that our society is moving towards gender equality.

Now we can identify two important integrated processes: on the one hand, society, including various social structures, has seriously worked on the issue of the social status of women, expanding the rights and opportunities for implementation. On the other hand, women themselves have a different attitude towards themselves; many of them set self-realization as their goal. This contributed to a change in the social status of women and changed her place in society.

This fully confirms the research hypothesis: public opinion is confident in a woman's ability to achieve success in the professional field.

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SPRACHPSYCHOLOGISCHE MERKMALE DES FREMDSPRACHENUNTERRICHTS MIT HILFE VON MUSIK

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Dieser Artikel untersucht sprachliche und psychologische Aspekte des Fremdsprachenunterrichts unter Verwendung von Musik. Ein musikalischer Ansatz im Fremdsprachenunterricht weckt das Interesse und die Motivation der Schüler und fördert die Aktivierung und Steigerung der Produktivität beim Erlernen einer Fremdsprache. Der Autor analysiert wissenschaftliche Arbeiten aus den Bereichen Neurobiologie und Psychologie und geht auch auf die Vorteile des Einsatzes von Musik im Fremdsprachenunterricht ein. Dabei wird besondere Aufmerksamkeit auf die kognitiven Merkmale der Wahrnehmung von Musik beim Hören und deren Einfluss auf die Verbesserung der Aussprache gewidmet.

Schlüsselwörter: *Sprachpsychologie, Fremdsprachenunterricht, Musik, kognitive Fähigkeiten, kulturelle Unterschiede, Aussprache.*

Die kognitiven Fähigkeiten des Gehirns werden seit vielen Jahren untersucht. Es gibt Studien von Medizinern, Musikern, Lehrern und Methodologen zum Einsatz von Musik im Fremdsprachenunterricht. Viele Studien in der Hirnforschung weisen auf positive Auswirkungen der Verwendung von Musikmaterial im Lernprozess hin.

Im Konzept des Fremdsprachenunterrichts von M.O. Peretyatko werden drei Hauptfunktionen von Musik identifiziert: 1) die psychologische Funktion, die die Entwicklung des Gedächtnisses fördert, 2) die psychohygienische Funktion, die das Interesse an Musik auf der Ebene des Vergnügens stärkt, und 3) die sozialpsychologische Funktion, die den Zusammenhalt in Gruppen verbessert. Musik kann auch dazu beitragen, eine Fremdsprache unbewusst zu erwerben und bei der Lösung von Kommunikationsproblemen zu helfen [Peretyatko 2016: 65].

Der Komponist G. Galindo vertritt die Idee, dass Musik auf allen Ebenen der Bildung von großem Wert ist, da sie den Geist stimuliert [Galindo 2003: 31]. In einem ihrer Vorträge über den Einfluss von Musik auf das menschliche Gehirn betont die herausragende russische Wissenschaftlerin auf dem Gebiet der Neurolinguistik, T.V. Chernigovskaya, dass der Prozess des Musikhörens das

Gehirn auf weitere kognitive Funktionen einstimmt. Dies geschieht durch eine feine und raffinierte Abstimmung der Neuronen [Chernigovskaya 2022: 26].

T. Murphy argumentiert, dass Musik positive Auswirkungen auf das Gehirn haben kann, da sie einen Zustand entspannter Empfänglichkeit erzeugt oder weil ihre Rhythmen mit den Grundrhythmen des Körpers korrespondieren oder weil ihre Botschaften tiefe emotionale oder ästhetische Saiten berühren. Das sich wiederholende Muster verstärkt das Lernen, ohne die Motivation zu verlieren. Lieder und Musik bleiben aus verschiedenen Gründen im Kopf hängen [Murphey 1992: 3].

Seit 2006 unterrichten die Neurowissenschaftler K. Sugaya und der Geiger A. Yonetani an der University of Central Florida den Kurs „Musik und das Gehirn“. Der Kurs untersucht, wie Musik die Gehirnfunktion und das Verhalten beeinflusst. Dabei werden Themen wie die Reduktion von Stress, Schmerzen und Symptomen einer Depression sowie die Verbesserung der Wahrnehmung, motorischen Fähigkeiten und des räumlich-zeitlichen Lernens behandelt [Yudina 2022].

Es besteht ein Zusammenhang zwischen Musik und der psychologischen Verarbeitung von Sprache. Neurowissenschaftler haben herausgefunden, dass die Verarbeitungszentren des Gehirns für Musik, Sprache und räumliche Intelligenz nahe beieinander liegen und sich überschneiden. Diese Zentren sind eng mit dem Denken auf höherer Ebene verbunden. Untersuchungen haben gezeigt, dass die Einbeziehung von Musik in das Sprachenlernen, insbesondere des Rhythmus der Musik in einer Sprache, einen erheblichen Einfluss auf die Verbesserung des Gedächtnisses hat [Kassenova et al. 2022: 61].

Musik kann das Auswendiglernen unterstützen, insbesondere bei Gedächtnisaufgaben mit musikalischen Komponenten. Studierende merken sich oft unbewusst eine große Menge an Lerninhalten, was das Lernen angenehmer macht (Kassenova et al. 2022: 61). Der Einsatz von Musik beim Erlernen einer Sprache kann auch für die Beherrschung des phonetischen Systems hilfreich sein. Rhythmen in Liedern können natürliche Variationen in der Stimme und Intonation des gesprochenen Englisch offenbaren. Dadurch wird der Einfluss von Akzenten in der Muttersprache verringert und die Aussprache der Fremdsprache durch Lernende verbessert.

Die Einbeziehung von Musik in das Sprachenlernen kann sehr hilfreich sein, um kulturelle Unterschiede kennenzulernen und zu verstehen. Musik kann eine wichtige Funktion beim Fremdsprachenlernen zur kulturellen Wahrnehmung und Wertschätzung haben. Musik hat nicht nur Traditionen des nationalen Stils, sondern auch eine universelle Schönheit. Dies kann Schülern helfen, psychologische Barrieren aufgrund von Religion und Region zu überwinden und unterschiedliche Kulturen aufgeschlossener zu schätzen [Kassenova et al. 2022: 62].

Im Zeitalter des Internets und des Fernsehens überschreiten populäre Lieder nationale Grenzen und werden unter gleichaltrigen Schülern verbreitet. Das Singen von Texten zu populären Liedern kann dabei helfen, die Ausdrücke gesprochener Phrasen zu lernen, Vokabeln zu vergleichen und den kulturellen Einfluss auf bestimmte Musikstile und Musiker zu verstehen. Es ist wichtig jedoch darauf zu achten, dass die Texte objektiv betrachtet werden und keine subjektiven Bewertungen enthalten sollen.

Laut A.Zh. Kassenova, V.S. Kumpeisova, D.S. Belozerova und A.E. Bekbulatova verbessern Kinder, die Musik studieren, ihre Lesefähigkeiten im Vergleich zu anderen Altersgenossen. Außerdem fördert das Musizieren die Kommunikationsfähigkeit und das Wohlbefinden der Kinder. Die Autoren haben festgestellt, dass eine Untersuchung einer großen Anzahl populärer englischer Lieder zeigt, dass diese Lieder Eigenschaften aufweisen, die für das Erlernen einer zweiten oder fremden Sprache nützlich sind. 94% der Texte entsprechen dem Niveau, das in der fünften Klasse erreicht wird, wenn man die Muttersprache beherrscht. Die Schwierigkeit beim Erlernen einer Fremdsprache ist dabei mäßig. Ein Viertel der populären Liedtexte enthält häufig verwendete Ausdrücke der gesprochenen Sprache. Die meisten populären Lieder haben einen langsameren Gesangsrhythmus als die gesprochene Sprache und enthalten mehr Vokabular, Wiederholungen von Phrasen oder Strukturen. Das Vorhandensein von Pausen wirkt sich positiv auf das Erlernen einer Fremdsprache aus [Kassenova at al. 2022: 62]. Die Autoren kamen zu dem Schluss, dass Musikstudenten auf Fragen aktiver reagieren, besser zuhören und sprechen, eine genaue Aussprache haben und eine gute Fähigkeit besitzen, Sprache nachzuahmen.

Das Lernen mit Musik kann dazu beitragen, ein Sprachgefühl zu entwickeln und eine neuronale Darstellung des phonetischen Systems der Zielsprache im Gehirn zu erzeugen. Es gibt untrennbare Verbindungen zwischen Musik und Sprache im Evolutionsprozess, die auf phonologische Zusammenhänge hinauslaufen. Der Einsatz von Musik beim Sprachenlernen erfordert nicht nur die Verbindung von Musik und Sprache, sondern auch das Lernen und die volle Nutzung der Musikalität der Sprache [Kassenova et al. 2022: 63].

Daher kann das Hören von Musik beim Erlernen einer Fremdsprache das Hörsystem stimulieren. Dadurch können Sprachlerner die Sprache leichter verstehen und eine genauere Aussprache und Intonation erzeugen.

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PROBLEMATIC SITUATIONS AS A MEANS OF FORMING COGNITIVE ACTIVITY YOUNGER STUDENTS IN RUSSIAN LANGUAGE LESSONS

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The article touches upon one of the urgent problems of primary education. Characterizes the concept of "cognitive activity", "problem-based learning". Provides specific examples of the formation of cognitive activity in pupil in Russian language lessons.

Key words: *cognitive activity, pupil, subject disciplines, personality, problem-based learning, motivation, the learning process, psychological state.*

The importance of cognitive activity for the overall development of pupil and the formation of their personality cannot be underestimated. Cognitive activity contributes to the processes of cognition, which are based on conscious activity.

An important role in teaching subject disciplines belongs to problem-based learning, where students actively participate in solving a variety of cognitive tasks. These tasks stimulate and motivate students, encouraging them to engage in active learning activities, which contributes to maintaining a high level of the educational process. They also serve as a tool for evaluating academic achievements. The quality of cognitive tasks directly affects the level of knowledge, skills and abilities of students, determining the level of development of each child.

There is another view, which argues that the principle of problematic is a direct and immediate continuation of the ideas associated with active learning, which have already become traditional in education. In this case, problem-based learning is considered as one of the forms of activity and is sometimes used instead. Problem-based learning requires a change in the type of student's learning activity and a restructuring of the educational material structure. Engaging in problem-based learning tasks not only activates and motivates students but also fosters a deeper understanding of the subject matter. By challenging students to apply their knowledge and skills in solving complex problems, they are encouraged to think creatively and develop a deeper level of understanding. Additionally, cognitive tasks are instrumental in assessing students' learning outcomes and identifying their strengths and areas for improvement. The teacher or textbook cannot provide this new application of knowledge - it is found and learned by the student in the appropriate situation. This teaching method is the opposite of the method of simply perceiving the teacher's ready-made conclusions (although the latter method also requires some activity on the part of the student).

Currently, problem-based learning represents an important stage in the development of modern didactics and pedagogical practice. This approach has emerged as a result of the success of best practice and theory of learning, and, combined with traditional methods, is an effective means of general and intellectual development of students. The name "problem-based learning" is not so much due to the etymology of the word, as the essence of this concept [Mahmutov 1975: 190].

Learning is considered problematic due to the fact that it is based on the idea of problemativeness in the organization of the educational process, and the effective solution of educational tasks is a key aspect of such learning. The quality of cognitive tasks directly impacts the quality of knowledge, skills, and the level of development of a student's abilities. By providing students with challenging and thought-provoking tasks, educators can help them develop a growth mindset, resilience, and a passion for learning. Ultimately, incorporating problem-based learning and engaging cognitive tasks in the classroom can enhance students' overall cognitive development and prepare them for success in their academic and personal lives. Through real-life situations, case studies, experiments, discussions, and other interactive activities that require pupil to critically think, analyze, and apply their knowledge and skills to find a solution.

A significant contribution to the disclosure of issues related to problem-based learning was made by Yu.K. Babansky, A.V. Brushlinsky, S.I. Bryzgalova, L.S. Vygotsky, P.Ya. Galperin, I.A. Ilnitskaya, I.Ya. Lerner, M.I. Makhmutov, A.M. Matyushkin, N.A. Menchinskaya, V.V. Okon, N.F. Talyzina, I.S. Yakimanskaya and other scientists.

A.M. Matyushkin notes that "«problem-based learning» can be given – this is a type of developmental learning that combines independent systematic search activity of students with their assimilation of ready-made conclusions of science, and the system of methods is built taking into account goal-setting and the principle of problemativeness, while the process of interaction between teaching and learning is focused on the formation of students' worldview, their cognitive independence, stable motives of learning and thinking (including creative) abilities in the course of their assimilation of scientific concepts and methods of activity determined by a system of problematic situations" [Matyushkin 2008: 302].

Problem-based learning is an effective method to stimulate cognitive activity among students as they are presented with real-world problems that require them to analyze, think critically, and come up with solutions. By challenging students to apply their knowledge and skills in solving complex problems, they are encouraged to think creatively and develop a deeper level of understanding.

According to A.M. Matyushkin, “a problematic situation primarily characterizes a certain psychological state of a student that arises in the process of completing such a task, which requires the discovery (assimilation) of new knowledge about the subject, methods or conditions of completing the task. The main element of a problematic situation is the unknown, the new, something that must be discovered in order to correctly complete the task, to perform the necessary action”. A.M. Matyushkin notes that “the more opportunities a student has, the more general relationships can be presented to him in the unknown. And accordingly, the fewer these possibilities are, the less common relationships can be revealed by students when searching for the unknown in a problematic situation” [Matyushkin 2008: 392].

Solving problematic situations is a key task for scientists who have to look for an explanation of unknown phenomena and discover new laws. The very process of discovering such laws is for them a process of mastering new knowledge. The solution of the problem is a system of transformations of conditions, thanks to which the desired result is achieved. In fact, in most cases, the solution to the problem is to transform the initial situation into the final one. For children, discovering unfamiliar patterns is a learning process through problem situations specially organized for this purpose. Problem-based learning methods are often considered as effective methods of stimulating students' thinking.

T.V. Kudryavcev believed that “in order to create problematic situations, it is important that the student:

- I really felt a certain theoretical or practical difficulty,
- formulated a problem or understood one formulated by the teacher,
- I wanted to solve this problem,
- I was able to do it” [Kudryavcev 1991: 40].

He believed that “problematic situations can be created in various ways:

- showing the inconsistency of a new fact with known knowledge,
- comparing opposing opinions about one fact,
- showing the «impossibility» of using theoretical knowledge in certain non-standard situations,
- encouraging to predict the further development of the events of the finished work or their deployment in other conditions,
- giving the task to compare facts incomparable at first glance, and the like.

There is a large amount of literature on the types of ways to create and solve problems” [Kudryavcev 1991: 40].

To activate cognitive activity and maintain students' interest in the educational activity in accordance with the studied educational topic, various techniques can be used in the Russian language lesson:

– the clash of contradictions in practice;

– presentation of different points of view on the same issue;

– consideration of the phenomenon from various positions;

– students' encounter with life phenomena, facts that require a theoretical explanation;

– encouraging students to make comparisons, generalizations, conclusions from the situation, compare facts;

– setting specific questions (for generalization, justification, concretization, logic of reasoning);

– formulation of problematic tasks (for example: with missing (redundant) data, with uncertainty in the formulation of the question, with contradictory data, with deliberately made mistakes, with limited solution time).

Let's give as an example a fragment of a Russian language lesson on the topic «Spelling paired consonants at the root of a word». Students may be offered the following problematic task:

- I received a letter from the director of the zoo. However, on the road it got wet in the rain and blurred several letters. Please help me identify which letters they were and name them.

Elephant, lio…, jackal and hippo …

In the morning we went on a hi ...

And only a malicious old mo …

I climbed into the gar … again.

- Which letters are missing – vowels or consonants?

- What groups can all consonants be divided into?

- Did all the paired consonants you know meet in this text?

- Name all the paired consonants that you know.

- In which part of the word are the missing letters?

- Analyze everything we talked about and tell us what we will do in class today. (We have come across words in which paired consonants are missing. So today we will learn how to spell words with paired consonants correctly).

- Formulate the topic of our lesson.

Thus, the use of problematic situations as a means of forming the cognitive activity of pupil allows the teacher to provide motivation to study educational material, as a result, children become active participants in the learning process, becoming involved in solving various cognitive tasks.

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THE RELATIONSHIP BETWEEN CHARACTER ACCENTUATION AND SELF-ESTEEM IN STUDENTS

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The article examines the problem of the relationship between character accentuations and personality self-esteem. The concept and essential characteristics of the studied constructs are considered, their importance in a number of system-forming personality qualities is shown. The features of the relationship between the emerging character and self-esteem are considered in detail on the example of hysteroid accentuation. The research of Russian psychologists has been analyzed, showing the relationship between self-esteem and personality accentuation, as well as their impact on the development of interpersonal relationships, adaptive abilities, and addictive behaviors.

Key words*: character, self-esteem, student, accentuation.*

Researchers B.V. Belova, P.B. Gannushkina, O.V. Kerbikova, E. Kretschmer, K. Leonhard, A.E. Lichko, R.S. Nemova, A.A. Reana, A.G. Shmeleva and others pay attention to the problem of character accentuation as an important component of the study of personal characteristics. It is important to note that character accentuations can both interfere with harmonious communication and interaction with others, and contribute to success in various fields of activity. According to A.E. Lichko, hyperthymic, conformal and demonstrative types of accentuations prevail at a young age, which influence personality behavior and their self-esteem.

The problem of self-esteem is relevant for modern students. Multiple changes in the social environment precede changes in the self-esteem of the individual. During the study period, students face certain situations that affect their worldview as a whole. Thus, in the context of the ideas of the personality-oriented sphere of education, the problem of self-esteem in the educational process acquires new forms and content.

Personality development in adolescence is characterized by two different trends: on the one hand, closer interindividual contacts are established, orientation towards the group increases, on the other hand, the inner world becomes more complicated and personal properties are formed. The personality traits of the student are more manifested in the type of character accentuation, on the basis of which the personality has yet to be formed in the process of socialization.

Studying the dominant indicators of accentuation of the character of students, V.V. Plekhanova writes: "... the most common accentuation is hysteroid - 5 people (12.5%). For persons of this type, there is a pronounced tendency to displace facts and events unpleasant to the subject, to falsehood, fantasy and pretense used to attract attention to themselves, "flight into illness" with an unsatisfied need for recognition, and among the "pure" accentuations, the most common among the subjects is the emotive type of accentuation, which was noted four people (10%), as well as the hysteroid type – 5 people (12.5%). Persons with an emotive type of accentuation are particularly impressionable and sensitive" [Plekhanova 2022: 80].

In her work, D.B. Bochkova points out the fact that for students the manifestation of certain character accentuations is the most relevant, since in the process of life the student is faced with various kinds of stressful influences, mental and mental stress. The author studied the manifestation of character accentuations in their gender manifestation. Therefore, there are various features and differences in the dominance of certain character accents of both girls and boys. So, she writes: "Girls are more dominated by emotionally unstable types, which can be characterized by mood instability, increased excitability and irritability. The boys have the opposite: they are characterized by depression of mood and seriousness. The severity of pedantic and anxious types is low in both female and male students" [Bochkova 2016: 600].

An important period for developing one's own opinion and assessment is adolescence. According to T.V. Volkodav's research over several years, the problem of the influence of self-esteem on the emotional state of students, their attitudes to work and people around them has been revealed. Special attention is paid to the formation of social intelligence and personality traits, which is of great importance for young people. The main importance for the development of adequate self-esteem is acquired by the period of formation of the worldview system among students [Volkodav 2016: 53].

Students develop their personality through activity, manifested both in their inner world and in the outer space. This process of personality formation is inextricably linked to the value system of each person. Self-esteem plays a key role in regulating human behavior and activity, being a central component of thinking about oneself. It is believed that self-esteem is a structural phenomenon that is continuously present in the educational process.

Studying the relationship between character accentuation and the level of self-esteem, E.V. Kireicheva writes that for students with a demonstrative type of character accentuation, a high level of self-esteem is characteristic. Such students easily establish contact with others, strive to be leaders in the group, and love praise. High self-confidence and an inflated level of pretension contributes to the emergence of conflict situations with others. In turn, students with low self-esteem are characterized by the predominance of the dysthymic type of character accentuation. They are characterized by a changeable mood, but to a greater extent it is pessimistic [Kireicheva 2016: 110].

V.V. Izmailov's research on the interaction of the accentuation of individual activity and self-esteem of the individual clearly indicates the main relationships between these indicators. Thus, the following conclusions are put forward. Personalities of a pedantic and frozen type of character tend to show insufficient self-assessment, lack of self-confidence and a tendency to doubt. On the other hand, cyclothymic, dysthymic and excitable types of people are characterized mainly by high self-esteem and depleted reflexive abilities [Izmailov 2019: 790].

I conducted a study examining the relationship between character accentuation and self-esteem in students. 41 female students of the National Research University "BelSU" of the Faculty of Psychology took part in the study.

We have selected the following research methods:

1. The questionnaire "Character accentuation" (G. Shmishek). The Shmishek questionnaire is a personality questionnaire designed to diagnose the type of personality accentuation, is the implementation of a typological approach to its study.

2. The test questionnaire "Determining the level of self-esteem" (S.V. Kovalev). The methodology developed by S.V. Kovalev is designed to determine the level of self-esteem of an individual. According to the questionnaire, the following levels are distinguished: high, medium, low.

3. 16-factor personality questionnaire (R.B. Kettella). R.B. Kettell's 16-factor personality questionnaire allows us to find out the characteristics of a person's character, inclinations and interests. The questionnaire contains the following scales.

In order to identify statistical differences in the types of accentuations of the character of girls, depending on the level of self-esteem, a statistical analysis of the data was carried out using the Mann-Whitney criterion. We have obtained the following results, which are presented in Table 1.

Table 1 – The severity of the types of character accentuations of girls with different levels of self-esteem

Types of character accentuations	Self-esteem levels (average)		U_{emp}
	Low M_{X1}	Medium M_{X2}	
Demonstrative	13,13	15,65	137*
Jamming	13,33	13,76	191,5
Pedantic	11,92	9,41	145,5
Excitable	10,75	8,88	160,5
Hyperthymic	11,67	17,47	88**
Dysthymic	13,50	8,76	74**
Anxious	10,79	8,41	153,5
Exalted	14.21	16,36	162
Emotional	14,13	12,88	194
Cyclothymic	13,71	11,82	169
*Annotation: * - $p \leq 0,1$; ** - $p \leq 0,01$.*			

As a result of the conducted research, we obtained statistically significant differences at a high level of significance $p \leq 0.01$ according to the types of accentuation of the girls' character: «Hyperthymic» ($U_{emp} = 88$; $M_{X1} = 11{,}67$, $M_{X2} = 17{,}47$), «Dysthymic» ($U_{emp} = 74$; $M_{X1} = 13{,}5$, $M_{X2} = 8{,}76$). Girls with an average level of self-esteem demonstrate a hyperthymic type of character accentuation, such students have a constantly elevated mood background: active, energetic, optimistic, with high vitality. They are kind, responsive and sometimes carefree, they are distinguished by talkativeness, "mental mobility", and a penchant for witty antics. Due to the instability of attention and lack of perseverance, their interests are superficial. They do not tolerate the constraint of freedom. They do not tolerate criticism, but they are resourceful and able to adapt to difficulties. In a group, such girls strive to be a leader. Girls with a hyperthymic type of character accentuation have an average level of self-esteem, since from time to time they feel inexplicably awkward in relationships with other people and quickly get tired of the usual circle of communication, are burdened by loneliness and are looking for new companies, their promiscuity in choosing acquaintances indicates that they often underestimate themselves and their abilities without sufficient that is why they are burdened with doubts.

Girls with low self-esteem often exhibit a dysthymic type of personality accentuation. They are characterized by an increased mood, activity and fervor for activity. In public situations, they tend to take a leading role in the conversation, expressing their opinions without interruptions. Excessive extroversion and the desire for submission lead to negative consequences, such as loss of self-control and aggressive behavior. The constant pursuit of satisfying one's own needs leads to conflicts and problems in relationships with others.

According to the type of character accentuations "Demonstrative" ($U_{emp} = 137$; $M_{X1} = 13.13$, $M_{X2} = 15.65$), a statistically significant difference was found at the level of statistical tendency $p \leq 0.1$. The data we obtained indicate that girls with an average level of self-esteem are prone to displaying a demonstrative type of character accentuation. Demonstrativeness is expressed in such girls in sociability, courtesy, artistry, they are extraordinary in their thinking and actions, strive for everything bright and non-standard. Such students are distinguished by their ability to self-hypnotize, and as a result, by their ability to influence others, including arousing affection and self-confidence. They can sometimes annoy others with their self-confidence, high level of pretension, which affects their self-esteem, since they do not soberly assess their capabilities.

Thus, the hypothesis of the study that there is a connection between character accentuations and self-esteem, namely: students with low self-esteem have a dysthymic and emotive type of character accentuation, the average level is demonstrative and pedantic, and a high level of self-esteem is characterized by a cycloid and hyperthymic type of character accentuation, is partially confirmed.

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THE INFLUENCE OF FAMILY EDUCATION ON THE DEVELOPMENT OF A CHILD'S PERSONALITY

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The family is considered one of the main institutions of education, since it is in it that the child spends most of the time of his life. No other education system has such an influence on a child's personality as the family. Here the main processes aimed at personal development are formed. The family, being a kind of «micromodel of society» influences the formation of social norms and personal qualities of the child.

Key words: *Family, education, parenting style, personality, conflict.*

The influence of family education style on the formation of a child's personality is one of the key issues of our time. The development of a mentally and psychologically healthy, open, intellectually developed, self-sufficient and communicative personality, capable of contributing to the formation of the nation and society as a whole, depends on it.

Family education is one of the oldest forms of socialization of children, which contributes to the development of the child's personality. In its narrow understanding, this is the interaction of parents with children, based on love, care, respect and protection of the child, in a favorable environment conducive to his development and self-realization [Budylina 2018: 37]. From a pedagogical point of view, the family is a special kind of collective that plays a major, long-term and most important role in education. But at the same time, the impact of family can be not only positive. After all, no other social institution can potentially cause as much harm to the upbringing of children as the family [Vygotskij 1996: 211].

Every family has a certain system of education, which family members are not always aware of. This system includes educational goals, objectives, methods and techniques, as well as established boundaries in relations with the child. In pedagogy, the style of family education is understood as the way parents relate to the child, their use of certain techniques and methods of influence on the child, expressed in a peculiar manner of verbal address and interaction with the child. Any disharmony in the family leads to adverse consequences in the development of the child's personality and problems in his behavior [Zemskaya 2019: 86].

Thus, in modern pedagogy there are three styles of family education: democratic, authoritarian and liberal. Consider the authoritarian parenting style. With the authority of suppression, the main principle of parents is the constant fear of their children. The main features of this attitude are harshness and terror. Children who grow up in such an authority of suppression grow up cowardly, lazy, weak-willed, downtrodden and vindictive [Kovalev 1987: 91].

Children who were raised in a family with a democratic style of family education obey their parents, at the same time they are extremely disciplined and, thanks to high communication skills, can quickly build good relationships with their classmates. Parents allow the child to show initiative, thereby increasing the child's self-activity, responsibility for his actions and self-confidence. In a democratic style of family education, a feeling of closeness, mutual assistance and mutual understanding is characteristic between parents and children. Parents allow their children to show initiative, but at the same time instill discipline in them, establish certain loose rules, standards and boundaries of what is permitted [Lesgaft 1995: 240].

Let's consider the liberal style of family education. For this style of family education, the characteristic qualities of parents are extremely high tolerance for the child, permissiveness and low demands. Children raised with this style of family education grow up undisciplined and irresponsible, as parents constantly indulge the child and show their affection excessively. The child grows up to be an egoist and a hypocrite [Bhagavan 2019: 687].

The correct selection of parenting style is one of the main conditions for successfully raising a child. Parenting style can directly influence a child's personal, social and psychological development. Different parenting styles can influence the formation of such personality traits as self-confidence, responsibility, conflict, motivation, independence, etc. In general, family parenting style can have an extremely important influence on the formation of the child's character and behavior in the future [Titarenko 1987: 128].

The main goal of family education is to help the child become an independent, responsible and moral person, capable of successfully interacting with the world around him. The approach to education in each family is individual and determined by the parents themselves. But we must not forget that parenting style can directly influence the personal, social and psychological development of a child [Varga

2001: 25]. In addition, the right parenting style can help children develop according to their individual needs, temperament, and interests. In general, the correct selection of parenting style is an important element in the formation of a child's personality and his future successful adaptation in society.

In the course of the study, we determined the dependence of family education styles and the level of conflict among students. Analyzing the results of the methodology, a number of conclusions can be drawn.

Most parents adhere to a democratic style of family education. Parents who adhere to this style treat the child as an individual. They do not violate his boundaries, they always consult with him when resolving any issues. Children whose parents adhere to this style of family education rarely enter into conflict situations and also get out of them with ease. Parents do not use physical punishment. They form responsible social behavior in children, and also teach them how to communicate correctly with people. Some parents adhere to a liberal style of family education. Parents of this style are characterized by excessive love for their child, which manifests itself in indulging all the children's whims. Children raised in this style of family education are not able to take into account the interests of other people, against which conflicts often arise. The minimum proportion of parents surveyed adheres to an authoritarian parenting style. These parents make strict demands on their children. They do not consider it necessary to consult and listen to the child. Children of authoritarian parents treat others with hostility, and against this background, children often create conflicts. Some also adhere to an indifferent style of family education. For such parents, their own problems come to the fore, and raising a child is not a priority.

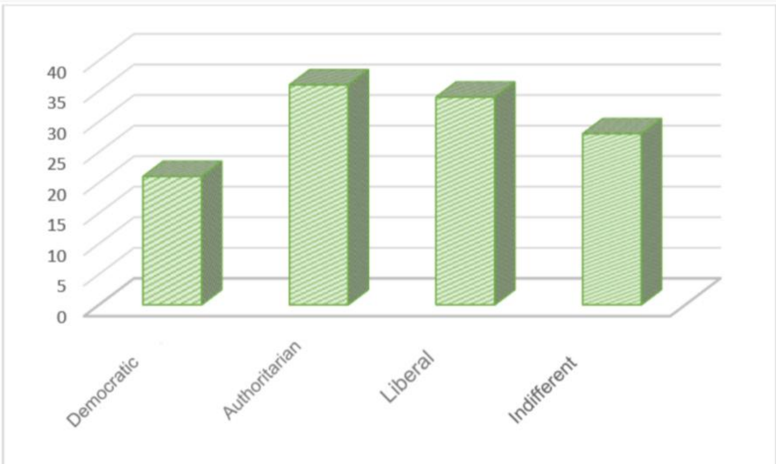

Figure 1 – The level of conflict among students, depending on the style of family education

The level of conflict among students brought up in a democratic style of family education is below average. This means that children know how to hear and listen to a person. Such children do not have conflicts; they have well-developed communication skills, with the help of which they easily find a way out of conflict situations. The level of conflict among students brought up in a liberal style of family education is above average. Such children often enter into conflicts, but do not create them. The level of conflict among students brought up in an authoritarian style of family education is high. Children with this level of conflict are often the initiators of conflicts.

Summing up the results of the methods, we can conclude that the choice of family education style affects the development of the child’s personality, in particular, the level of conflict. Thus, with a democratic style of family upbringing, the level of conflict is below average, and with a liberal and authoritarian style, it is above average and high, respectively.

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DIGITAL LINGUODIDACTICS: A NEW DIRECTION IN EDUCATION

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This article discusses the definition of the concept of «digital linguodidactics». Its main principles and advantages in the context of globally changing information society technologies and in modern education. The article also provides examples of digital linguodidactics based on statistics.

Key words: *linguodidactics, digital linguodidactics, teaching, foreign languages, computational linguodidactics, linguodidactic education.*

Today, few people can imagine their lives without a computer and the Internet, it has become our daily reality. Information and communication technologies (ICT) create a new global environment in which modern students of educational institutions will have to communicate. Computer technologies are improving every day, new digital learning tools are emerging, as a result of which education has become more accessible and convenient. Nowadays, higher and higher demands are being placed on the process of teaching foreign languages, since the transmission and processing of information require new approaches. One of the promising areas has become digital linguodidactics, which combines linguistics, information technology and methods of teaching foreign languages. This approach makes learning more interactive, accessible and effective.

Linguodidactics is an applied linguistic discipline that considers both teaching a foreign language and learning a foreign language.

We are more familiar with the concept of «Computational linguodidactics» – the field of linguodidactics, which studies the theory and practice of using computers in language teaching [Azimov 2010: 98].

The reflections of scientists on such a concept as «digital linguodidactics» are set out in a number of modern scientific works, where the content of the term is specified, various interpretations are given, the main provisions are formulated (Bilenko, Chikova, Ibragimov) [Solovova 2020: 56], [Chikova 2020: 25].

P.N. Bilenko defined digital linguodidactics as a field of pedagogy, a scientific direction, the subject of which is «the organization of the learning process in conditions of digital society». This area of pedagogy reflects the essence of the innovative digital environment surrounding foreign language learners, using digital technologies in teaching foreign languages. Among the main goals of this field are to increase student motivation, individualize learning, develop communication skills and enrich linguistic experience [Bilenko 2019: 43].

One of the fundamental principles of digital linguodidactics is the use of various online platforms and applications for teaching foreign languages. According to the UN Institute of Education, more than half of all educational institutions in the world use digital technologies in the educational process. The research data also shows that students using digital resources have higher academic performance and are more interested in studying than those using traditional methods. The opportunities of the teacher and students are becoming wider, and learning is becoming more interactive, exciting and effective. Online platforms, mobile applications, digital textbooks, virtual reality – all these tools help to create an innovative environment for learning languages, thanks to them, students can better memorize the material and apply it in practice [Ibragimov 2021: 31].

One of the main advantages of digital linguodidactics is the accessibility of learning. Thanks to the Internet, students can learn languages at any time and place convenient for them, using various online resources. This is primarily convenient for those who are unable to attend regular language courses offline, for example, due to geographical distance or employment.

One example of digital linguodidactics is online platforms for learning foreign languages. Examples of such online platforms are: Duolingo, Babel, Rosetta Stone. These platforms offer a wide range of lessons, tests and games. Such online platforms allow users to learn at their own pace by completing assignments and tests, as well as conducting conversational practices with native speakers.

According to a Duolingo report, more than 100 million people use their app to learn foreign languages, which indicates the popularity and effectiveness of this learning method. In addition, digital linguodidactics includes the use of online resources: webinars, multimedia materials and social networks for teaching foreign languages. With these tools, students can communicate in a foreign language with native speakers, learn new words and grammatical constructions, as well as participate in online courses and master classes.

The use of immersive technologies that allow you to better perceive and understand the surrounding reality – virtual reality. Virtual reality also plays an important role in digital linguodidactics. It has a number of advantages such as visibility, focus, engagement, safety, efficiency. With its help, you can create simulations with various language situations, for example, communicating with native speakers, traveling to a country where the language is being studied, or participating in virtual language games. All this helps students develop communication skills in the language, increase their motivation and interest in learning a foreign language.

Digital linguodidactics also ensures the personalization of education, making it individual. With the help of digital technologies, students or teachers can choose courses and materials based on individual capabilities, needs and level of language skills. The training programs can be adapted to each student, offering him tasks, exercises and games corresponding to his level of language proficiency. According to a University of Washington study, personalized learning increases student academic achievement by 30%.

However, despite all its advantages, digital linguodidactics has some limitations. Firstly, it is the loss of personal contact between the teacher and the student. Virtual classrooms and online courses may not provide the same level of interaction as traditional classes. Emotions, intonations, gestures and other non-verbal signals that are difficult to convey through a computer screen play an important role in teaching foreign languages. Secondly, there is a lack of attention to the individual characteristics of students. Online platforms usually offer standard tasks and exercises that may not be suitable for every student. A teacher working in a virtual environment may find it difficult to adapt the learning process to the needs of a particular student and his level of knowledge. Thirdly, the possibility of distractions. There are many different kinds of entertainment on the Internet that can distract a student from the learning process. Most online platforms do not provide control over how the student spends time during the lesson, which can negatively affect the effectiveness of learning. Every teacher should remember this and avoid it [Hubbard 2009: 876].

Today, digital didactics as an independent discipline is included in the curricula of the main educational programs of higher education and appears as an independent educational program in the spectrum of higher and additional education. V.I. Glizburg argues that «digital didactics represents a paradigm for the development of the educational process, which contributes to the formation of necessary competencies and the implementation of students' readiness for their professional activities, taking into account the relevant risks digitalization generated by technogenic processes in the educational environment» [Glizburg 2021: 185].

Since 2021, an electronic pedagogical journal called «Digital Didactics» has been published. In 2021, on the initiative of the Moscow City Pedagogical University, the Digital Didactics consortium was established, whose task is to study technological solutions to the educational process and improve the quality of online education. Specialized scientific events such as the All-Russian Scientific and Practical Conference «Digital Didactics of Vocational Education and Training» have become annual, International Scientific and Practical Conference «Professional teacher competencies in the context of digital transformation of education» (FIRO RANEPA), the International Conference «Modern (digital) Didactics».

Digital linguodidactics is a new direction in education that opens up new opportunities. Research shows that digital linguodidactics contributes to faster and better learning of a foreign language, compared with traditional teaching methods. Thanks to the use of digital technologies, the learning process becomes more flexible and efficient, and students can achieve the best results. This area is innovative in education, allowing you to make the learning process more exciting and effective. As David Wark, chief research Officer at IBM, said: «Higher education must be accessible, personalized and technologically secure».

However, it must be remembered that the effectiveness of learning depends not only on the use of technology, but also on the ability of the teacher to adapt them to the individual needs of the student and create a supportive learning environment.

Thus, digital linguodidactics is becoming an integral part of modern education and plays an important role in the development of students' linguistic competencies. The introduction of digital technologies in foreign language teaching contributes to improving the quality of education and prepares students for successful communication in a multilingual world.

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UDK 81-13

TEACHING LISTENING WITH ARTIFICIAL INTELLIGENCE SERVICES IN FOREIGN LANGUAGE CLASSES

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This article examines the concept of listening as a type of speech activity. The concepts of artificial intelligence and neural network are observed. Methodological options of working with artificial intelligence services for the development of listening skills in a foreign language lesson are considered. Also, the advantages and disadvantages of their usage are highlighted.

Key words: *listening skills, speech activity, artificial intelligence, neural network*

With the development of the education system and in connection with events taking place in the world, more and more often in the learning process, the emphasis is on reducing work in classrooms. The transition to online classes directly with a teacher or individually involves the dissemination and improvement of modern information and communication technologies. In this regard, there is a need to create conditions under which students will be able to develop their skills as effectively as possible, including knowledge of foreign languages.

The relevance of the chosen topic is due to the need to create conditions for the development of listening skills among students, since a modern student receives a significant amount of knowledge in the process of "informal learning" through communication on the Internet and searching for information in various information resources. As a result of the exchange and dissemination of various information, a huge amount of interesting material becomes available to any user and can be used as educational material.

The object of the study is artificial intelligence services as a tool for teaching listening in an English lesson.

The subject of the study is the ways of using artificial intelligence services to teach listening in an English lesson.

The purpose of this study is to consider Twee and Murf artificial intelligence services as tools for developing listening skills in a foreign language lesson.

Listening is a receptive type of speech activity, the main purpose of which is to extract the necessary information. Without this type of speech activity, it is impossible to fully master foreign language speech competence. When teaching listening, we develop our speech hearing by practicing daily. However, with foreign language speech, such experience is either absent or very limited. It follows from this that a wide use of authentic materials is necessary in teaching listening. Authentic websites provide an ideal opportunity to work through the issues of full understanding that many students have to face at a certain stage of their studies. [Prokopenko, Karabutova 2018: 46] In the context of constant progress in the information sphere, it is worth highlighting another concept - Artificial Intelligence is a technology that creates computer programs and services that mimic human mental abilities. AI is based on a neural network – a digital model of many neurons similar to those of living organisms, only artificial. Using mathematical operations, these “cells” process gigabytes of texts, images, documents, and files.

The didactic potential of artificial intelligence is quite large: from the development of individual learning trajectories to analytical work based on the analysis of large amounts of data. [Borisova, Sadykova, SHatunova 2022: 3]

An example of such a service based on artificial intelligence is the Twee platform. The developers position it as "Powered Tools for English Teachers" [Twee 2023: 1]. All functions are designed to create various tasks for all types of speech activity for an English teacher. At the moment, the project includes both free and paid functionality.

So, to develop students' listening skills, a teacher can make the following task: in the Listening section, select Audio & Video Question Creator, insert a link to video material on the selected topic into the cell, and then choose from the list a more optimal option for comprehension check – open questions, a test, statements in the true or false format. In addition, English levels are offered to choose from – simple, intermediate or advanced.

e.g. Topic of the lesson “Corruption and politics”

1. Watch the video “How to prevent political corruption” (https://youtu.be/gn4S7lQ111M)

2. Answer the questions below:

What decision did Mcebisi Jonas face on October 23, 2015?

Who offered Mcebisi Jonas a promotion and $45 million in return for advancing their business interests?

How is corruption often defined?

Give an example of corruption outside the political sphere mentioned in the video transcript.

What can happen if anti-corruption laws are not enforced or loopholes are continuously exploited?

How did the Gupta family impact South Africa's economy according to the video transcript?

What actions can citizens take to prevent corruption as mentioned in the video transcript?

Another resource based on artificial intelligence may be the Murf website. This platform offers to create your own project using a video sequence and voice generated by a neural network. The developers offer an extensive catalog of voices, structured by language, gender, age group, style and purpose of presentation of the material. The free plan includes 10 minutes of generation and limited features.

Therefore, to create a video clip that will help improve listening skills in a foreign language lesson, you can use the necessary scripts, audio and video tracks, and pictures. Artificial intelligence will create a preliminary version of the project, which can be changed in the editor according to your requests.

e.g. Topic of the lesson “Career choice”

1. Listen to the audio (https://murf.ai/share/luzpl5qp).

2. Answer the questions below.

What do you want to be when you grow up?

What jobs are mentioned in the audio?

What do you think: do we have any jobs that are more important than others in our society? Could you name them?

According to all statements, it is possible to highlight the advantages and disadvantages of using AI services in foreign language lessons.

Firstly, such services are the individualization of learning: AI services can adapt materials and exercises to the level and needs of each student, which contributes to more effective learning. Secondly, online AI services can be accessed at any time and from any location, allowing students to study at a time and pace convenient for them, as well as to engage with a teacher. Thirdly, AI services can offer a wide range of audio materials of varying complexity and subject matter, which helps to diversify the learning process.

However, there are some cons. The first thing is that some services may be low-interactive, which may reduce the level of interest of students and their motivation to learn. Besides, despite the wide range of materials, some AI services may be limited in their content, which can lead to a feeling of monotony and limited learning. Additionally, the use of AI services requires access to the Internet and appropriate equipment, which can create problems in case of its absence or malfunction.

In conclusion, if used correctly, artificial intelligence services can be a useful tool for teaching listening in English lessons, but they should not replace traditional teaching methods and teachers, but rather complement them.

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UDK 372.874

METHODS OF TEACHING FINE ART AT SCHOOL

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The article deals with the types of training in the visual arts, pedagogical technology, didactic principles and methodological techniques. The methods of this research are the methods of pedagogy "verbal presentation", "visual learning", "practical work" and their necessary techniques. It also shows the teaching of fine arts at school on didactic principles that can create pedagogical conditions for easy, concise, reasonable teaching of the subject.

Keywords: *pedagogical technology, didactic principles, method of teaching, fine art, additional teaching aids.*

The term "fine art" refers to one of the most well-known forms of art and usually refers to color, density, shape, arrangement and other characteristics. The process of learning visual arts is very important for students to express their thoughts and feelings through images and drawings.

"Primary school age is the most favorable in moral and aesthetic education. It is very important to develop in a child the ability to deepen into himself, to understand the complexity and richness of his inner experiences, the ability to empathize and relate to the people around him" [Teckova 2003: 3].

Fine art is considered a very broad field of activity for every creative person. The skill of drawing occupies an important place in all types of art. Therefore, knowledge of academic drawing is very useful and ensures success in all artistic activities. Since ancient times, people have sought to make pencil drawings and use them constantly in their spiritual lives. For this reason, over the years and centuries, certain rules of painting have been developed and improved. The basis of all fine art is pencil drawing. You need to be able to accurately and expressively describe tasks in art, which means studying in detail the rules of academic drawing from both the theoretical and practical sides. This largely depends on the quality organization of work. In addition to all this, the equipment used for drawing must be of high quality and meet the requirements.

Art has always been a significant part of human life and culture. It has the ability to express emotions, capture a moment in time, and stimulate the imagination.

A work of art is not a passive object. It has active creative forces, lives and participates in the formation of the spiritual atmosphere. This is the main purpose of art. "Every work of art is a child of its time, often it is the mother of our feelings" [Kandinskij 1967: 15]. It can also serve as a means of self-expression, allowing individuals to communicate their thoughts and feelings through creative means. Art reflects and enriches our inner world.

"If you have nothing to say to people, you will never become an artist. If you are petty, calculating, envious, selfish, you cannot be an artist. The time lived by the artist lives in each painting and is recorded. It will be clear whether he lived it creatively or not..." [Favorskij 1986: 199].

Forms of education should be aimed not only at the formation of certain knowledge, skills and abilities, but also at attracting attention, interest of children in creativity, awakening in them an emotional and aesthetic attitude to objects and phenomena of reality, to the process of drawing and the results of their creativity. Currently, it is possible to combine theoretical and demonstration material with each other. Such material includes presentations, films, videos, music.

Fine arts lessons are mainly based on visual material, so the teacher makes it easier for him to prepare for the lesson using multimedia equipment and all its capabilities. This gives students the opportunity to immerse themselves in the world of art, to feel like an artist, designer or architect. At first, students perceive the use of multimedia in the lesson at the level of play, but gradually they are immersed in serious creative activity, in which their personality develops. As a result, it is possible to determine the forms of using the computer in fine arts lessons: - as a source of information and new knowledge; - support for the goals and objectives of the lesson set by the teacher; -organization of project activities of students.

The presentation, as well as the film, can be used in lessons, but they must be accompanied by a lecture or comments from the teacher. In this case, active communication between children and the teacher is assumed, collective consideration and discussion of works of art, as well as the opportunity to ask questions, explain and give explanations.

Multimedia presentation is one of the most effective methods of organizing learning; it is also a powerful pedagogical tool that goes beyond traditional lesson delivery. Slide films are used in all lessons and at any stage of the lesson. When viewing it, students get involved in their work almost immediately. Great for step-by-step drawing lessons or test assignments.

Multimedia presentation is one of the effective methods of organizing teaching in the classroom, a powerful pedagogical tool that goes beyond the traditional classroom-lesson system. Slide film - used in all lessons, it can be included at any stage of the lesson. When watching a slide-film, students are included in the work, as a rule, immediately. Ideal for step-by-step drawing lessons or test assignments.

The methodology of teaching fine arts is an important component of the process of developing students' creative abilities. This technique is used in school education and in art schools to develop children's skills in drawing, painting, sculpture and other areas of fine art.

One of the key principles of the methodology of teaching fine arts is the stimulation of creative activity and self-expression of students. The teacher only brings the child to art, shows the technique and ways of conveying shapes and colors, and then gives him the opportunity to find his own style and express his thoughts and feelings through a work of art.

"Our harmony is based mainly on the principle of contrast, this at all times the greatest principle in art" [Kandinskij 1967: 114]. That is why one of the important components of the teaching methodology is the use of various techniques and materials. Students are introduced to different types of drawing - from tin pencils to watercolors.

Another important element of the teaching methodology is the development of imagination and observation. Children learn to see beauty in simple things and transform reality with the help of their imagination. They observe the world around them, study shapes and colors, and create their own works of art based on these observations.

In the process of teaching fine arts, special attention is paid to the development of creative thinking and independence of students. They learn to express their thoughts and ideas through art, and gain confidence in their creative abilities.

The methodology of teaching fine arts is an effective way to educate children in creative skills, self-expression and communication culture. It helps not only to develop artificial abilities, but also increases the level of overall personality development. "Apparently, the image is constructed from two sides. On the one hand the idea, on the other hand the material. In sculpture, we know that the artist, before cutting any figure out of stone, conceptualizes the stone as a spatially typical form. These forms will be different in different styles and they, of course, determine any image. Thus, on the one hand, there is a form abstracted from ideas, but concrete in the sense of the material; on the other hand, an idea is concrete in relation to thought, but abstract in the material. They converge, penetrate each other, transform each other and live as one work without destroying each other..." [Favorskij 1986: 53].

Teaching fine arts has its own pedagogical technology, didactic principles, methodological techniques and a single goal. In achieving this goal, pedagogical technology is used, which is a project of the pedagogical process that guarantees the achievement of a predetermined goal using all means of teaching and upbringing in the classroom, performing the tasks of each of them separately. Our schools follow didactic principles that can create pedagogical conditions for easy, concise, grounded teaching of each subject. These principles are: scientific, consistency, well-mannered, systematic, awareness, activity, visibility, creativity, compatibility of theory with practice. A teacher of fine arts should be guided by didactic principles. Because teaching fine arts at school on didactic principles increases the effectiveness of each lesson, lesson and guarantees the achievement of the set goal.

The technology and didactic processes of teaching fine arts at school are quite complex, which causes a variety of teaching methods in the classroom. When teaching fine arts at school, pedagogical methods, methods and their necessary techniques are used.

Such methods and methods include:

A conversation in fine arts lessons is a conversation organized by a teacher, during which the teacher, using questions, explanations, and clarifications, helps children develop ideas about the object or phenomenon being depicted and how to recreate it in a drawing or sculpting an appliqué. The specifics of the conversation method provide for maximum stimulation of children's activity.

Learning the ability to see and feel the expressiveness of drawings and sculpting.

Explanation is a verbal way of influencing the consciousness of children, helping them understand and learn what and how they should do during the lesson and what they should get as a result. Explanation is often combined with observation, showing ways and techniques of performing work.

Advice - used in cases where the child finds it difficult to creating an image. Children who work at a slow pace and are able to find a solution to this issue often do not need advice. In these cases, the advice does not contribute to the growth of independence and activity of children.

Reminders in the form of brief instructions are an important teaching technique. Most often we are talking about the sequence of work. This technique helps children start drawing (sculpting) on time, plan and organize activities.

Encouragement is a method that instills confidence in children, makes them want to do their job well, and makes them feel successful. The feeling of success encourages activity and keeps children active [Teckova 2003].

These methods help students express their thoughts, develop skills, implement creative works, and strengthen educational goals. The following are some of the methods of organizing visual art lessons based on modern pedagogical technologies: Interactive teaching methods: Interactive teaching methods inspire students to actively participate, express themselves and share ideas with others. In this method, interactive educational tools (for example, interactive whiteboards, computer programs, online platforms) and group activities are used in the educational process.

So, how do we generally understand pedagogical technologies in teaching visual arts at school? Pedagogical technology of fine art is a pedagogical process that can guarantee the achievement of a predetermined goal and the fulfillment of this task based on the means of imparting art knowledge and skills to students at a certain level and in a given condition. That is, 45 minutes of the teacher's lesson is a pedagogical process that provides guaranteed results based on a set of didactic, methodical and methodical processes of using educational and educational tools to achieve the intended goal. Such forms of pedagogical technology as "lesson technology", "teaching technology" and "educational technology" are also used in the teaching of visual arts at school.

In general, in order for the teaching of fine arts at school and the knowledge transferred to be at a high level of qualification, the teacher, based on the content of the lesson, chooses the most convenient, effective way of presenting the lesson material, such as explanation, justification, demonstration, retelling.

Any assimilation of knowledge is based on the student's assimilation of educational actions, having mastered which, the student could assimilate knowledge on his own, using various sources of information. Teaching to learn, namely to assimilate and properly process information, is the main thesis of the activity-based approach to learning.

"In drawing, the white sheet on which you draw is very important. If you take a linear drawing, then you build a surface from the lines, and from the surface - a thing. The white sheet in your hands is a mass of white color from which you sculpt your design. It is very important, when drawing, to arouse this feeling of the mass of white on paper, so that your first outline, the first stroke, raises this white, makes it massive, so that you can see in this mass the form that you wanted to depict.

It seems to me that in drawing, you need to construct a process and method of depiction on a white sheet in such a way that this white material is for you and you see in it the form that you want to depict. Therefore, it is very important to draw in different places, pressing on the sheet so as to go gradually and sculpt the spatial relief. At the same time, a lot of space remains white, but the shape is suggested" [Favorskij 1986: 164-165].

It must be emphasized that fine art reaches its peak only through a combination of scientifically proven, carefully developed methods, theoretical knowledge and practical skills. The teacher must teach the student the principles of drawing with various tools, technology for working with various materials, and the laws of plastic anatomy of humans and animals.

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THE TENDENCY TO MANIFEST DEVIATIONS IN SCHOOLCHILDREN WITH DIFFERENT TYPES OF MOTIVATION

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This article presents an analysis of the tendency to manifest deviations in schoolchildren with different types of motivation. It was found that deviant behavior correlates with the school pupil's motivation and influences its pole. School pupils with a tendency toward deviant behavior are less likely to successfully complete a new task, less confident in themselves, and are not always ready to take on serious responsibility. And in turn, school pupils who do not show signs of deviations in behavior are characterized by positive motivation: they willingly take on new, previously unfamiliar tasks and complete them, are optimistic, and proactive.

Key words: *school pupils, deviant adolescents, deviant behavior, addictive behavior, delinquent behavior, suicidal behavior, motivation.*

The relevance of the study is due to the influence of deviant behavior on the motivation of schoolchildren. Nowadays, it is not uncommon for a student's motivational pole to change, associated with deviant phenomena such as a student joining a dysfunctional friendly company, manifestations of deviations within the framework of age crises, etc. This, in turn, affects the student's self-esteem, values, beliefs and, eventually, academic performance.

The brightest representative of the psychological theory of deviant behavior is Z. Freud, who explained the reason for deviant behavior in the conflict between the conscious and the unconscious [Frejd 1922: 89].

There are quite a few classifications of deviant behavior in psychology. One of the most popular is the classification of E.V. Zmanovskaya. It divides deviant behavior into antisocial (any actions or omissions contrary to the law), asocial (sexual deviations, aggressive behavior, gambling, etc.) and autodestructive (chemical and food addictions, suicidal and life-threatening behavior, etc.) [Levshunova 2013: 20-21].

Quite often, the tendency to display deviant behavior is associated with the level of motivation of a person and its orientation.

It is believed that the first concept of motivation was given by the German philosopher A. Schopenhauer, and it sounded like "a kind of biological force by its nature that turns people into slaves and forces them to explore the world in order to better adapt to it" [Il'in 2011: 65].

In modern psychology, there are a number of theories about motivation. A very important one is the theory of Z. Freud, who received a lot of criticism. Despite this, it was she who contributed to the further development of motivation theories among other psychologists. In this theory, Freud completely denied the motives of kindness and mercy, putting subconscious mental forces (sexual and aggressive drives) in the first place [Frejd 1922: 143].

In psychology, there is no single classification of types of motivation, but it is usually divided into: internal and external; stable and unstable; positive and negative.

Having familiarized with the theoretical aspects of deviant behavior and motivation, we can assume a relationship between them, which we will test empirically.

The hypothesis of the study: deviant behavior affects the motivation of a student, namely: the fewer manifestations of deviations in the behavior of a teenager, the more his motivation is expressed for success; the more manifestations of deviations in the behavior of a teenager, the less he strives for success and the more – to avoid failure. The purpose of our study is to analyze the tendency to manifest deviations in schoolchildren with different types of motivation.

Research methods: diagnostic questionnaire to identify the propensity for various forms of deviant behavior "DAP-P" (for students of general education institutions); questionnaire "Motivation for success and fear of failure" (MUN) by A.A. Rean; observation of schoolchildren and conversation with them.

Research base: 80 schoolchildren aged 14-17 years, pupils of the secondary general education school of Lykhma village, took part in the study.

Initially, we studied the tendency to deviant behavior in schoolchildren using a diagnostic questionnaire to identify the tendency to various forms of deviant behavior "DAP-P" (for students of general education institutions). The results obtained are shown in Figure 1. Symbols: 1 – addictive behavior, 2 – delinquent behavior, 3 – suicide risk, 4 – integral assessment («Deviant behavior»).

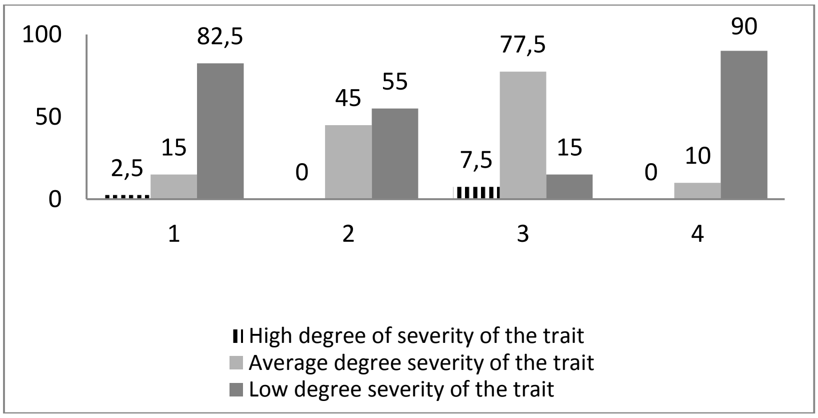

Figure 1 – Distribution of schoolchildren according to the severity of deviant behavior, %

2 schoolchildren (2.5%) have a high level of severity of addictive behavior. They are more likely than other respondents to form chemical dependencies. 12 schoolchildren (15%) have an average level of tendency to form dependent behavior. 66 schoolchildren (82.5%) are characterized by a low level of addiction.

There was no high level of delinquent behavior among our sample. 36 schoolchildren (45%) have an average degree of delinquency, and 44 schoolchildren (55%) have a low degree. This indicates the tendency of schoolchildren not to violate administrative and legal norms, to observe public order.

We found a high suicide risk in 6 schoolchildren (7.5%). The average severity of suicide risk was found in 62 schoolchildren (77.5%). Low suicide risk is typical for only 12 schoolchildren (15%).

The integral (general) assessment of deviant behavior includes all of the above forms of deviations. None of our respondents showed a high overall severity of deviant behavior. 8 schoolchildren (10%) have an average overall grade of deviant behavior, and 72 schoolchildren (90%) have a low grade. In general, the manifestation of deviant behavior is almost not typical for respondents. With the help of A.A. Rean's questionnaire "Motivation for success and fear of failure", we identified the types of motivation among schoolchildren. The results are shown in Figure 2.

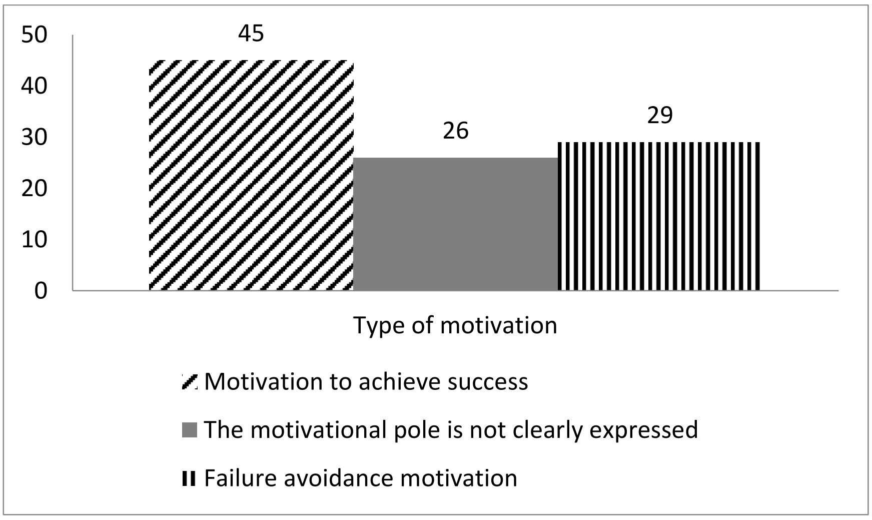

Figure 2 – Distribution of schoolchildren by type of motivation, %

36 schoolchildren (45%) expressed motivation to achieve success. This type of motivation can be called positive. These students usually finish the job they started, possible obstacles on the way to achieving the goal do not scare them, but on the contrary, motivate them. They are confident in themselves and their abilities, they are not afraid of responsibility, they are active and proactive.

23 students (29%) are motivated to avoid failure. This motivation is considered negative. These students prepare in advance for the worst outcome, they are afraid of defeat in achieving their goals, as a result of which they try to minimize risks by taking simple tasks, avoiding unnecessary responsibility.

The motivational pole was not pronounced in 21 schoolchildren (26%). This suggests that they are characterized by both motivation to achieve success and motivation to avoid failure.

The next stage of our study was to identify the direction of correlations between forms of deviant behavior and the type of motivation in schoolchildren using the r-Spearman rank criterion.

There is a moderately negative relationship between manifestations of delinquent behavior and motivation to achieve success, namely: the fewer manifestations of delinquency in the behavior of schoolchildren, the more pronounced their motivation to achieve success ($r = -0.321^*$ at $p < 0.05$). In addition to delinquency, suicide risk has a moderately negative relationship with motivation to achieve success: the lower the severity of suicide risk in schoolchildren, the more motivated they are to succeed ($r = -0.398^*$ at $p < 0.05$). Speaking about schoolchildren whose motivational pole is not clearly expressed, it should be said that they are most prone to the general manifestation of deviations ($r = 0.379^*$ at $p \leq 0.05$): moderately to delinquent behavior ($r = 0.374^*$ at $p \leq 0.05$), more strongly to suicidal ($r = 0.553^*$ at $p \leq 0.01$).

The results obtained allow us to say that the hypothesis of our study has been confirmed.

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WORD-MAKING IN CHILDREN'S SPEECH

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In modern education, much attention is paid to the development of mental independence of students, especially pupil. Research shows that the ability to think independently plays a key role in the formation of cognitive and communication skills in children. The article highlights the importance of using a variety of methods and techniques in teaching, such as creating problem situations, organizing project activities and studying texts of various genres. In addition, the article emphasizes that teachers play an important role in this process. Thus, the development of mental independence in pupil in Russian lessons is an important task that requires an integrated approach from teachers and the use of innovative teaching methods.

Key words: *independence, teacher, lesson, pupil, mental independence, skill, conditions, psychological conditions*

Modern requirements for secondary school provide for the formation of qualities in students that allow them to effectively and independently solve problems in various spheres of life, including industrial, scientific and social activities. Students should have creative and critical thinking, be able to develop and defend their own views and beliefs, as well as continuously replenish and improve their knowledge and skills through self-education. Among the qualities that play a fundamental role in the formation of such a personality, independence occupies a special place. This quality is formed and developed in childhood and is fundamental for further intellectual and personal growth. Independence is manifested in the student's ability to set goals and plan ways to achieve them, choose effective ways to solve problems, analyze information, draw informed conclusions and make responsible decisions.

Independence is a key quality that allows students to achieve success in their studies, professional activities and personal life. The development of independence at school age lays a solid foundation for future achievements and continuous personal and intellectual growth.

The term is subject to various interpretations, depending on the literary source used.

Independence is "a volitional property of a person, which is based on the ability to set goals for himself on his own initiative, without the help of outsiders to look for ways to implement them and fulfill personally made decisions"

Independence is "the general quality of an individual, which manifests itself in initiative, the ability to criticize actions, an adequate assessment of personal factors and a sense of personal responsibility for their own behavior and activities" [Nazarova 1978: 22-32].

This interpretation of independence is used as a basis: Independence is a general quality of an individual, which manifests itself in initiative, the ability to criticize actions, an adequate assessment of personal factors and a sense of personal responsibility for one's own behavior and activities. Personal independence is closely related to the dynamic work of thoughts, will and feelings. This relationship is two-way: 1) the formation of mental, as well as emotional and volitional processes is an obligatory prerequisite for independent actions and judgments; 2) in the course of independent activity, the resulting actions and judgments are able to strengthen and form the ability not only to consciously take motivated actions, but also to achieve successful implementation of decisions despite the difficulties that arise

Progressive teachers of the past, as well as the experience of modern schools, convincingly prove that mastering solid knowledge is possible only in the process of active independent activity. Each academic subject studied in primary school has opportunities for the development of mental independence of pupil. According to T.S. Nazarova, mental independence is the ability to solve tasks set by a teacher without assistance, while using new rational ways of working [Mardahaev 2017: 817].

In order to develop the skill of independent activity of pupil in the educational process, it is necessary to comply with certain psychological conditions:

1. Creating a cheerful, emotional atmosphere in the lesson, allowing students to realize the benefits and importance of the material being studied and the work being done, to realize and experience their personal success and the success of their comrades, to experience the joy of discovering and learning new things. It is important that a friendly attitude reigns in the lesson between the teacher and the students, between the students themselves, mutual understanding, faith in the strengths and capabilities of each student.

2. It is necessary to teach children to learn, i.e. to develop their cognitive powers and abilities, to equip them with generalized knowledge; to form generalized skills and abilities that allow them to rationally and independently perform certain tasks [Lukina 2020].

The work on the formation of students' mental independence is successful only when certain didactic conditions are observed in all lessons and in all classes when organizing it:

1. The education and development of mental independence is carried out continuously, from lesson to lesson, in all parts of the educational process, starting with the study of new material and ending with the verification of its assimilation.

2. In each link of the educational process, the teacher faces specific tasks in terms of developing students' mental independence.

3. The work on education and development of students' mental independence is carried out in a certain system. The basis of this system is a gradual increase in students' independence, which is carried out by complicating both the material and the mental tasks offered to students, as well as changing the role and leadership of the teacher in solving these tasks.

4. For the development of mental independence, the teacher uses not one didactic technique (for example, asking questions) or a means (for example, visibility), but a system of various didactic techniques and means [Lukina 2020].

For the successful development of students' mental independence in the educational process, the teacher helps to create a cheerful, emotional atmosphere conducive to realizing the importance of the material being studied and the educational work being performed (Why am I studying this material, and how will it be useful to me in life?). The activation of mental independence at the very beginning of the lesson is helped by the inclusion of students in the direct process of thinking about the topic of the lesson being studied. To do this, the teacher creates a "problem situation" or a situation of "difficulty". For example, when starting to study the topic "Adjective name" in the 2nd grade, the teacher asks: "What questions should we get answers to by studying the topic of "Adjective name"? Students, by analogy with the topic "Noun" that they have just studied, pose questions: What is called an adjective name? What questions does he answer? What part of speech is related in the sentence? What is the usual sentence member? How does it change? This approach not only activates the cognitive learning activities of students, but also contributes to the development of a certain algorithm for studying new material, contributing to its effective memorization. So, with the help of the conversation method, the teacher puts pupil in the position of small discoverers, researchers who independently acquire knowledge.

The effective development of mental independence of pupil is directly related to the formation of the following skills: independently perform teacher's tasks; work according to a model set by the teacher; listen carefully to the teacher; carry out self-checking and self-control in the process of completing educational tasks.

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INCORPORATOIN OF HISTORY INTO ART LESSONS

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This article proves that in order to learn to draw, it is important not only to develop practical skills, but also to study the history of art. To effectively include *historical information in a lesson, a teacher needs to take into account some nuances, thanks to which the comprehensive development of the student is possible. Firstly, it is necessary to properly allocate time for this, so that students do not lose interest in the practical task, and use different educational technologies. It is also important to use various teaching aids in the lesson, such as technical educational aids (TSO), visual aids and reproduction, since this is what allows the maximum number of students' senses to be used.*

Key words: *incorporation lessons, additional teaching aids, historical information, principles of visibility, multimedia forms of learning.*

In modern education, subjects in schools are chosen in such a way that the principle of consistency is observed in lessons. This allows students to form a holistic picture of the world; for this purpose, interdisciplinary and integral connections are actively used. Also, in the twenty first century, the use of a combined lesson in teaching practice is relevant. This type of lesson combines various goals and types of educational work during its implementation; it allows students to build logical connections between the content of one subject and others, apply acquired skills in different areas and more effectively influence its comprehensive development. Fine art lessons are primarily about the ability to draw. And for this, sometimes just practical skills are not enough; it is also necessary to understand how this or that art originated and developed, especially since the inclusion of this additional information reflects the essence of the combined lesson. But integrating historical information into art lessons without losing the attention and interest of students is not an easy task. Only by properly allocating time, including visual aids in your story, and using different forms of presenting the material, can you achieve success in this matter.

It is important to understand that the history of fine art should not take more time than the creative process itself. At the beginning of the lesson, children are preparing their work places, not yet ready for active activities, but have already focused their attention on learning the purpose and objectives of the lesson. Within 10 - 15 minutes, children are ready to listen to the story, because for them the intrigue of the upcoming task is still stored. Accordingly, the third part of the lesson can be devoted to information on the development of the craft, the children's motivation will not fade, and their attention and interest will only increase. By correctly allocating time in an art lesson and wisely introducing historical information, you can achieve a positive result in understanding the material presented. Why is history so important in art lessons? First of all, it allows descendants to preserve and pass on to future generations the origins of art, explains the motives that motivated artists or sculptors of different times, illustrates the evolution of artistic skills in the fields of decorative and applied arts, and also helps to better understand the subtleties of works of art.

It is worth noting that the abundance of information, which overloads children throughout the school day, creates a mood in fine arts lessons to engage only in creativity; children often treat theoretical material with contempt, and some even downright negatively. Of course, the structure of the lesson itself is a fundamental criterion for its success, but the methods, techniques and educational technologies used by the teacher in the classroom are no less important. There are many types of them, but all of them are aimed at the effectiveness, reproducibility and transferability of teaching activities Game technology most effectively meets these criteria, not only increasing interest in studying history in art lessons, but also activating the cognitive activity of students. The game as a whole has the meaning of recreating a certain social situation, requiring a person to set goals, plan, the actions themselves and the results with their analysis, while the player is given the freedom enclosed in the conditions. It is understood that the game is entertainment, while it can become not only an element, but also an independent educational technology. It is the game that is used to solve the complex problem of motivating students to study and successfully assimilate historical information in art lessons. The most common types of didactic games in pedagogical practice are: exercises, travel, plot (role-playing), competitions.

In non-standard lessons, students accumulate greater knowledge than in a regular lesson; they master skills in moral, aesthetic and ideological areas. The teacher conveys knowledge through discussion content [Kolesov, Holopova 2023: 263].

"An important factor in mastering the material is the use of additional teaching aids, such as technical educational aids (TSO), visual aids and reproduction" [Prudnikov, Ten'kov 2006: 455]. The variety of forms of presentation of the studied information performs several functions at once: it increases the efficiency of mastering the material, and expands the range of teaching methods used, and intensifies the cognitive activity of students. There are several groups of TSOs, divided by functional significance, principles of design and operation, type of training, nature of information presentation and impact on the senses Art lessons provide a wide variety: these can be group or individual assignments, many types of handouts, but the simplest and most accessible means are considered to be visual and audio. Therefore, to successfully conduct a lesson in any subject, it is necessary to use the maximum number of students' senses. Thus, the presentation and reproduction will interest the eyes, the visual organ, the visual aid – the hands, the tactile organ, and the teacher's story or a recorded video through the ear will influence the student's consciousness. Every year, the means of presenting information are improved and teachers test their use in the classroom. One of the modern means of education, which has replaced to some extent the presentation of reproductions, which do not allow one to evaluate works of art due to their quality or size, are virtual excursions to many museums around the world, where you can not only visually get acquainted with them, but also learn information of interest. The combination of various teaching methods will allow students to be involved as much as possible in the educational process. And the sum of perception, thanks to additional teaching aids, gives the maximum result in mastering not only history, but also the entire material of the subject of Fine Arts as a whole.

Another proof of the effectiveness of using electronic educational resources is given in the work of T.V. Vinogradova research. The purpose of its implementation was to measure the quality of learning the material using a visual method through a classic verbal explanation and demonstration by the teacher and by watching a finished video on the topic of the lesson with audio accompaniment. The results of the observations showed that students from the second group mastered knowledge and skills faster, this was reflected both in the quality of what was memorized and in the amount of time to consolidate the acquired knowledge. Thus, if in the lessons “the principles of visualization through multimedia teaching are used in the system, an individual approach to students is facilitated, the level of stimulation of interest in knowledge increases, the pace of learning accelerates, and the strength of their assimilation increases” [Vinogradova 2017: 45]. Based on the results of the study, it can be assumed that the use of electronic learning tools is an integral part of conducting a Fine Arts lesson in a modern school; in addition, they expand the range of opportunities in education as a whole. For example, this allows you to study lesson materials outside the educational institution, if such a need arises, and also to pursue the idea of modularization of the curriculum, where each block is considered logically complete.

In conclusion, it should be said that in the twenty first century in modern schools a combined lesson is actively practiced, which uses interdisciplinary connections, combines various goals and makes it possible to more effectively influence the comprehensive development of the student. This attaches great importance to the presentation of history in art lessons, which, first of all, will allow the origins of art to be passed on to future generations. One of the important points in the most effective assimilation of this material is the correct distribution of time and the allocation of a certain amount of it. Otherwise, students are not in the mood to listen to the story, wanting only to engage in creative work. Here, the teacher is helped by an interesting structure of the lesson itself, for example, the use of game-based teaching technology, which effectively increases the motivation of students to study complex information about the history of art. In addition, it is also necessary to involve additional teaching aids, such as TSO, visual aids and reproduction. By expanding the range of teaching tools for the teacher, this will help to use all the senses and ensure students' utmost attention to the material being explained. This can be facilitated by the systematic use of electronic multimedia forms of learning in lessons, ensuring an accelerated rate of assimilation of information, without loss of quality and strength of the knowledge gained. We can observe the dynamics of the development of these TSOs in the partial replacement of the presentation of reproductions of works of art with virtual excursions, providing a wide range of opportunities. This specificity of teaching can be developed in the future in new forms of not only the presentation of historical material in fine arts lessons, but also the acquisition of practical skills in general.

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PROBLEMATIC SITUATIONS AS A MEANS OF FORMING COGNITIVE ACTIVITY YOUNGER STUDENTS IN RUSSIAN LANGUAGE LESSONS

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The article discusses the concept of "Ethnocultural vocabulary", provides a review of ethnocultural dictionaries. The peculiarities of working with ethnocultural vocabulary in extracurricular activities in primary school are revealed. Effective methods and techniques of studying ethnocultural vocabulary when using dictionaries are described.

Key words: *ethnocultural vocabulary, primary school, extracurricular activities, dictionaries, teaching, methods, techniques, adaptation.*

Ethnocultural vocabulary is a special vocabulary that covers words and expressions related to the culture, traditions, customs and history of the people. These are linguistic units that reflect the unique features of culture and allow for a better understanding of it. In primary school education, the use of ethnocultural vocabulary is important, as it allows students to broaden their horizons and deepen their knowledge of the world, as well as to form respect for other cultures and peoples.

There are many ethnocultural dictionaries that contain various words and expressions related to the culture and traditions of the peoples of the world [Asimova 2015: 19]. Some of them can be useful for primary school education, as they can help children better understand the culture and history of different countries. Let's look at several such dictionaries:

"Dictionary of ethnocultural vocabulary" by V.I. Karasik contains about 8 thousand words and expressions related to the culture and traditions of the peoples of Russia [Calendar holidays and rituals of the peoples of Russia 2007: 352]. It presents topics such as national costumes, holidays, customs and rituals. The book also contains comments and illustrations. The dictionary can be especially useful for elementary school students, as it contains information about Russian culture. The dictionary will help students better understand the traditions and customs of their country.

"Dictionary of Culture of the Peoples of the World" edited by I.P. Kostomarova contains about 7 thousand words and expressions related to the culture and traditions of the peoples of the world [Mikhailova 2018: 50]. It features themes such as music, literature, cooking, crafts, costumes and traditional games. The book also contains illustrations and photographs. The dictionary can be useful for students who are interested in the culture of other countries. This dictionary will help children learn more about music, literature, cooking, crafts, costumes and traditional games of the peoples of the world.

"Encyclopedia of Ethnoculture" edited by A.N. Kravchenko is an encyclopedia that contains information about the culture and traditions of the peoples of the world. It presents topics such as history, geography, cultural characteristics, religion and rituals. The book also contains photographs and illustrations. The dictionary can be useful for students who want to learn more about the culture and traditions of different nations. This dictionary provides extensive information about the culture, history, geography, religion and rituals of the peoples of the world.

The assessment of the usefulness of each dictionary for primary school education depends on how closely it corresponds to the curriculum and learning objectives. All the dictionaries considered can be useful for primary school education, as they help children expand their knowledge about the culture and traditions of different peoples. However, the choice of vocabulary should depend on the specific learning objectives and curriculum.

The inclusion of ethnocultural vocabulary in extracurricular activities will help children expand their knowledge about the culture and traditions of different peoples [Asimova 2015]. Let's consider the basic principles of the inclusion of ethnocultural vocabulary in extracurricular activities:

1) active use of language: the use of ethnocultural vocabulary in various games and activities will help students to use language more actively and better memorize new words and phrases [Mikhailova 2018: 52].

2) integration into various types of activities: ethnocultural vocabulary can be integrated into various types of activities, such as theatrical productions, artistic works, musical performances, etc. [Burmistrova 2017: 27].

3) Using games and activities: using games and activities related to the culture and traditions of different peoples will help children better understand different cultures and traditions, as well as better memorize new words and expressions.

Certain conditions and resources are necessary for effective work with ethnocultural vocabulary in extracurricular activities in primary school.

Firstly, access to relevant information resources is necessary to prepare lessons and games using ethnocultural vocabulary. These can be encyclopedias, dictionaries, books and articles devoted to ethnocultural studies and the culture of certain peoples. It is also useful for elementary schools to use illustrated books and world maps, which will help students visualize different cultures and geographical regions [Asimova 2015: 22].

Secondly, appropriate materials are needed to conduct classes and games related to ethnocultural vocabulary [Mikhailova 2018: 52]. These can be flashcards with images of objects and phenomena characteristic of a particular culture, audio and video recordings, as well as other materials that allow students to better understand and memorize new words and concepts.

Thirdly, the involvement of parents in the teaching of ethnocultural vocabulary can also be useful. Parents can help children find information, prepare materials for classes and games, and provide additional practice in using new words and concepts in everyday life [Burmistrova 2017: 29].

Fourth, inviting guests and experts from different cultures and peoples may also be useful for teaching ethnocultural vocabulary [Asimova 2015: 23]. This will allow students to better understand the history, culture and traditions of other nations, as well as help them develop an interest and respect for cultural diversity.

Finally, in order to effectively work with ethnocultural vocabulary in primary school, it is necessary to adapt materials and classes to the age and level of development of students. The interests and needs of each student should be taken into account, as well as the cultural context in which they live [Burmistrova 2017: 30].

The following methods can be used to adapt materials and classes:

– The use of visual materials such as photographs, illustrations, videos, etc. [Mikhailova 2018].

– The use of games and activities that attract the attention of students and allow them to actively participate in the learning process [Asimova 2015: 22].

– Linking new vocabulary with words and concepts already known to students [Native Culture 2014].

– Using the method of contextual learning, in which new words and expressions are introduced in the context of certain situations or tasks.

In general, effective work with ethnocultural vocabulary in primary schools requires an integrated approach, which includes not only the selection of appropriate materials and classes, but also taking into account the needs and interests of students, adapting materials to their level of development, as well as the availability of necessary resources and conditions.

To work effectively with ethnocultural vocabulary in primary school, teachers are encouraged to use a variety of methods and techniques, such as reading folk tales and legends, studying national holidays and traditions, conducting excursions and games on ethnocultural topics, etc. It is also important to use high-quality ethnocultural dictionaries, which can help expand the vocabulary of students and increase their cultural level.

The topic of working with ethnocultural vocabulary in primary school is relevant and important. In further research, it is possible to expand the overview of existing ethnocultural dictionaries and describe their application in other educational institutions and courses. It is also worth paying attention to the development of new methods and techniques for working with ethnocultural vocabulary, which can be more adapted to specific age groups and cultural characteristics of students.

Working with ethnocultural vocabulary in primary school is an important component of the development of students and the formation of their cultural identity. It allows them to broaden their horizons and knowledge about different cultures and traditions, as well as to develop respect and tolerance for cultural diversity.

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THE APPEARANCE OF THE EDUCATOR AND HIS IMAGE IN THE GENERAL SYSTEM OF INTERACTION

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In recent years, attention to the image of an educator has intensified. And today, many continue to argue that a educator should correspond to a professional image, speaking specifically about appearance, forgetting about the internal component. The article considers the appearance of an educator, which acts as one of the key factors for the successful implementation of his pedagogical activity. The role of the teacher's appearance and image in the educational process and interaction with students is revealed

Key words: *image, educational process, appearance, training, educator, internal component, external component.*

The appearance of an educator acts as one of the key factors for the successful implementation of his teaching activities. In the vast majority of cases, the first impression of any person, including an educator, is formed based on his appearance. After all, the image of a "good" educator in the perception of children and their parents is associated with interest and love for their students, sociability, fair treatment, etc. In this regard, such qualities as professional flexibility, willingness to successfully solve professional tasks, etc. are of particular importance for a teacher. The general complication of the tasks that arise before the education of our state as a whole gives special importance to the study of the role of image as one of the professionally important qualities of a modern educator.

Since ancient times, such educational scientists as E.I. Baidak, T.V. Gabai, V.I. Kazarenkov, V.G. Konstantinova, L.P. Krivshenko, L.M. Semenova, V.A. Slastenin and others have been engaged in research on the specifics of forming the image of an educator.

Special attention should be paid to the scientific research of E.P. Tkacheva, who proposed the most comprehensive description of the image of an educator, E.N. Rybakova, who carried out the most complete and in-depth analysis of the factor structure of the image of a successful and unsuccessful educator, as well as L.N. Kolesnikova, who developed recommendations for creating a professional image of a modern educator.

To begin with, the term "image" has become very widespread in recent years in the lexicon of representatives of many branches of scientific knowledge, including in pedagogy. Among the first to actively operate with this concept were specialists in the field of advertising and politics, and later this term began to spread actively in psychology, management, cultural studies and other sciences [Selevko 2009: 129].

In Russia, this term became the object of close public attention only in the last third of the 20th century, when the first serious developments on image formation appeared, devoted to the psychological aspects of image formation. Here, the researchers faced one of the main problems – the ambiguity of understanding and interpretation of the term "image", which has not been resolved to date.

It should be noted that one of the main sources of research on the image of an educator is the memoirs of contemporaries.

Of particular interest are the memories of the teacher's appearance, which makes it possible to simulate their everyday image in the past. So, V.V. Kraevsky says: "An educator in the 40s of the XX centuries appears to us as a woman with a short haircut or hair pulled up in a bun, dressed very modestly, mainly in dark-colored clothes (skirts, dresses, sundresses and white blouses)" [Kraevskij 2008: 72].

As for later periods, V.A. Slastenin describes the educator of the 70s as follows: "her clothes, appearance, hairstyles corresponded to the ideas of the school of the 70s: short haircut, practically no makeup (slightly tinted lips in natural color), brown suit and changing monochrome blouses, necessarily a skirt (trousers at that time, teachers did not wear them)" [Slastenin 2007: 246]. In general, we can note that in the period of the 40s - 50s, the appearance of teachers was almost unchanged: a dark skirt, a white monochrome blouse, but already in the early 50s teachers have a significant variety of clothes. They began to dress modestly, but according to the existing fashion. Also in the early 70s, dyed hair and discreet makeup became an integral part of any teacher's daily life.

Today, there are many concepts of image. N.S. Dashina interprets the content of the image as "a stereotype formed in the mass consciousness and having the character of a stereotype, an emotionally colored image of someone or something" [Dashina 2000: 125]. D.A. Mazhorov points out that the image is "a set of certain qualities that people associate with a certain personality" [Mazhorov 2008: 167]. V.G. Konstantinova defines an image as "an individual appearance or halo created by the mass media, a social group or an individual's own efforts in order to attract attention to himself" [Konstantinova 2011: 80]. T.V. Gabai at the same time notes that the image is "a kind of synthetic image that develops in the minds of people in relation to a particular person, organization or other social object, contains a significant amount of emotionally colored information about the object of perception and encourages certain social behavior" [Gabai 2012: 48].

V.A. Krysko calls the image "an iconic substitute reflecting the main features of a human portrait" [Krysko 2010: 114]. These may also be features that they want to project on us. This point of view is justified by the fact that, when making decisions in conditions of lack of information, and sometimes lack of time, we replace the construction of a complex and in-depth portrait of a person with his image. Since a person lives not only in the real world, but also in the symbolic world, we can consider the image as a unit of this symbolic world.

If we analyze these points of view, we can define an image as a symbolic image of a subject that is formed by the image of a social group that makes up the audience through professional efforts. At the same time, we draw attention to the fact that a person, organization, object, system, profession, etc. can act as the subject of an image.

As for behavior, the overwhelming number of respondents pays attention to the refined manners of their teachers and their intelligence, but at the same time a certain rigor and exactingness. The teachers were role models, the students loved and respected them. S.V. Matyushenko states the following: "The distinctive features of the educator were: constant self-improvement, self-criticism, erudition and high work culture. After all, the professional growth of an educator is impossible without a self–educational need, it is very important for a teacher never to stop at what has been achieved, but to definitely move forward, because the work of a teacher is a great source for boundless creativity" [Matyushenko 2009: 119].

The image of a teacher is a complex education of a psychological and pedagogical nature, studying which various authors focus on its individual aspects. At the same time, it is advisable to present the image of a teacher as a system that is represented by components: internal, external and procedural.

It should be highlighted that the teacher’s image functions as a cohesive system with stable connections between its elements, deeply rooted in its structure. When examining the interactions among these elements, traditional considerations revolve around the concepts of “connection” and the relationship between content and form. According to this view, the formation of the teacher’s image is not attributed to individual components, but rather to their interconnected system and interdependence [Krivshenko 2004: 208]. In other words, when forming the image of an educator, his appearance, behavior, self-esteem, etc. are important. Each element of this kind contributes to the image of the teacher; manifested in his activities, the nature of interaction with students, their parents, work colleagues, etc.

The image of an educator is important for the pedagogical process. It is expressed in the fact that the image of an educator plays an important role for the development of the younger generation, and also contributes to the creation of a responsible attitude to the formation of their individuality [Verdieva 2013: 50]. In other words, a teacher's practical mastery of the basic postulates of pedagogical ethics, as well as the development of his professional competence and culture, acts as a significant aspect of image formation.

Moreover, a successfully formed pedagogical image has a strong impact on the teacher's self-affirmation and further increase in the level of his professionalism. Since he not only allows you to competently establish contact with students, their parents and other people around him, but also to influence the process of forming the personal image of his students, who follow the teacher as an "object of imitation". In other words, depending on what style the teacher dresses in, or how he talks or behaves, it directly depends on how he will be perceived by his students.

In general, such components of the teacher's image as appearance, character and speech determine the degree of his actual appearance to the appearance of a modern educator formed in the student's mind, and the higher this degree of conformity, the more respect students will feel for the teacher.

The image of a teacher must certainly inspire, first of all, his students, as a result of which, regardless of the level of his professionalism, the teacher is obliged to continuously improve his personal qualities in order to form a holistic image. In other words, the success of a teacher's professional image directly depends on how successfully they create an image that meets the expectations of others.

Among other things, the image of a professional educator depends on the observance of pedagogical etiquette, which includes a set of certain rules of a culture of behavior that regulate the relationship between teachers and their students, as well as other people in their environment. In particular, this includes respect for students, the desire to establish friendly relations, and the simplicity and accessibility of communication. In other words, even if the teacher's appearance perfectly matches a certain standard of the educator, it loses its meaning if his behavior is not brought into line with it.

Thus, we can conclude that the image of an educator is his business card, which largely determines the attitude of others towards him. The higher the levels of formation of his professional image, the better people around him evaluate it. Only if an appropriate, non-compromising image is created, the teacher acquires a full-fledged opportunity to realize himself as a person and achieve effective implementation of the goals of the pedagogical process, as well as organize high-quality educational cooperation. All this can be done on the basis of a personal-activity approach to learning that meets the requirements that the modern stage of education development imposes on the learning process, on the teacher.

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UDK 372.3/.4

INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL CHILDREN WHEN STUDYING WORDS WITH UNVERIFIABLE SPELLING IN RUSSIAN LANGUAGE LESSONS

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The article touches upon the problem of intellectual development of younger schoolchildren in the assimilation of words with unverifiable spelling; describes effective techniques of mnemonics, the use of which ensures stable memorization of such words.

***Key words**: junior high school student, mnemonics, sign, image, phonetics, vocabulary words.*

At the present stage of society's development, qualified specialists with a high level of intellectual capabilities are required, the foundations of which are laid during the school period of development. The analysis of psychological and pedagogical approaches to the problem of intellectual development has shown that it depends, first of all, on the content and logic of the presentation of educational subjects. School education, along with the cognitive function of transferring a system of scientific knowledge and arming with methods of scientific cognition, should also implement a developmental function – to complicate and expand individual resources of a person by means of educational subjects (Yu.K. Babansky, V.V. Davydov, I.V. Dubrovina, A.M. Matyushkin, N.A. Menchinskaya, M.A. Kholodnaya, I.S. Yakimanskaya et al.).

The problem of intellectual development of children of preschool and primary school age is considered in the works of domestic and foreign teachers and psychologists: G.A. Bakulina, A. Binet, D. Wexler, H. Werner, L.S. Vygotsky, P.Ya. Galperin, P. Guilford, R. Ziegler, A.N. Leontiev, M. Montessori, O.M. Perkova, D. Richards, S.L. Rubinstein, J. Rousseau, L.F. Tikhomirova, J. Thompson, M.A. Kholodnaya, V.A. Khudik, L.S. Tsvetkova, V. Stern, D.B. Elkonin.

Intellectual development is understood as a qualitative change in mental cognitive processes: from involuntary forms of memorization to arbitrary ones, from a visually effective, visually figurative form of thinking to its abstract and abstract logical form and to theoretical thinking. It is known that intellectual development does not occur by itself, but as a result of the child's multilateral interaction with other people: in communication, in activities and, in particular, in educational activities [Kravchenko 2008: 400].

The criteria of intellectual and mental development are independence of thinking, speed and strength of assimilation of educational material, speed of orientation in solving non-standard tasks, the ability to distinguish the essential from the non-essential, different levels of analytical and synthetic activity, criticality of the mind, as well as the ability to pace progress as the speed of generalization formation, economical thinking [Kravchenko 2008: 231].

According to the statement of the teacher Y.K. Babansky, the intellectual development of students in the educational process depends on the educational and intellectual skills purposefully formed by the teacher:

- the ability to motivate your activities;
- take information carefully;
- it is rational to remember;
- logically comprehend the educational material, highlighting the main thing in it;
- solve problematic cognitive tasks;
- perform exercises on your own;
- to exercise self-control in educational activities [Babansky 2007: 237].

The Russian language as an academic subject is for students the basis of the entire learning process, a means of developing their thinking, imagination, the most important factor in the development of students' intellectual abilities, their speech, as well as the moral qualities of the child's personality. Intellectual development is carried out systematically in the educational process. Each grammatical and spelling topic studied in Russian lessons contributes to the formation of students' intellectual skills, including the assimilation of words with unverifiable spellings.

Memorizing a large number of words with unverifiable spellings and learning to write these words without mistakes is one of the most difficult tasks facing elementary school students. The abundance of such words requires a primary school teacher to constantly search for new methods and techniques of work that facilitate their assimilation.

In school practice, mnemonic techniques are very popular, which allow a student to memorize an unverifiable letter in a dictionary word interestingly, taking into account the psychological peculiarities of thinking of a younger student, accurately noted by K.D. Ushinsky: «The child thinks in images».

Mnemonics (translated from Greek – "the art of memorization") is a system of various techniques that facilitate memorization and increase memory capacity by forming artificial associations. In order to remember an untested letter, it is necessary to «revive» the letter, create its « image » in a specific word. And then the letter O in the word «car» will turn into wheels, in the word «Highway» – into a road sign. And in students' notebooks, words from familiar letters will appear in combination with a letter pattern.

This technique was developed by the scientist-psychologist I.Y. Matyugin, the author of the development of eidetic memory, the founder of the «Eidos Center», as well as his collaborators E.I. Chakaberia, I.K. Rybnikova, T.B. Slonenko – teachers of the «School of Eidetics» [Matyugin 1997: 64].

«Eidos» translated from Greek means «image», and «eidetism» is a type of figurative memory expressed in the preservation of vivid, visual images of objects for a long time. A person with eidetic memory can memorize entire pages of text, remember any day of his life, and quickly learn foreign languages. Visual, photographic, olfactory, tactile (tactile) memory develops.

Confirmation of the effectiveness of this technique is found in the psychological research of M.A. Kholodnaya, which indicates that in the structure of mature intelligence, information processing is carried out in a system of three components:

through a sign (a verbal-speech method of encoding information);

through an image (a visual-spatial way of encoding information);

through a sensory impression dominated by tactile- tactile sensations (sensory-sensory method of encoding information) [Holodnaya 2002: 116].

The method of graphic associations consists in the fact that the child, in order to memorize the letter that causes difficulty in writing, performs a drawing that looks like this letter, but depicts an object. For example, in the word ROCKET, the letter "A" that requires memorization can be represented as a rocket shaped like this letter. And in the word SUNRISE, the letter "O" can be associated with an image of the sun, which has a shape, like a memorized letter, without which this phenomenon is impossible. With such mastery of spelling, both imaginative and emotional memory are actively working. Children are happy to engage in this exciting activity, and the results eventually meet expectations [Matyugin 1997: 24].

The method of sound (phonetic) associations is used for successful consonance of a phrase and a dictionary word. For example, the word BREAKFAST. The word CANCER is consonant with it. If two words are combined in one phrase, it turns out: "I'll come tomorrow, I'll bring breakfast. For breakfast – cancer, shout "Hooray!" You can use the following phrase: "Kostya is in a suit, and Pavel is in a coat." However, this method has a drawback: when selecting consonances to words with two unverifiable letters, a pile of phrases is obtained in which it is easy to get confused. In this case, it is recommended to use a combined method, according to which it is necessary to use graphic and phonetic associations when memorizing a dictionary word. For example, for the word MAYONNAISE, the consonance to the first syllable is selected – a T-shirt, and the second untested vowel "O" can be represented as a spot on a T-shirt. It turned out: "The T-shirt is stained with mayonnaise + a drawing." Psychologists claim that information backed up by emotions is fixed in memory better [Matyugin 1997: 29].

The choice of how to memorize vocabulary words depends on the nature of the orthogram: the more difficult a letter is to remember, the more attention it requires, the more associative connections it must "acquire", and many types of memory (figurative, emotional, visual, motor) must "work" on it.

Classes using this technique develop children's attention and memory, make the work of mastering words with unverifiable spellings not only fascinating and interesting, but also allow them to expand the child's vocabulary, the range of his competent writing, contributing to the upbringing of an attentive attitude to the word, to the Russian language.

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UDK 37.034

THE SUBJECT «FUNDAMENTALS OF ORTHODOX CULTURE» AS ONE OF THE FACTORS OF FORMATION RELIGIOUS IDENTITY OF RUSSIAN YOUTH AT THE UNIVERSITY

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This article is intended to draw attention to the role of the university subject «Fundamentals of Orthodox Culture» in spiritual and moral education and in the formation of the religious identity of Russian youth. The study provides brief characteristics of the concepts of "identity" and "religious identity", as well as analyzes all the features of the university subject that affect the formation of religious identity.

Key words: *Higher education, university, modern Russian youth, religious identity, spiritual and moral values.*

According to our research, the formation and preservation of the religious identity of modern Russian youth is influenced by many factors, both positive and, unfortunately, negative. Among the positive factors, it is necessary to highlight upbringing in a traditional family, where the most important spiritual and moral values are laid in children, which they need for full-fledged development as a person. Special attention is paid to the modern education system, in which religious identity is being formed at all levels, from which not only the future of an individual in the process of socialization into a full-fledged personality is envied, but also the successful development of the whole state, the preservation of traditional spiritual and moral values and the historical memory of the Russian people. An important role in spiritual and moral education is played by higher professional education, namely the university-wide subject «Fundamentals of Orthodox Culture», which, in our opinion, is aimed precisely at the final formation of the religious identity of young people.

Speaking about the importance of the subject «Fundamentals of Orthodox culture» in spiritual and moral education and in the formation of religious identity, it should be clarified that identity, according to our research, is an indispensable and necessary quality of a person that distinguishes him from other people or groups. It helps a person not only identify with himself or with a certain group, ethnic group, nation, state, but also with the entire human society. A person with a formed identity will be able to boldly and accurately answer the main question in his life, «Who am I?», without paying attention to the many internal and external problems affecting the education and upbringing of a person as a person. Identity helps to solve the moral problems of a person or society that may arise throughout their lives. Researchers identify the following types of identities: individual, collective, age, territorial, national, religious.

American psychologist, the founder of the term «identity» in the scientific research literature E. Erickson in his famous work «Identity: youth and crisis» emphasized that a person's identity begins to form under the enormous influence of the surrounding world from birth. «And over time, a young person forms an idea of the continuity and stability of his «I» in changing circumstances. As the circle of people important to him expands, his identity continues to form throughout his life» [Erikson 2006: 58-59].

Characterizing the concept of «religious identity» directly, it is necessary to clarify that the most specific definition of this term is given in the Russian encyclopedic dictionary «Religious Studies», where, according to the dictionary, religious identity is «a category of religious consciousness, the content of which is awareness of the involvement of a person in ideas and values that are commonly called religious, as well as awareness belonging to a specific form of religion and religious group» [Religiovedenie 2006: 863].

Also, according to the modern Russian philosopher V.I. Ivleva, who in her dissertation analyzed in detail the understanding and formation of religious identity, wrote that religious identity is the result of processes of self-awareness by a person with the help of a certain religious consciousness, of which he is the bearer. Also, this type of identity is «the degree of identification with a certain religious group and at the same time isolation from representatives of other religions. Religious identity is constructed by religious consciousness and is further reflected in the religious behavior of the individual. For example, rejection of certain religious rules and norms leads to conflict in the mind and behavior of a believer, which provokes an identity crisis. This, in turn, becomes a trigger mechanism for the individual to develop new values, and, consequently, the formation of a false religious identity» [Ivleva 2017: 27].

In our opinion, today this type of identity, since ancient times, has been the most common way of identifying a person with himself and with the whole society, using the religious norms of the denomination or denomination to which they belong. Throughout world history, religion continues to successfully influence the formation of an individual into a full-fledged spiritual and moral personality capable of separating right from wrong. And today, religion, despite many difficulties, has great authority in the education of the younger generation. For Russia, religious identity, despite various historical vicissitudes, is the main form of national identity of the Russian people.

It follows from this that the education of spiritual and moral values and the formation and preservation of the religious identity of the younger generation is the main task for the education and upbringing of a Russian citizen who remembers the spiritual roots of his ancestors, honors the historical memory of his state, observes spiritual and moral norms and norms of morality. That is why not only family education and school education, but also university education and upbringing, namely the university-wide subject «Fundamentals of Orthodox Culture», have a great influence on the formation of religious identity.

Higher education, in our opinion, must be the pinnacle of the education of spiritual and moral norms and the formation of religious identity, which is the main purpose of the subject «Fundamentals of Orthodox Culture». As the main task, this university-wide subject sets: the ability to communicate with representatives of other nationalities and faiths (especially with people professing the Orthodox faith) in compliance with ethical and intercultural norms, in order to prevent the propaganda of religious extremism and terrorism among students. It should be pointed out that the study of the «Fundamentals of Orthodox Culture» in Russian universities is due to the fact that the Orthodox faith is the most widespread religion in Russia. According to Russian official statistics, «about 75% of Russian citizens consider themselves Orthodox» [Religii v Rossii], which also confirms the importance of studying the above-mentioned subject at universities.

For example, to study this university course, a student of the National Research University «BelSU» may consider the following topics: The spiritual and moral foundations of Orthodoxy. The history and theory of Orthodox culture, Orthodoxy – the traditional religion of the Russian people, Orthodoxy and folk culture, Belgorod Orthodox culture. Within the framework of these topics, students, in our opinion, will be able to fully consolidate knowledge about the importance of spiritual and moral education; get acquainted with the basics of faith, holidays, sacraments, culture of the Orthodox Church, as well as problems of the relationship between religion and science; They will study the history of the emergence and development of the Orthodox Church (especially the history of the Russian Orthodox Church, its relationship with the state and the history of the Belgorod diocese). Thus, this knowledge will help to fully consolidate the formation of spiritual and moral qualities and norms, as well as finally develop a religious identity.

As confirmation of the importance of the subject, it is necessary to quote the words of the Patriarch of Moscow and All Russia: «Our struggle for human morality is a struggle for life, for the salvation of the human person and the entire human race... As believers, we know that salvation passes into eternity. But even a person far from the Church, unless he has lost the ability to think things through to the end, must understand and recognize that the Church's struggle for public and personal morality is also a struggle for his own salvation, for a decent quality of his life. In this regard, the solution of the issue of teaching the «Fundamentals of Orthodox

Culture» is not an ordinary episode of church history, but a matter of great importance, the success of which largely determines what future awaits our Fatherland» [Prepodavanie Osnov pravoslavnoj kul'tury].

Thus, the following conclusion can be drawn that the formation and development of the religious identity of modern Russian youth is influenced by many positive factors, including upbringing in a traditional family, the modern system of preschool and school education. Higher professional education plays an important role in spiritual and moral education, within the framework of which the subject «Fundamentals of Orthodox Culture» operates in the university program, which, in fact, consolidates early acquired knowledge and leads to the formation of religious identity. This subject helps students to strengthen Orthodox spiritual, moral and religious traditions, and for representatives of other traditional confessions of our country it helps to get acquainted with the peculiarities of the doctrine, history and culture of the Orthodox faith in order to preserve interethnic and interfaith unity in the country.

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FAMILY-SOCIETY-EDUCATION

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The article describes the main positions of modern education. The influence of society on personality is considered. The forms of work with the family are *revealed, as well as the pedagogical principles of interaction between family and school.*

Keywords: *Education, family, society, education, methods, personality, development, upbringing, society.*

The interconnectedness of man, family, society, and education is evident through mutual interests, obligations, and influences. Consequently, the stability and well-being within a family positively impact a child's education, societal standing, and overall life. Contemporary parents recognize the complexity of their roles and seek professional guidance from educators in nurturing their children.

Although many parents believe they are adequately prepared for parenting and do not prioritize ongoing self-education to acquire specialized pedagogical knowledge, they should heed the words of K.D. Ushinsky. He emphasizes that while the art of education may appear familiar and straightforward to some, it requires both theoretical understanding and practical application. Recognizing the necessity of patience, innate ability, skill, and specialized knowledge is crucial for effective parenting [Ushinskij 2010: 12].

The primary objective of the education system, particularly schools, is to actively involve parents in the pedagogical process. Parents need to comprehend that their involvement in school life is not solely at the behest of teachers but is vital for their child's development. The success of a child's education and upbringing significantly hinges on the stance parents adopt. Even the most diligent efforts of a specialist will not yield positive outcomes without the collaborative support of parents. Thus, maintaining continuous communication with parents through both collective and individual endeavors is imperative in fostering a conducive environment for the child's growth and learning.

Educators must acknowledge that the family wields both positive and negative influences on a child's education. Positively, the family, being closest to the child, offers unparalleled love, care, and support. Conversely, no other societal institution holds as much potential to detrimentally affect a child's upbringing as the family.

In light of this, teachers should demonstrate openness in assisting not only children but also their parents. True developmental progress for a child can only be achieved through collaborative and creative interaction between educational institutions and families. Close cooperation, shared endeavors, and mutual understanding among all parties are paramount goals.

Various forms of engagement with families exist, such as the Parents Committee, which serves to aid teachers in their work with students. This committee encompasses sectors focusing on different aspects like universal education, cultural activities, hygiene, and economics. For instance, the universal education sector oversees enrollment, identifies reasons for absenteeism, offers financial aid to needy students, and assists graduates in finding employment. Involving parents in school activities is crucial for aligning the efforts of both the school and the family [Pedagogika 1966: 39].

Parent meetings serve as another avenue for collaboration, where participants exchange views on child-rearing both at home and in school. These meetings, organized at both school-wide and class levels on designated days, facilitate discussions and resolutions of common issues while providing a platform for sharing parenting experiences. “By education in a broad sense we mean the whole sum of influences, the whole process of personality formation, which takes place under the influence of the entire way of life of society, the environment, labor and production activities, dominant ideas, law, art, literature” [Krupskaya 1958: 83]. “What can be considered positive is the attempt of some schools to find a system in planning the topics of parent meetings (school-wide and class) for the entire school year. This helps to concentrate the efforts of the school and family on solving the main problems, and the gradual mastery by parents of all the main issues of family pedagogy” [Pedagogika 1966: 643].

When a teacher visits a student's family, the primary objective is to familiarize themselves with the family's life and the specific circumstances in which the student lives. This entails studying the dynamics among family members and establishing personal connections with everyone who plays a role in the child's upbringing. In the interaction between teachers and parents, the primary focus should be on collaboratively addressing educational challenges and identifying the most effective methods of guiding the child's development.

Thus, fostering an atmosphere of mutual trust and shared commitment to the child's well-being is paramount. For instance, organizing school events such as outings, themed evenings, and other communal activities can further strengthen the bond between teachers, parents, and students. These occasions provide opportunities for meaningful interaction and reinforce the sense of collective responsibility towards the educational journey of each child.

“To involve parents in independent work on studying pedagogical theory, pedagogical seminars are organized in schools. Seminar participants listen to lectures, get acquainted with the best experiences of family education, receive answers to complex parenting issues, and independently study pedagogical literature” [Pedagogika 1966: 644].

Parent consultations provide an opportunity for individual discussions between parents and teachers on any topic of interest to them.

“Often parents, having come for a consultation, not only wait for an answer to the question that has arisen, but also strive to check their opinion and make sure that their educational methods are correct” [Pedagogika 1966: 645].

Parent conferences focus on discussing general issues of family education, fostering open dialogue among parents to address common concerns and share perspectives.

Parent universities offer a variety of educational programs, including lectures on psychology, medicine, literature and art, as well as excursions and master classes. Different types of schools have their own peculiarities in working with the family, and it is important to inform parents about this [Pedagogika 1966: 645].

The family has long been recognized both scientifically and in daily life as the fundamental unit of society and the state, responsible for biosocial reproduction and ensuring the continuity of society. By fulfilling the role of socialization, families shape individuals who carry specific worldviews and value orientations, whether as contributors to society or consumers, capable of structuring their lives based on principles of humanism or their opposites. As an integral part of the social system, families are interconnected and interdependent with other social institutions, forming the infrastructure essential for societal functioning. Therefore, we believe it is prudent to consider the intrinsic characteristics and functions of the family, as well as its interdependence with societal development, when conceptualizing the restructuring and advancement of the Russian educational landscape.

An examination of the current state of Russian families reveals a genuine crisis stemming from global trends and specific socio-cultural factors inherent to our country's history. This crisis is closely tied to demographic challenges, exacerbating and being exacerbated by them. However, many issues also stem from intra family socialization dynamics, indicating a lack of thorough assimilation and reproduction of familial values. In essence, the family crisis in Russia has become a national concern necessitating extensive, multifaceted research, including an educational perspective.

Central to the family's role is the reproduction of life through procreation, which encapsulates the essence of the family and serves as a guiding principle for its evolution. Procreation stands as one of the fundamental attributes of life and forms the socio-philosophical foundation of the family institution.

Speaking about society, one cannot fail to mention its influence on the formation of personality. “The natural capabilities of a child are very great, but they develop only in the process of his social life. The most important factor in the development of a child’s personality is the environment. The environment should first of all be understood as the social environment in which a person lives” [Pedagogika 1966: 39].

It is worth saying that without the influence of society, it is not possible for a child to master culture and values, as well as those norms and customs that people pass on from generation to generation. Shchepan’skij called the influence of the environment, which attracts an individual to take part in public life, teaches him to understand culture, behavior in groups, as well as self-affirmation and play [Shchepan`skij 1969: 51].

When the environment affects a person, he becomes a person, that is, physical, mental, and moral changes occur in him. The environment, including family, peers, affect the body and psyche of an individual, that is, the development of his worldview and his social essence. As a result of the activity, at the beginning of the game, in the subsequent educational and labor, the personality of the individual develops [Vasil`kova 1999: 46].

A.S. Makarenko asserts that in the educational process, we continually encounter a dual focus – the individual and society. It is impossible to disengage a person, isolate them, or sever their ties with society. Initially, during a child's development, the family holds sway. Upon entering school, influences from the educational institution, teachers, classmates, and others come into play. As the child progresses through school, nearing maturity, the family's influence wanes while that of society increases [Makarenko 2017: 508].

It's crucial not to speak of a decline in parental influence, but rather to acknowledge qualitative shifts resulting from the complexities of adolescent activities and the evolving dynamics among high school students. During this period, individuals find their place within society and cultivate relationships with specific social circles, shaping their unique character traits. Upon completing their schooling, individuals assume responsibility for their thoughts and actions, autonomously tackling emerging challenges.

During adolescence, the trajectory of an individual's personality becomes increasingly evident. Thus, the formation and development of a child involve not only the family and school but also the broader social milieu in which they are embedded [Mudrik 1977: 60].

Thus, the family is a fundamental social institution that performs a variety of socially significant functions. Within the family, everyday needs are fulfilled, leisure time is organized, and the primary socialization of the individual occurs, leaving an imprint on the subject’s entire subsequent life. Closely connected with the family is such a key social institution for society as education, which ensures the reproduction of the socio-professional structure of society and the organized transfer of sociocultural experience to the younger generation. Therefore, family, school and society are often considered as the main partners mediating the individual's learning process.

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UDK 37.025.7

DEVELOPMENT OF ANALYTICAL THINKING AMONG UNIVERSITY STUDENTS THROUGH 3D MODELING

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In this article, the concepts of analysis, synthesis, abstraction, generalization, comparison are given and the main stages of building a three-dimensional computer model are defined. Computer 3D modeling is considered as one of the ways to develop analytical thinking among students of higher education institutions. Under the condition of working in groups, 3D modeling allows to develop in parallel the necessary social (flexible) skills – soft skills, such as communication, soft-management, intellectual and managerial skills.

Key words: *analytical thinking, modeling, development of analytical thinking, spatial thinking, soft skills, 3D computer model.*

In today's globalized world, people are constantly involved in digital activities and are saturated with a large flow of information, in which, sometimes, it becomes difficult to navigate and find the necessary material. Often, the greatest attention to the search and processing of such information are students who need to find ways to solve every day educational tasks that contribute to a better level of ability to solve them.

The research of thinking within the framework of general psychology was carried out by outstanding scientists such as L.S. Vygotsky, S.L. Rubinstein. On the example of the latter, we will define thinking and analyze aspects and thinking methods and methods of thinking process.

S. L. Rubinstein comprehended works of foreign and domestic authors of that time and outlined ideas in the book "Basics of general psychology". According to the work, S.L. Rubinstein, thinking is first analyzing and synthesizing what is distinguished by analysis [Rubinshtejn 2002].

Analysis and synthesis are two sides, or two aspects of a single thought process. These processes are linked to each other and are basic to thinking. Analysis is the mental dissection of an object, phenomenon, situation and the identification of its constituent elements, parts, moments, sides; by analysis, we isolate phenomena from those random insignificant connections in which they are often given to us in perception. Synthesis restores the whole dissected by analysis, revealing more or less significant connections and relationships of the elements highlighted by analysis [Rubinshtejn 2002: 399]. However, analysis and synthesis do not exhaust all aspects of thinking. In order to cover all sides of the thinking process, it is necessary to apply additional methods and vengeful methods.

Abstraction is the method of cognition, the mental selection, the separation of certain elements of a particular set, and the diversion of them from other elements of a set. The result of the process of abstraction is abstraction - this is the isolation, isolation and extraction of one side, property, moment of a phenomenon or object, in what respect essential, and distraction from the rest [Rubinshtejn 2002: 400].

Generalization, or generalization, is inevitably born in a plan of action, as the individual responds to different irritations in different situations by the same generalized action, producing them based on the commonality of only some of their properties [Rubinshtejn 2002: 401].

Comparison – establishing similarities and differences between objects. Comparison, comparing things, phenomena, and their properties, reveals identity and differences. By revealing the identity of some things and the differences of other things, comparison comes to their classification. Comparison is often the primary form of cognition: things are first known by comparison [Rubinshtejn 2002: 399].

All of the above definitions are also mental operations of analytical thinking. Figure 1 clearly shows the vindictive operations of analytical thinking.

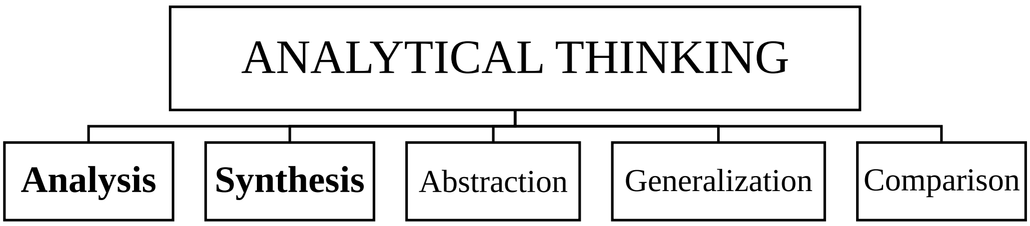

Figure 1 – Vengeful operations of analytical thinking

Analytical thinking, according to S.L. Rubinstein, is the ability of a person to analyze information, highlight the main thing in it, find connections and dependencies, generalize, and compare it, and make conclusions and decisions based on analysis.

It is worth noting that social (soft) skills, otherwise called soft skills, are the competencies of the future. Soft-skills are interpreted as cross-functional skills that are required in the modern world regardless of the field of application and represent cognitive flexibility that allows a person to adapt to a rapidly changing reality and make the necessary decisions [Lopushenko et al. 2023].

The specific feature of soft skills is that skills cannot be brought to automaticity, and their use requires independent decision-making based on developed intellectual abilities and, above all, because of advanced analytical thinking. The above, determines the need for the development of analytical thinking for modern man.

When identifying the means and methods of development of analytical thinking in students, modern psychologists, and teachers M.K. Akimova, A.A. Lyublinskaya note:

– solving mathematical and logical problems;
– solving quests;intellectual games (chess);
– board and computer games, as well as computer modeling;
– puzzles, puzzles, puzzles;
– reading books (as complex analytical thinking activities);
– collecting puzzles;
– creation of mental maps;
– discussions (developing analytical thinking) [Lyublinskaya 2014].

Analytical thinking can be divided into two categories that are directly related to each other: creative and formal processes. In the case of the first process, there is a search for information, and in the second case the analysis, synthesis, abstraction of the synthesis and comparison of the information obtained.

Based on the above-mentioned tools and methods, highlighted by researchers, I would like to add that today there is such a way as 3D modeling, which also contributes to the development of analytical thinking.

The 3D modeling process is similar to analytical thinking, which can also be divided into two categories: preparation and creation. In preparation, creative and formal processes of analytical thinking facilitate the search for the necessary information, and subsequently requires the adoption of the necessary decision.

We divide creation into four more stages and according to the basis of 3D computer graphics: modeling (creation of the object itself on stage), use of materials (determination of surface properties to simulate different properties of real objects), lighting (addition of light sources to the stage), visualization (formation of the final image) [Mezhenin 2018].

The effectiveness of using 3D modeling in the educational process can be directed not only to the development of analytical thinking, but also to the development of other skills that are no less important in the modern world (provided that work in groups):

– communicative skills (ability to interact with colleagues and teachers, argue their ideas and work together as a team in group work);

– soft management (shows initiative and defines tasks to achieve the set goals in the group or individual work, as well as plans the sequence of task execution, rationally manages the time allocated for the project);

– intellectual skills (carrying out activities when using critical, creative, analytical, spatial and abstract thinking);

– Managerial skills (organization of the work of the group, control of the process of solving problems in the execution of the task, finding alternative solutions).

All these skills are highlighted in the structure of TOP 10 Soft-skills: research of the information space, negotiations, self-study and learning of others, setting goals, time management, management of projects or teams, problem solving, emotional intelligence, cognitive flexibility, creative thinking.

Thus, 3D modeling can be considered as one of the ways of development and analytical thinking, and no less important social (flexible) skills, allowing the modern student to understand the information, thus separate the necessary from unnecessary, to be able to structure it, on what basis, to predict their own results.

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UDK 372.882

STUDYING THE BIOGRAPHY OF A WRITER IN LITERATURE LESSONS AT SCHOOL

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For a fairly long period of time, the object of close attention and the cause of disputes among teachers of literature and methodologists is the question of the place of biographies of writers and poets in the school literature course. With the help of a biography, you can conduct a more complete and qualitative analysis of the work, because it serves as a kind of key to the true thoughts of the author. In order to competently carry out the work on studying the biography of the writer and achieve the necessary results, every teacher of literature needs to know and put into practice a number of forms and methods of pedagogy.

Key words: *biography, biographical method, literature, methodology, form of organization of activity.*

The biographical method in literary studies is a way of studying literature, in which the writer's life experience and personality are considered as a fundamental factor of creativity [Bespalko 2019: 87]. In the biographical method, the relationship between the author and the work he creates becomes decisive. Romanticism with its cult of life creation had quite a big impact on the development and formation of this method.

In our country, the biographical method was introduced by the famous literary figure N.A. Kotlyarovskij. Studying his articles, you can see the following opinion: «each literary monument should be evaluated, first of all, as a document of its era and as a document explaining the poet's psyche» [Kotlyarocskij 2016: 348]. It is safe to say that the works of this writer are distinguished by a special craving for the cultural and historical method.

The biographical method is most productive in the following cases:

1) When studying the creative path (creative evolution) of a writer. At the same time, the biography of the writer becomes the basis for compiling a periodization of his formation as a creator.

2) When studying autobiographical genres. In this case, you can see how the autobiographical character separates from the autobiographical personality and appears in the texts not as the personality of the writer, but as a character with a completely different name.

Biographical research is a very important section in literary studies, because the creative path correlates with the writer's life path. When studying biographical information, it is much easier to understand and describe the unity of a person and an artist and, thereby, helps to better understand and better understand the meaning of the work [Revyakin 2018: 147].

In the methodological literature, the aspect of considering the biography of a writer is considered as a direct preparation for the analysis of the work of this author. In the educational program, familiarization of schoolchildren with facts from the life and work of a literary figure is a very important task. When studying biography, children should have a clear understanding of the personality, character, worldview of the writer, as well as his development under the influence of a certain historical epoch. This idea helps students in the future, when analyzing works, to correctly understand and formulate topics and problems, as well as to understand why the author touches on them in his text.

It is impossible not to mention the educational function of familiarizing children with the biography of the writer. Looking at the life of a person who has been able to achieve a lot, the child has a self-actualization of personality. Getting acquainted with the values that guided the writer throughout his life, teenagers have a craving for self-knowledge and a desire for self-development. The literary critic Y.M. Lotman in his article «Biography is a living person» wrote the following about this: «behind the reader's interest in biography there is always a need to see a beautiful and rich human personality» [Lotman 2015: 236].

The study of the writer's life and creative path, which complement each other, allows students to form a qualitative understanding of all the features of the historical and literary process. The artistic image and the work as a whole carry information not only about the described reality, but also directly about the personality of the author. It is necessary to properly get acquainted with the personality of the creator, with the historical epoch that influenced the formation of his own and unique artistic handwriting. The study of personality is a detailed study of the epoch, country and society of which he is a representative. Under the personality of a writer, it is necessary to understand the unity of certain qualities that distinguish him from the crowd and which can be seen in the characters of his works.

From all this it follows that the study of biography is a necessary element of every lesson that is devoted to the topic being studied. After all, it is by studying the facts from the author's life that one can understand the whole essence of his creations, his worldview and values.

Currently, teachers are experiencing difficulties when working with the biographical method, since there is no clear classification of all forms and techniques of working with it. And when working with biographies of writers, one of the most important pedagogical tasks must be fulfilled – the organization of the process of studying the facts of the writer's life with the correct and skillful inclusion of various forms and methods in it [Polosuhin 2015: 57].

Many methodologists and teachers identify one of the main forms of activity in the classroom – a form of observation, the distinctive feature of which is the focus on studying the unique aspects of the writer's life, as well as a subjective (personal) approach to describing the life of a personality.

This form of activity is implemented using various methods.

So, one of the main ones is the technique mentioned in V.S. Berdyaev's article – «Ask the author». The author says that such a technique can be applied both when communicating directly with the author of the text, and modernized and applied in a literature lesson. In both cases, for a clearer understanding of the peculiarities of the author's views, it is necessary to compose questions that would relate only to life aspects, when choosing moral values and guidelines. After carrying out the main stage of the work, students should draw appropriate conclusions and compose a short essay from them.

Another form is biographical research. According to B.G. Ananyeva, «the biographical study of a person, her life path and creativity is a kind of historical research in any field of knowledge, research of art, history of science and technology, psychology, etc.» [Ananyev 2018: 158].

When studying methodological literature, you can often find such a term as «Literary living room». A «literary living room» is understood to be a flexible form that does not have a clear framework for its implementation. It is also important to note that during the literary lounge, students will be able to freely communicate on various literary topics in a «living language on equal terms» [Polosuhin 2016: 74].

One of the most common forms is a lecture. It can be presented in the form of a short essay, which mentions the most significant dates from the writer's life, as well as a list of the main works. It is also possible to present such a work in the form of a short story, which includes not only facts about the life and work of the writer, but also a plot. Students can prepare such types of work in advance, or put them together under the guidance of a teacher.

Quite similar to a lecture film is the form of conducting a biography lesson using a feature film based on the plot of one of the works being studied. The teacher can offer to watch not only the entire film, but also some excerpts from it. The big advantage of this form of activity is that it is in such films that all the features of the described historical epoch are clearly shown. By the manners and behavior of the characters, students can understand and feel each character of the work, and realize what goals the author of the book pursued when writing it.

Also, when preparing literature lessons, where it is necessary to study the biography of a writer, it is important to take into account the new requirements of the Federal State Educational Standard, according to which a teacher should use information and communication technologies in his lessons. Given this factor, it is important to include innovative forms of work in the lesson in your work.

So, the first and most common form at the moment is a presentation. This form of organization of work with children allows you to use not only texts, but also images, soundtracks, tables, diagrams and much more. This allows you to achieve not only memorization of information, but also an emotional response from students. So L.S. Vygotsky wrote in one of his articles: «emotional reactions should be the basis of the educational process. Before passing on a particular knowledge, the teacher must evoke the appropriate emotions of the student and make sure that this emotion is associated with new knowledge. Only this knowledge can be instilled, which has passed through the student's sense of» [Vygotskij 2021: 257].

Another form of work that is currently gaining popularity is a correspondence or virtual tour. Conducting work in this format allows, as in the previous version, to use various types of influence, but it is also supported by students' independent study of online museums dedicated to a particular writer.

The most modernized form of activity today is a quest game. Such a game is created by a teacher on specialized websites. In order to create an image of an epoch in the lesson, the teacher styles such a game for the desired year or century. In order to achieve the goal and get a certain result, students must complete a number of tasks that are directly related to the biography of the author of the work they are studying. To help them, they can use the information posted on the official websites of the museums.

Thus, it can be concluded that the study of biography, considered as a spiritual portrait in the unity of individual, personal and creative aspects, with the study of the laboratory of the artist of the word makes it possible to comprehend his creative path as a process, and not only as a result. It also contributes to the spiritual growth of schoolchildren, increasing their reading culture and interest in literature. The competent use of various forms and methods of teaching the biography of a writer in literature lessons at school will allow you to achieve the desired result as quickly and accurately as possible.

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AMICALE TECHNOLOGIES DANS LE DÉVELOPPEMENT ÉMOTIONNEL DES ENFANTS D'ÂGE PRÉSCOLAIRE

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Cet article est consacré aux technologies conviviales dans le développement émotionnel des enfants, dans le processus éducatif des établissements préscolaires, qui contribuent à une éducation plus efficace des enfants qui s'efforcent d'aborder de manière créative la résolution de diverses situations de la vie et souhaitent acquérir de nouvelles connaissances sur le monde. autour d'eux. L'utilisation de telles technologies influence certainement la formation d'une motivation positive pour poursuivre l'apprentissage.

Mots clés: *interaction, méthodes, technologies, développement, principes, groupe, rassemblement, bonne volonté, techniques, ouverture, humeur émotionnelle.*

Si nous considérons la «bienveillance» comme un avenir souhaité, elle représente alors un système de points de vue et de moyens d'atteindre un objectif. Ainsi qu'une vision générale du fonctionnement et du développement de l'éducation préscolaire dans son ensemble. Les changements en cours dans le monde moderne ont largement déterminé la tâche difficile d'une institution préscolaire : construire ses activités de manière à ce qu'elle non seulement réponde aux besoins de la société, mais assure également la préservation de la valeur intrinsèque et du caractère unique de la période préscolaire d'enfance.

L'établissement de relations amicales dans un groupe d'enfants de maternelle est l'un des problèmes majeur de la pédagogie du 21e siècle. En observant le comportement des enfants nouvellement arrivés dans le groupe, les éducateurs ont été confrontés à créer dans le groupe un microclimat convivial et favorable à la manifestation de la créativité et des capacités des élèves [Grishaeva 2015: 22].

Et comme c'est à l'âge préscolaire que se forme la personnalité, il est important de prêter une attention particulière à ce problème en temps opportun. Egalement les plus jeunes, l'enseignant noue des relations amicales et crée un microclimat «convivial» dans le groupe. Après tout, c'est là que ces derniers passent la plupart de leur temps et constituent leur principal cercle social.

Pour créer un atmosphère confortable et convivial dans un groupe, je m'appuie sur trois «piliers»:

- Création de l'environnement;
- Des méthodes et techniques qui stimulent le développement de l'imagination et de la créativité;
- Enrichissement de l'expérience personnelle des enfants;
- Plus l'enfant a vu, entendu et expérimenté, plus qu'il sait et a appris, plus il a d'éléments de réalité dans son expérience, plus l'activité de son imagination sera significative et productive.

Créer un environnement confortable combine:

– Aménagement intérieur d'une salle de groupe;
– Activité conjointe émotionnellement entre l'enseignant et les enfants.

L'interaction de l'enseignant avec les enfants est une attitude attentive et amicale envers les enfants.

La journée commence traditionnellement par le «Rassemblement», et «Salutation». Chaque enfant est accueilli individuellement, l'enseignant se présente à l'accueil avec le sourire, saluant par le mot «bonjour», et souhaite «une bonne journée» aux parents. Selon l'humeur des enfants, nous leur prenons la main, les câlinons et leur demandons comment ils vont. L'humeur émotionnelle et le discours de l'enseignant constituent une attitude positive pour toute la journée, pour une interaction ultérieure.

Pour un enfant d'âge préscolaire, l'attention et le contact des adultes sont importants; cela les aide à se sentir confiants et calmes.

Lors de l'aménagement d'un espace de groupe ou d'accueil, l'enseignant s'efforce de créer une atmosphère de chaleur et de confort. Il est très important pour lui que les enfants et les collaborateurs se sentent à l'aise et calmes, dans cette pièce.

Conception de couleurs favorables, mobilier confortable, aménagement spatial du groupe (centres de jeux, zone d'intimité, coin d'ambiance, accessibilité et variété du matériel de jeu ont un effet bénéfique sur le développement et l'humeur de l'enfant.

Créant un monde de relations entre un enseignant et les enfants, il comprend tout d'abord différents types de jeux et d'exercices destinés au développement émotionnel d'un enfant d'âge préscolaire. On distingue les groupes de jeux suivants:

1. Jeux pour la communication émotionnelle de l'enfant avec ces pairs et les adultes.
2. Jeux pour soulager le stress émotionnel et la relaxation.
3. Pauses émotionnelles.

Un environnement éducatif organisé, évolutif et confortable offre :

– le bien-être émotionnel des enfants;

– crée les conditions pour la formation d'une attitude amicale et attentive des enfants envers les autres;

– développement de l'autonomie des enfants (initiative, autonomie et responsabilité);

– développement des capacités et de la créativité des enfants dans diverses activités.

Pour développer la créativité, utilisez:

– méthodes et techniques visuelles (utilisation de la nature, de l'image, des schémas, des cartes technologiques, examen d'albums thématiques, illustrations, démonstration de méthodes d'action et de techniques de sculpture, dessin, appliqué);

– méthodes pratiques (exercices et expérimentation);

– les techniques non traditionnelles de dessin, de sculpture, d'appliqué;

– méthodes et techniques verbales (récit, conversation, instruction, explications, explications, lecture de fiction, etc.);

– l es méthodes de jeu (jeux didactiques, créatifs, pédagogiques, techniques de jeu (apparition soudaine d'objets et de jouets, création de situations de jeu, jeu avec des images, etc.) [Minaeva 2011: 32].

Lorsqu'elle travaille avec des enfants, elle utilise toutes ces méthodes ensemble, dans diverses combinaisons les unes avec les autres, et non de manière isolée.

Les méthodes ludiques peuvent être qualifiées de méthodes précieuses pour développer l'imagination créatrice, car le jeu est l'activité principale des enfants d'âge préscolaire et le contenu principal de la vie des enfants. Dans le jeu, un enfant d'âge préscolaire, inaperçu par lui-même, acquiert de nouvelles connaissances, compétences et capacités, apprend à effectuer des actions de recherche, à penser et à créer. Les méthodes ludiques et les techniques pédagogiques favorisent la créativité et les capacités des enfants.

De ce fait, agissant dans une situation de jeu proche des conditions réelles, les enfants apprennent plus facilement des matières de toute complexité.

Le groupe vit de traditions: «rassemblement du matin», «salutation», «Album de famille» - dans le but de fédérer l'équipe des enfants et de créer des relations amicales entre les enfants. «Félicitations aux anniversaires» - dans le but d'unir l'équipe, de sympathiser avec cet événement joyeux, de réaliser l'importance de chaque enfant du groupe. Le jeu de danse en rond traditionnel est exécuté avec les enfants; Nous chantons de superbes chansons pour garçons et filles. «Coin d’ambiance» - pour assurer une ambiance émotionnelle lors de la visite de la maternelle. Pour les parents, une place importante de.

«Nos bonnes actions» - dans le but de stimuler la participation des parents aux activités du groupe et de l'établissement d'enseignement préscolaire. «Invité de groupe» - avec l'aide d'un invité, nous créons un atmosphère émotionnelle et confortable lors des activités éducatives directes. Il peut aider quelqu'un, résumer les résultats et dire qu'il a vraiment aimé jouer avec les enfants. «Group Guest» a un impact positif sur le développement social des enfants d'âge préscolaire, sans recourir à une restructuration de la vie du groupe, à une reconversion des enseignants ou à une révision de l'ensemble du contenu du programme éducatif de la maternelle.

De plus, avec les enfants, nous soutenons les règles du groupe «Ce qui est permis et ce qui ne l'est pas», «Chaque jouet a sa propre place».

Les traditions mises en œuvre sont soutenues par un groupe atmosphérique de confiance, d'indépendance et de communication démocratique.

L'activité libre et indépendante des enfants est utilisée comme l'un des moyens de soutenir l'initiative des enfants. La possibilité de jouer, dessiner, concevoir, en fonction des intérêts individuels des enfants, est la source la plus importante du bien-être émotionnel d'un enfant en groupe : jeux de rôle, jeux théâtraux, jeux éducatifs et logiques, etc. Ils motivent les enfants à penser de manière créative et productive; à la parole et à l'activité motrice. Les enfants transfèrent toutes les connaissances, capacités et compétences acquises au cours du processus éducatif organisé dans des activités indépendantes, ludiques, communicatives, productives, créatives, motrices et autres.

Le travail d'un enseignant ne serait pas aussi fructueux sans l'aide des parents.

Pour l'interaction des participants au processus éducatif, les groupes et les établissements d'enseignement préscolaire ont créé un espace virtuel dans le but d'impliquer les familles des enfants dans le processus éducatif d'un établissement préscolaire grâce à des ressources d'information et de communication sur Internet. L'avantage de la communication dans l'espace virtuel est l'absence de cadres spatiaux et temporels, la possibilité d'accéder au matériel à tout moment et la rapidité du contact. Formes de communication: emails, site Internet de l'établissement d'enseignement préscolaire, page sur les réseaux sociaux, Skype, technologie Viber. De ce fait, les connexions inter-usagers établies ont permis: de passer à un nouveau niveau qualitatif de relations entre les sujets de la démarche pédagogique ; intéresser les parents au contenu du processus éducatif de leur enfant; fournir rapidement les informations nécessaires ; maintenir une rétroaction rapide avec les familles des élèves.

Nous menons également des conversations personnelles, des consultations et des réunions parents-enseignants. Nous préparons et mettons à jour rapidement les informations dans les coins «Pour les parents», «Sécurité», «Conseils Aibolit». Nous plaçons les œuvres des enfants dans le coin créativité des enfants. Ils organisent des expositions de photos, des journaux thématiques pour les vacances, des animations thématiques, des vacances et des concours.

Un jardin d'enfants convivial est un jardin d'enfants où l'enfant se sent sans larmes et où les parents sont heureux. La bienveillance est le désir du bien, la volonté de promouvoir le bien-être des autres.

Ce système de travail donne de bons résultats, favorise le développement de relations amicales entre les enfants et les parents et crée un bon microclimat dans le groupe pour la manifestation de la créativité et le développement des capacités des élèves.

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AUTOCOMMUNICATION: ON THE WAY TO UNDERSTANDING

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The article presents the author's point of view on the understanding of autocommunication, the boundaries of the functioning of autocommunication and its role in the development of personality. The space of personality, consciousness, and understanding is interpreted as a text reflecting intrapersonal communication, interaction, generation of meanings, transformation of meanings, and, as a result, personality development.

Key words: *autocommunication, consciousness, symbol, metaphor, semiotic space, text.*

The twentieth century created a new type of cultural space – the human subconscious (B.A. Uspensky), which, according to N.A. Fateeva, contributed to bringing many autocommunicative motives and techniques to the surface of the text [Fateeva 2003: 21]. There have also been changes in the culture of thinking of the 20th century and two directions played a decisive role in giving spatial forms to consciousness: phenomenology and semiotics.

The phenomenology of consciousness shows the boundaries of the development of the world by the subject, through knowledge, assimilation, evaluation, integration, transformation of knowledge into a part of his "I".

The semiotic approach, E.S. Nikitina notes, highlighted the space of consciousness as a text. Semiotics transformed the text into a complex sign formation with at least three components (the sign itself, its content, meaning and place in the system of other signs), and the text fit into the three-dimensional space of time coordinates: past, present, future, as well as into the communicative space [Nikitina 2022: 17].

For the first time, the term "autocommunication" was proposed by Yu.M. Lotman in the work "Autocommunication: "I" and "The Other" as addressees (on two models of communication in the cultural system)" [Lotman 2000].

Yu.M. Lotman notes that autocommunication is a process in which the text moves in the "I – I" channel and "overgrows individual meanings", receiving the function of an organizer of disorderly associations accumulating in the inner world of the personality. He rebuilds the personality that is included in the process of autocommunication. A characteristic feature of the process of autocommunication is the movement of a message not in space, but in time, which causes qualitative transformations of both the information itself and its carrier [Lotman 2000: 35].

The subject, according to V.A. Petrovsky, is the bearer of the idea of "I", a person who thinks, perceives, experiences and realizes himself as the cause of himself (causa sui), revealing himself through self-awareness of existence [Petrovskij 1997: 14]. According to V.L. Izmagurova, the forms of the process of autocommunication are dialogue, monologue and polylogue, and the functions of autocommunication reflect: internal dialogue, reflection (introspection), communication with conscience, personal diary [Izmagurova 2015: 34-35].

We emphasize that without each of us, the picture of the world would be incomplete, and it is unlikely that it could exist... Therefore, if we do not see ourselves and our place in the world, do not have our own position, point of view, as well as motivation to find our place, motivation for action, development and understanding, then we lack a mechanism autocommunication, because, according to G.S. Abramova, the weak self has a disintegrated consciousness (one semiotic system). A person with a strong "I", possessing integrative and symbolic functions of consciousness that are impossible without "I" efforts, has an expanded (transformed) consciousness (another semiotic system) [Abramova 2017: 22].

E.S. Nikitina defines a communicative space as a textual space, designed according to the principle of textual relations. Here, relations develop between texts and within texts [Nikitina 2019: 17].

L.S. Vygotsky was the first in psychology (as opposed to naturalism in psychology) to develop ideas about the symbolic basis of consciousness and its semantic meaning, which were associated with the theory and practice of Russian symbolism [Vygotskij 2005].

Symbolic space, according to V.I. Fokina can be considered as the highest hierarchical level of the semiotic space of the inner world, as a kind of core from which the deployment of personal manifestations of a person is carried out [Fokina 2012: 162]. It should be assumed that a certain symbol, extrapolated from the unconscious into consciousness, begins, on the one hand, to generate new texts, and on the other hand, stimulates their comprehension.

Yu.M. Lotman notes the text can act in two guises: as plain text and as code. The second way of text existence is of the greatest interest – as a code, "when it does not add any new information to the existing ones, but transforms meanings in the semiotic space of the inner world of the personality, translating existing messages into a new system of meanings" [Lotman 1996: 13].

The encoding function of the text is related to its structural features. Just like a symbol, a text can be considered as a "living" structure, "charged" with a multitude, if not an infinity of socio-historical actions. The same text can play the role of a message in one case, the role of a code in another, or both at the same time [Lotman 2000: 166].

Consciousness, E.S. Nikitina notes, as a complex text sign, has not only semantic and syntactic (logical) coordinates but also pragmatic. After all, the text can not only be understood, but, including in various contexts, interpreted, interpreted and reinterpreted. This, Nikitina emphasizes, is already a different culture of working with consciousness. Further, the author explains, we force a person to speak (construct his important testimony, explanations, confessions, confessions, develop possible or actual inner speech, etc.) [Nikitina 2022: 17].

M.M. Bakhtin emphasizes that there is a valid or text and its understanding everywhere [Bakhtin 1979: 291]. Research becomes a question and a conversation, a dialogue. We don't ask about nature, and she doesn't answer us. We ask ourselves questions and organize an observation or experiment in a certain way to get an answer.

In autocommunication, the text acts as a mediator, helping to rebuild the personality, change its structural self-orientation and the degree of its connection with metacultural structures. The text can become an equal interlocutor, acting as an independent intellectual entity, playing an active and independent role in the dialogue [Nikitina 2022: 18].

The formation of the text, V.I. Fokina notes can be considered as a sequential process of manifestation of individual elements of the text in the mind. It is based on the so-called "internal text", the formation of which occurs under the influence of the external environment, considering the fact of the openness of the system represented by the thinking subject [Fokina 2012: 167].

E.S. Nikitina notes that, by engaging in textual activity, the subject, for all his goals and intentions in communication, initially becomes understanding, i.e. it enters the space of someone else's text, where it produces its own foci [Nikitina 2017: 1].

T.M. Dridze emphasizes that textual activity is a meaningful mechanism of sign communication and includes actions of generating and interpreting texts / messages [Dridze 1984: 148].

The mode of autocommunication, according to E.S. Nikitina, starts understanding/misunderstanding by building on thinking as a trigger mechanism and controlling the normativity of thought [Nikitina 2017: 1]. According to L.M. Vekker, without understanding, there is no thought in its psychological specificity. Thus, Nikitina emphasizes, an incomprehensible thought ceases to be a thought and only a hollow speech shell remains of it [Nikitina 2017: 1].

Modern science, emphasizes K.O. Chepelenko, states: the attraction of a creative personality to autocommunication expresses the general state of modern culture [Chepelenko 2006: 119]. According to E.S. Nikitina, science has long approached a person as a subject of information, its transmitter, receiver. After all, the transmitter can be jammed, and the receiver can be made to perceive only what is being hung up. The result was that information has become mass: the truth is unified, an individual is no longer isolated as a person. Outgoing or incoming information becomes valuable by itself. "What is a person?", which is taken out of the dialogical context..." [Nikitina 2019: 18]

Therefore, today the scientific community should pay attention to the creation of an autocommunication model (structure, mechanism, components, etc.), as E.S. Nikitina notes: "Of all currently known communication models, none includes an autocommunication block. Although without the latter, any communicative act turns into a ritual. Modern communication studies essentially ignore this type of communication" [Nikitina 2017: 87].

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LEARNING ENGLISH IN PRESCHOOL AGE

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This article is devoted to learning English in preschool age. In the course of the study, the relevance of the question posed was substantiated, and the reasons for the popularity of this culture were studied. The main part of the article indicates the features of the psychophysical development of preschool children and describes aspects of teaching English to preschoolers.

Key words: *English, language, preschool age, preschoolers, education, learning.*

In the 21st century, learning English in preschool is becoming increasingly popular. After all, this language is the most used in world powers, so every year the number of children learning English is increasing. A foreign language has become a compulsory subject of study not only in schools, but also in many additional preschool institutions.

Why has learning English at an early age become so fashionable? Learning English in preschool age is of great relevance for several reasons:

1. Features of the brain structure. During the preschool years, children are in one of the critical periods of brain development when they are best able to learn new knowledge and languages. This time is ideal for mastering the English language, since children will more easily remember new words, rules and features of English-speaking people.

2. Development of cognitive skills. Learning English helps develop memory, attention, thinking and speech in children. They learn to understand new sounds, expand their vocabulary, and learn to express themselves in another language.

3. Future opportunities. English is one of the most widely spoken languages in the world. Learning it in preschool gives children an advantage in the future because they will be able to adapt better to an international environment and have access to more career and educational opportunities.

4. Expanding cultural horizons. Learning English in preschool allows children to experience English-speaking culture, literature, music and traditions through language. Any child can visit the country he would like to visit. Knowing it makes it possible to understand English-language films, music and books without a translator.

Thus, learning English at preschool age is of great relevance and can provide children with many benefits in their later life. I also believe that in today's world, knowing English can open doors to more professional opportunities for children. Many international companies and organizations require knowledge of English for successful employment. Preschool age, from the point of view of psychology and pedagogy, is the best time for learning languages [Utekhina 2013: 184]. The earlier you start studying, the more effectively and efficiently the material of English culture will be absorbed. But teaching preschool children has its own characteristics, which are based on the psychophysiological development of this age.

Psychophysiological development of preschool children is the process of development of mental and physical functions of children aged 3 to 7 years. At this age, children actively grow, develop and acquire new motor skills. They learn to walk, jump, run, climb and much more. It is important to note that each child develops individually and at his own pace. The mental development of preschool children is closely related to their physical development. At this age, perception and understanding of the world around us is formed, attention and memory develop, thinking and speech are formed. Preschoolers begin to learn about the world through play, express their thoughts and emotions, and learn to communicate with peers and adults. Based on the above features, we understand that it is important to create favorable conditions for the development of all aspects of psychophysiological development at this age. Parents and teachers must provide children with the opportunity for play, activity, communication, and must also take into account the individual characteristics of each child in the process of his development.

Teaching English to preschoolers has its own characteristics, which differ from teaching older age groups. Here are some of them:

1. The leading activity of preschool age is play. Therefore, preschoolers learn mainly through play and artistic activities. Children at this age find it difficult to sit still and study with concentration, so play becomes an effective way to learn.

2. During preschool, children begin to understand their role in society and develop social skills such as the ability to communicate with others, share, cooperate, and resolve conflicts. Therefore, in the process of teaching English, you can use role-playing games to attract more participants.

3. Between the ages of 3 and 7 years, fine motor skills actively develop [Miheeva 2019: 1]. Therefore, it is important for children to touch objects and feel them. Training should include tactile tasks using three-dimensional objects made

from various materials. This way the child will remember the properties and features, as a result of which an association will appear with the newly learned English word.

4. Preschoolers actively explore the world around them and have a constant desire to learn new things. Education should support their cognitive curiosity, provide them with the opportunity to ask questions, seek answers and explore various phenomena. When teaching English, due to the instability of attention in preschool children, it is important to resort to frequent changes in the types of learning activities for children.

5. Since every child is unique, preschool education should be individualized. Teachers must take into account the individual needs and developmental speed of each child and create special programs for their development. Game exercises in learning English are the basis for the development of general educational skills. But at the same time, this is an excellent way to practice language material. But of course, lexical material must be carefully selected taking into account the age of the children.

6. When teaching English, due to instability of attention in preschool children, it is important to resort to frequent changes in the types of teaching children. The teacher needs to show his full potential and try to fill classes with various exercises and games that can truly captivate children.

7. It is important to maintain stability and consistency in teaching English. After all, a child learns his native language every day, and a foreign language only during classes with a teacher.

8. Jan Amos Komensky, who called clarity the "golden rule of didactics," meant by it all possible options for influencing the student's senses [Turkina 2015: 3]. When teaching preschool children, bright and colorful visuals are a good help, since a child quickly learns a word in English if it is associated with an object, picture or action that he sees or performs himself.

9. In English language classes, do not forget to use musical accompaniment, fairy tale forms, songs and rhymes. All songs in class are accompanied by movements: fingers, hands, body bends, jumping, running, moving around the room. This way, the child will not only better remember new words and events, but also develop musical and phonemic hearing, a sense of rhythm, and memory.

10. The lexical material should not be very complex. It is better to divide your English learning into blocks of words that are often used in your native language. For example, family, animals, toys, etc. In preschool children, visual-figurative memory dominates over logical memory. Therefore, preschoolers remember specific objects, colors, and events best. Therefore, the association of words with specific objects or actions is a necessary condition for the assimilation of linguistic material.

Thus, teaching English in preschool age is a complex multi-stage process that requires special attention from both teachers and parents. Having studied the features of the psychophysical development of preschool children, you can competently design the educational process and achieve good results in mastering the English language. The more game exercises there are, the more varied they are, the more effective the acquaintance with a new language, a new culture will be, the easier and more natural it will be to assimilate new words and expressions, the brighter and more emotional the lesson will be, the deeper the mark it will leave in the souls of children, and the more willing they will be to engage.

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METHODOLOGY OF TEACHING COMPUTER GRAPHICS AT SCHOOL

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This article tells about teaching computer raster graphics at school, about software necessary for learning computer raster graphics. Theoretical and practical skills of students after mastering the topic are considered. Two software (Paint, GIMP) used for teaching computer raster graphics at school are considered.

***Key words**: teaching methodology, computer graphics, raster graphics, Paint, GIMP*.

Computer graphics is the easiest way to communicate between computers and humans. With its help information is digested easier and faster, complex structures and concepts are learnt. Models of the real world and abstract concepts are perceived by people through visual representations.

Two types of graphics are studied at school during computer science lessons: raster and vector graphics.

Vector graphics are created based on mathematical formulas to create images. Since it consists of graphic objects, they can be scaled without losing quality and detail. It is an ideal choice for small graphic elements such as logos and icons. Vector graphics play an important role on the Internet, providing high quality images and the ability to create interactive elements for websites. It is an essential tool for both developers and designers, as it provides fast page loading and creation of logos, icons, animations and diagrams [Kokaev 2023: 873].

Let's consider raster graphics.

Raster graphics consists of coloured dots forming rows and columns (raster). It is used for working with photos, scanned images, creating collages, logos. Only raster images are usually used on the Internet.Teaching computer raster graphics at school takes place at computer science lessons in such programmes as Paint and GIMP The difference between specific software products in this case is not so important: the main thing is to acquire skills in working with the necessary programmes.

The topic of the lesson "Graphic Editors" is devoted to the basics of computer graphics. It studies the areas of application of computer graphics, the environment of a graphic editor, its modes of operation, commands and data processing by a graphic editor. This topic, as part of the computer science course, also touches upon the methodology of working with graphic information, drawing attention to the fact that this is a relatively new area of technology application.

Computer Graphics is a fascinating area of Information Technology that is worth seeing in action, not just hearing about. Computer graphics is a science of creation, storage and processing of images with the help of computer and interactive devices. In computer graphics raster graphics is an image that consists of pixels. is a two-dimensional image in the form of a rectangular matrix or grid of square pixels, viewed with a computer display. Raster graphics are technically characterized by the width and height of the image in pixels and the number of bits per pixel.

The topic of bitmap graphics is very much enjoyed by students of all ages and is found at all levels of computer science study. It attracts students at school with its creative component in practical works, visible result and wide scope of application. Knowledge and skills in this area are needed in almost all areas of human life.

The subject of raster graphics object processing in computer science textbooks is presented by simple means, while the variety of programmes on the modern market creates complex tasks: selection of a specific programme and development of teaching methods. The topics are reduced to familiarization with menu tools by the example of a popular editor Paint or GIMP.

The tutorials use traditional teaching methods, which are mainly aimed at assimilation and reproduction of ready-made knowledge, as well as training to independently obtain new knowledge and methods. The learning process is oriented to reflect the modern problems of using information technologies and knowledge, familiarizing students at school with the basic elements of raster graphics.

The ability to apply knowledge of computer graphics is indispensable in various spheres. Therefore, the study of this topic within the school programme is carried out at elective and elective classes, where independence and research skills are required. When choosing a programme for teaching computer graphics, the availability of appropriate software at school is taken into account.

The optimal way of teaching is to combine theoretical familiarization with the editor interface with practical tasks.

Practical lessons should provide freedom for individual creativity of students and allow solving problems. Combined lessons are an effective teaching method that includes demonstration, frontal work and practice.

Students should be presented with a variety of raster computer graphics products: colorful drawings, schemes, drawings, diagrams, and examples of a graphic model.

In primary grades (1st grade-3rd grade) the topic of computer graphics is covered in the course "Informatics" in the author's programmes. Graphic images can be presented in the form of a picture or text.

In the middle grades (7th grade -9th grade) elements of computer graphics are studied in the course "Basics of Informatics", is studied:

- The concept of computer graphics;
- Familiarity with the graphic capabilities of the personal computer;
- Familiarization with the package of graphic programmes and the technology of processing graphic information;
- Study of graphic editor;
- Image processing systems.

The topic of computer graphics is considered in more detail in the section "Information technologies of problem solving", which deals with:

- Image construction and transformation;
- Graphical primitives;
- Image construction with the help of graphic primitives;
- Graphic editors, their customisation;
- Application of machine graphics to solve the simplest design problems.

Students at the school should know: the capabilities of specific graphic information processing software.

Students should be able to:

- use a package of graphic programmes;
- work directly on a personal computer with graphic programmes.
- technology of creating and editing graphic objects.
- create and edit any graphic object;
- perform actions both with a fragment and with a drawing as a whole.

Features of work in Paint and GIMP programmes.

The complexity of learning to work with raster graphics is explained by its structure (layers, contours, masks and so on), as well as by the process of image creation, which resembles drawing on canvas or paper.

The methodology of learning the GIMP program is understood as an effective organization of the process of transferring knowledge of the algorithms of creating objects using the standard toolkit of the optimal software environment [Markushevich 2022: 12]. If you use an effective teaching methodology, a schoolchild can quite master the graphic editor GIMP.

In the standard delivery of Windows in the group "Standard" there is a graphic editor Paint. The use of the Paint editor in computer science lessons is quite sufficient in terms of the learning objectives of the basic course. The bitmap editor allows demonstrating to pupils the discrete (pixel) structure of a drawing, gives an opportunity to influence each individual element when zooming in the drawing mode.

In conclusion, let us say it can be concluded that it is important for computer science teachers to teach school students to be independent in the use of computer graphics, because it is a skill relevant to various fields. This is usually taught during electives and elective classes, where initiative and research skills are required. When choosing a training programme, the availability of the right software in the school is taken into account.

Ideally, learning should be combined with demonstrations, practical tasks and creative activities. This will help students to solve questions on their own. Computer graphics electives offer a variety of activities including demonstration, in-class interaction and practical exercises.

The complexity of learning to work with bitmap graphics is related to its structure (layers, contours, masks, etc.), as well as the process of image creation, which resembles drawing on canvas or paper.

The methodology of teaching computer raster graphics at school includes the study of the concept of computer graphics, introduction of students at school to the graphic capabilities of the personal computer, introduction to the package of graphics programmes and the technology of processing graphic information, study of the graphic editor, image processing system.

A student should be able to: use a package of graphic programmes, work directly on a personal computer with graphic programmes, technology of creating and editing graphic objects, create and edit any graphic object, perform actions both with a fragment of an image and with a drawing as a whole.

Two software Paint, GIMP used for teaching computer raster graphics at school are considered.

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UDK 371.3

GAMIFICATION IN DER BILDUNG

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Der Artikel widmet sich der Untersuchung der Methode der Gamification als einer der modernen Mechanismen der flexiblen Anpassung der Bildung an die Veränderungen der modernen Gesellschaft. Es werden Spieltechniken betrachtet, die es ermöglichen, das Lernen spannender und motivierender zu gestalten. Die wichtigsten Vorteile und Nachteile der Anwendung der Gamification-Methode im Bildungsprozess werden vorgestellt. Der Autor kommt zu dem Schluss, dass die Verwendung der Gamification-Methode in der Bildung zu einer Erhöhung der Motivation und Effizienz der Beherrschung des Lernmaterials führt.

***Schlüsselwörter**: Gamification, Bildung, Kompetenz, Spiel, Motivation, Effizienz, Innovationen.*

Bildung ist ein traditionell konservatives System der Erziehung und Ausbildung des Individuums sowie eine Reihe von erworbenen Kenntnissen, Fähigkeiten, Fähigkeiten, Werteinstellungen, Funktionen, Erfahrungen von Aktivitäten und Kompetenzen. In den letzten Jahrzehnten ist Bildung jedoch Gegenstand intensiver Forschung und Diskussion im Sinne einer sich schnell verändernden Welt geworden. Mit der Entwicklung der Technologie und den sich ändernden Bedürfnissen der Gesellschaft besteht die Notwendigkeit, innovative Lehrmethoden zu finden.

Einer der modernen Mechanismen der flexiblen Anpassung der Bildung an die Veränderungen der modernen Gesellschaft kann die Methode der Gamifizierung des Bildungsprozesses sein, d. h, die Übertragung von Unterricht in eine Spielform. In diesem Kontext tritt Gamification in Form der Anwendung von Spielelementen in einer nicht-spielerischen Umgebung auf und wird zu einem integralen Bestandteil der modernen Bildung.

Zum ersten Mal wurde der Begriff «Gamification» in der modernen Interpretation 2002 vom englischen Spieleentwickler und Designer N. Pelling verwendet. Seit 2010 wird über Gamification bereits in Bezug auf eine Vielzahl von professionellen Umgebungen und Bereichen gesprochen, die nicht direkt mit Spielen zusammenhängen [Orlova, Titova 2015: 60].

Neue Technologie kommt auch an Bildung nicht vorbei. Gamification in der Bildung ermöglicht, mehrere Probleme gleichzeitig zu lösen. Das Hauptziel des Bildungsprozesses ist es, den Lernenden Wissen, Fähigkeiten und Fertigkeiten auf die effektivste Weise zu vermitteln, um eine bessere Verdaulichkeit des Materials zu fördern. Gamification in diesem Fall ermöglicht es, die Bildung der notwendigen Fähigkeiten während des Gameplays sowie die Befestigung der bereits vorhandenen Kompetenzen der Schüler zu gewährleisten [Koval' 2016: 27].

Gamification in der Pädagogik ist eine Strategie, die darauf abzielt, den Lernprozess zu verändern und die Beteiligung der Schüler an Bildungsaktivitäten zu erhöhen, indem spielerische Elemente in die Lernumgebung integriert werden. Im Kontext der Bildung sind diese Elemente Systeme von Punkten, Levels, virtuellen Belohnungen, Erfolgen, Ratings usw., die es ermöglichen, das Lernen unterhaltsamer und motivierender zu gestalten. All dies spiegelt sich in der Erhöhung der Effizienz und Wirksamkeit der Bildungsaktivitäten wider.

In vielen russischen Schulen wird die Gamification-Methode erfolgreich eingesetzt, um Schüler zu unterrichten. Diese Popularität erklärt sich aus der Tatsache, dass die Verwendung dieser Methode ermöglicht die Rate des Wissenszuwachses der Schüler um etwa das Doppelte zu erhöhen, indem das Interesse der Schüler am untersuchten Material erhöht wird [Mingulova 2020].

Das Interesse wiederum hängt direkt mit der Motivation der Schüler zusammen, die in zwei Arten unterteilt werden kann:

1. intern, was im persönlichen Interesse der Schüler liegt, an Bildungsaktivitäten teilzunehmen;

2. extern, was sich in dem Wunsch ausdrückt, Belohnungen für die Teilnahme am Gameplay zu erhalten [Ufel'mann, Kohova, Belogrud 2020: 127].

Eines der Hauptprobleme der Gamification in der Bildung ist der Prozess der Verbindung von Spielelementen und jenen Kompetenzen, die gebildet werden müssen. Oft verstehen die Schüler den praktischen Wert des unterrichteten Materials nicht, wodurch die Motivation zum Lernen abnimmt. Dies ist hauptsächlich auf mangelnde Erfahrung zurückzuführen – die Lernenden waren noch nicht in einer solchen Situation, in der bestimmte Kenntnisse nützlich zu sein. Daher ist es eine wichtige Aufgabe des Lehrers, bei den Schülern Vorstellungen von solchen Fällen zu schaffen, die der Motivation das notwendige Wissen zu beherrschen einen erheblichen Schub verleihen. Das Werkzeug, um solche Umstände zu schaffen, ist das Spiel.

Mit anderen Worten, Gamification hilft, das Problem der verminderten Motivation zu überwinden, indem sie eine stimulierende Lernumgebung schafft. Die Schüler können Belohnungen für die Erfüllung von Aufgaben erhalten, zu Levels aufsteigen, mit anderen Schülern konkurrieren, aktiv am Lernprozess teilnehmen und ihre Leistungen steigern.

Gamification ermöglicht es wirklich, den Lernprozess interaktiver zu gestalten, indem die folgenden Spielelemente verwendet werden:

1. Erstellen einer Legende. Die Legende erzeugt eine Dynamik, die sich in alternativen Versionen zukünftiger Ereignisse ausdrückt, abhängig von den Handlungen und Aktivitäten der Schüler;

2. Motivation. Fortschreiten der Komplexität des Lernmaterials, da die Schüler neue Kompetenzen erlernen, die das Interesse und die Motivation der Schüler unterstützen, die Übungen und Aufgaben auszuführen, die für sie machbar sind

3. Interaktion der Nutzer. Die Möglichkeit, Feedback von Klassenkameraden und Schülern während der Aufgaben zu erhalten, was zu einer rechtzeitigen Reflexion der Handlungen der Schüler beiträgt [Yakovleva 2019].

Die Integration von Spieltechniken in den Bildungsprozess fördert die Entwicklung sozialer Bindungen und Beziehungen. Viele gamifizierte Lernaufgaben erfordern Zusammenarbeit und Teamwork. Es ermöglicht den

Studierenden nicht nur, ihr Wissen zu erweitern, sondern auch soziale Fähigkeiten wie Kommunikation, Teamarbeit und Konfliktlösung zu entwickeln.

Die Gamification-Methode der Bildung beinhaltet den Einsatz von Spielmechaniken (Belohnungen, Levels, Punkte), die wiederum das Verhalten der Schüler während des Unterrichts direkt beeinflussen. So identifiziert Joy Lee drei mögliche Bereiche des Verhaltens der Schüler im Spiel:

1. Kognitiv – der Lerner ist in der Lage zu wählen, welche spezifische Aufgabe die größte Menge an Anstrengung zu richten ist, wodurch Kompetenzen in einem bestimmten Bereich gemeistert werden;
2. Emotional – der Schüler kann sowohl positive als auch negative Emotionen entsprechend seinen eigenen Leistungen erleben. Auf diese Weise wird ein Umfeld geschaffen, in dem die Anstrengungen belohnt werden;
3. Sozial – die Schüler haben die Möglichkeit, neue Rollen zu wählen, in denen sie selbstständig Entscheidungen treffen müssen, was sie dazu veranlasst, ihre eigenen Fähigkeiten zu erkunden [Pahomova 2015: 33].

Gamification ist somit eine effektive Lernmethode, die dazu beiträgt, die Assimilation von Wissen durch Lernende während des Bildungsprozesses zu verbessern. Laut der Wissenschaftlerin Diana Schaffhauser hat Gamification folgende Vorteile gegenüber anderen Lehrmethoden:

- Anwendung der Iteration (Wiederholung des Prozesses), um ein besseres Lernergebnis zu erzielen;
- Entwicklung aller Arten von Sprachaktivität: Sprechen, Hören, Schreiben und Lesen;
- Bessere Einbindung der Lernenden in den Bildungsprozess;
- Arbeit im Team;
- Verbindung der persönlichen Erfahrungen der Lernenden mit dem Bildungsprozess;
- Emotionale Entspannung und Abbau der Sprachbarriere [Pahomova 2015: 39].

Trotz aller Vorteile der Verwendung von Gamification in der Bildung identifizieren Pädagogen-Psychologen die folgenden Nachteile dieser Methode:

- In Zukunft werden Studenten, die an die spielerische Form des Lernens gewöhnt sind, Vorlesungen und Seminare schlechter wahrnehmen.
- Die ständige Konkurrenz der Schüler während des Unterrichts kann zu Konfliktsituationen außerhalb der Mauern der Bildungseinrichtung führen.
- Die Erwartung einer Belohnung für die geleistete Arbeit kann zu einem weiteren Rückgang der Motivation der Schüler in anderen Klassen führen, ohne die Gamification-Methode zu verwenden.

Die psychologische Abhängigkeit von Computerspielen, die durch die Einführung von Spieldynamik in das Lernen verursacht wird, kann zur Minimierung der Wirksamkeit des traditionellen Lernsystems führen [Yakovleva 2019].

Diese Mängel können jedoch durch kompetente Arbeit des Lehrers beseitigt werden, der in der Lage ist, traditionelle Unterrichtstechniken während des Unterrichts rechtzeitig zu integrieren, um das allgemeine Ziel des Unterrichts zu erreichen.

Zusammenfassend kann man sagen, dass die Gamification-Methode der Bildung ein großes Potenzial im Bildungsumfeld hat. Dies liegt daran, dass Gamification auf der Verwendung von Spielelementen basiert und das Spiel im Wesentlichen ein guter Motivator für Lernaktivitäten ist. Die Verwendung der Gamification-Methode in der Bildung ermöglicht es, die Probleme der Bildung, Entwicklung und des Erwerbs der erforderlichen Kenntnisse, Fähigkeiten, Fähigkeiten und Kompetenzen durch die Einbeziehung von Spielelementen in den Bildungsprozess zu lösen, was letztendlich zu einer Erhöhung der Motivation und Effizienz der Beherrschung des Lernmaterials führt.

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SECTION 4. BIOLOGICAL SCIENCES

UDK 577.151.45

SODIUM DEOXYCHOLATE AND TWEEN-20 EFFECT ON NA^{+}/K^{+}-ATPASE ACTIVITY AND PROPERTIES IN THE MIXED MEMBRANE FRACTION OF RATS CEREBRAL CORTEX

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This article is devoted to activity determination of ouabain-sensitive (α-2 and α-3) and ouabain-resistant (α-1) isoforms of Na^{+}/K^{+}-ATPase in the mixed membrane fraction of rat cerebral cortex in the presence of various detergents. When the detergent sodium deoxycholate (Dox-Na) was used, the activity of the studied Na^{+}/K^{+}-ATPase isoforms varied depending on the detergent concentration. At the same time, similar values of the latent activity of Na^{+}/K^{+}-ATPase were revealed during incubation with Tween-20 detergent. Dox-Na, Tween-20, when used in concentrations allowing to detect the maximum activity of the enzyme, did not lead to disruption of the reaction cycle and, as a consequence, it can be assumed that they did not disturb the conformational lability of the enzyme. The results obtained during the study allow us to evaluate the dependence of the total activity of Na^{+}/K^{+}-ATPase and its individual isoforms on the concentration of Mg^{2+} ions in the incubation medium.

Key words: *Na^{+}/K^{+}-ATPase, membrane fraction, detergent concentration, sodium deoxycholate, Tween-20, rats cerebral cortex, ouabain-sensitive isoforms, ouabain-resistant isoforms.*

Relevance. Na^{+}/K^{+}-ATPase is a member of the family of active P-type cation transport proteins mediates active asymmetric transport of Na^{+} and K^{+} ions through the hydrolysis of one ATP molecule and has been identified in almost all mammalian tissues. This enzyme has several different forms, differing in primary sequence and different sensitivity to cardiac glycosides: ouabain-sensitive (α2 and α3 isoforms) and ouabain-resistant (α1 isoform) [Boldyrev 2008: 206].

To assess the activity of Na^+/K^+-ATPase, it is necessary to solve the problem of delivering ATP to the active center of the enzyme, which faces the inside of the cell, without compromising the integrity of the membrane. For these purposes, membranotropic substances – detergents. However, these substances, interacting with the plasmalemma, change its properties, which may entail a change in the properties of a membrane-bound enzyme, such as Na^+/K^+-ATPase. Detection of Na^+/K^+-ATPase activity in vitro is a complex process since when studying the activity of membrane enzymes, it is necessary to ensure the diffusion of exogenous ATP through the lipid bilayer to the active center of the enzyme [Dubrovskij 2021: 583]. Na+/K+-ATPase is a heteromeric enzyme consisting of several isoforms and their distribution varies depending on the tissue and the specific time of development. Confirmation of the presence of several isoforms in the Na^+/K^+-ATPase structure was obtained because of titration with a specific inhibitor, cardiac glycoside – ouabain, which is why, based on the localization of various isoforms, they are divided into two groups: ouabain-sensitive and ouabain-resistant [Andreev, Zachinyaeva 2015: 8]. Currently, four isoforms of the α-subunit are known – α1, α2, α3, α4.

At the same time, it is known that Na^+/K^+-ATPase is an Mg^{+2}-dependent enzyme, since this ion affects the transition from the conformation of the enzyme in the stage from E_1P to E_2P, and this enzyme also interacts with the substrate (ATP) in the form of a magnesium salt. Therefore, the use of different concentrations of magnesium in the formulation of the experiment will make it possible to determine the ability of the enzyme to different conformational transitions during the reaction cycle.

Purpose of the study. Analyze the influence of detergents on the activity of Na^+/K^+-ATPase and determine the optimal concentration of membranotropic substances using the example of sodium deoxycholate (Dox-Na) and Tween-20.

Materials and methods. Wistar rats from 150 to 240 g were used as laboratory animals. The mixed membrane fraction of the cerebral cortex was used as the object of study. ATPase activity was determined by the increase in inorganic phosphate as the difference between total ATPase activity and Mg-ATPase activity [Kazennov 1980: 430]. Preincubation of the detergent with the homogenate was carried out 1:1 and kept at room temperature for 30 minutes.

Detergent concentrations used: Dox-Na (0.75, 1.0, 1.25, 1.5, 1.75 mg/ml), Tween-20 (4.0, 5.0, 6.0, 7.0, 8.0 mg/ml). To determine the activity of Na^+/K^+-ATPase, the method of A. Kazennov et al. was used. The standard incubation mixture contained the following components (in mM): NaCl – 100, KCl – 10, tris-HCl – 50, EDTA – 0.5, ATP – 2, with concentrations of $MgCl_2$ – 3, 6 and 12 mM. The reaction was started by adding homogenate of the cerebral cortex incubated with detergents, the samples were incubated for 30 minutes in a water bath at a temperature of 37^0 C. The reaction was stopped by 0.2 μl of a cooled 15% trichloroacetic acid solution. The activity of Na^+/K^+-ATPase was determined by the increase of inorganic phosphate in reaction with ammonium molybdate and tin chloride in the presence of ascorbic acid as a reducing agent.

The increase in inorganic phosphate was determined by Chen's method [Chen 1756: 1756], protein in enzyme preparations was determined by Lowry's method [Lowry 1951: 265]. The obtained data were processed using Microsoft Exel 2021 and Statistica 6.0 software (StatSoft, Inc.). The significance of differences between samples was determined using Student's t-test.

Research results. During the work, it was revealed that when detergents were used, the activity of ouabain-sensitive isoforms of Na^+/K^+-ATPase in the mixed membrane fraction of the cerebral cortex of rats changed significantly depending on the concentrations of the detergents used. When incubating Dox-Na, maximum enzyme activity is observed at a detergent concentration of 1.25 mg/ml and with Tween-20 at a concentration of 6.5 mg/ml.

A study of the activity of the ouabain-resistant isoform of Na^+/K^+-ATPase in the mixed membrane fraction of the cerebral cortex of rats shows that the maximum activity of the enzyme, depending on the concentrations of Dox-Na, is observed at the same detergent concentrations as in case of ouabain-sensitive isoforms. When incubated with Tween-20, maximum enzyme activity is observed at a concentration of 5.0 mg/ml.

With the growth of Mg^{2+} ions in the incubation medium, the activity of the α1 isoform decreases. The results obtained coincide with the literature data, since the enzyme activity decreases with an increase in the concentration of Mg^{2+} ions in the incubation medium. The curves have a similar dependence character to each other, which implies the same ability of the enzyme to conformational rearrangements with an increase in the concentration of Mg^{2+} ions in the incubation medium. But greater enzyme activity is observed with the action of the detergent Dox-Na at 3 mmol, which corresponded to 6.2 micromole/P/mg of protein.

When using Tween-20, the activity at 3 mmol is 6.5 micromole/P/mg. Thus, it can be concluded that both detergents make it possible to detect the activity of Na^+/K^+-ATPase, at a concentration of Mg^{2+} ions in an optimal incubation medium corresponding to 3 mmol. The study of ouabain-sensitive and ouabain-resistant forms showed a similar dependence on the concentration of Mg^{2+} ions and, in general, characteristic of Na^+/K^+-ATPase, which is expressed in the fact that free Mg^{2+} ions affect the decrease in enzyme activity. The optimal medium for detecting enzyme activity was an incubation mixture at a concentration of 3 mM. Thus, it becomes possible to visually assess that, depending on the concentration of Mg^{2+} ions in the incubation medium of activity, the enzyme is capable of conformational transitions during the reaction cycle. Studies of ouabain-sensitive and ouabain-resistant forms have shown a similar dependence on Mg^{2+} ions and, in general, characteristic of intact Na^+/K^+-ATPase, which is expressed in the fact that Mg^{2+} ions affect a decrease in enzyme activity.

Since the conformational cycle of Na^+/K^+-ATPase is associated with the concentration of magnesium ions and can be changed because of saturation of the bilipid layer of the membrane with detergent molecules, the dependence of the activity of various isoforms of the enzyme on the concentration of magnesium ions in the incubation medium was studied. In this case, detergent concentrations were used that provided peak activity. The data obtained indicate the preservation of the conformational lability of the enzyme during the reaction cycle at appropriate concentrations of detergents.

Conclusion. The use of all three detergents reveals approximately equal maximum values of enzyme activity. The use of detergents at these concentrations does not cause changes in the Na^+/K^+-ATPase reaction cycle. As a result of the study, it was determined that when using Dox-Na, the activity of the ouabain-resistant (α-1) and ouabain-sensitive (α-2 and α-3) isoforms of Na^+/K^+-ATPase in the mixed membrane fraction of the cerebral cortex of rats varied depending on the concentration of the detergent. The maximum activity of ouabain-sensitive and ouabain-resistant isoforms is observed when using Dox-Na at a concentration of 1.25 mg/ml.

When using Tween-20 and Dox-Na to study ouabain-sensitive isoforms, similar activity values were found in the mixed membrane fraction of the cerebral cortex of rats. When incubated with detergent Tween-20, the maximum activity of the enzyme is observed at a much higher concentration of detergent – 6.5 mg/ml. When studying the activity of the ouabain-resistant isoform, the maximum activity is observed at a concentration of Tween-20 – 5.0 mg/ml. The use of detergents did not cause changes in the dependence of enzyme activity on the concentration of Mg^{2+} in the incubation medium, which indicates the preservation of conformational rearrangements of Na^+/K^+-ATPase during the reaction cycle.

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SECTION 5. SPORT

UDK 796/799

THE IMPORTANCE OF PHISICAL CULTURE AND SPORTS IN THE LIFE OF STUDENTS OF MODERN HIGHER EDUCATIONAL INSTITUTIONS

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This article discusses physical education and sports of students. The effect of physical exercise on the vital activity of the body. The importance of sports for the full and harmonious development of personality, the impact on the physical, emotional and psychological state of this contingent of citizens is indicated.

Key words. *Physical education of students, sports, physical exercises, physical health.*

Physical education and sports have always been an integral part of the life of each of us, starting from primary school age and up to the present. An active lifestyle is the key to physical health, good emotional state and psychological background. This article draws attention to the state of physical health of current students of higher and secondary vocational educational institutions. The progress of the work. In the modern world, a healthy lifestyle is actively promoted, proper nutrition programs are being developed, and a large number of sports facilities are being opened wellness centers. Currently, based on statistics from the World Health Organization, 75% of students suffer from diseases associated with impaired functions of the musculoskeletal system, in particular spinal curvature. This is mainly due to a sedentary and sedentary lifestyle.

Students are the future of the country, they are those who will develop the country's economy, establish foreign policy relations, develop and develop various new technologies. On average, 8-10 hours are devoted to physical education in the educational process of students, which is extremely small for the body, since most of them engage in physical activity only during this discipline, few people do sports additionally.

However, sports are the best source of energy. Physical activity helps future specialists to improve their work activities and increase their professional potential. In the future, when students become specialists and enter high positions where they will be required to concentrate a lot of attention and display their professional qualities, it is at this moment that their health will manifest itself, which they were able to strengthen and maintain during their student years. Sport also affects the level of performance and mental activity, the reaction rate and the nervous system of the body. Of course, we are not talking about playing professional sports, this is a completely different type of activity, or exhausting workouts, after which there is no strength. We are talking about sports for pleasure, about physical exercises that help to improve our body condition, get rid of various muscle clamps, relieve tension and help to relax. Physical education is not only a source for a healthy body, but a way of self-expression and human development as a person [Shiriyazdanova 2017].

Let's look at what regular physical education and sports activities affect:

1. The fitness of the body. With regular exercise, the human body becomes resistant to stress, can cope with heavier physical exercises.

2. The nervous system. Physical exercises help to distract from the mental work of the brain, help to relax, relieve nervous tension.

3. Personal development. If a person is engaged not just in physical education, but in some specific sport, such as football, in training he can manifest himself as a team leader, show his strengths.

4. Emotional background. During sports, the human body releases certain hormones into the bloodstream, such as oxytocin and endorphin, they are a source of good mood and positive emotions.

5. Self-esteem. With regular classes, a person trains not only his body, but also cultivates discipline. Sets certain goals for himself, and by achieving them, increases his self-esteem.

6. Immunity. Physical exercises can improve the condition of both the appearance and internal homeostasis of the human body, blood circulation improves.

7. Sleep. The most important source of health, sports promote sound sleep, which allows the human body to fully relax.

The programs on which the courses are based are usually designed for colleges that have all the necessary sports equipment and inventory. But most institutions do not have the level of security necessary for the full implementation of the program. Therefore, teachers are forced to be guided primarily by the norms adopted in the classroom [Sogrishina 2018: 390].

Physical exercise directly affects health only if the athletic interests of the students are sufficiently satisfied, at least for most students. At the moment, the most popular sports are: tennis, swimming, aerobics, wrestling and sports games. But in practice, as a rule, it is impossible to satisfy such interests of students. As mentioned earlier, due to the lack of special equipment and sports grounds, as well as excessive fees in modern sports facilities and swimming pools [Vilenskij 1996].

Let's turn to higher educational institutions that train specialists in the field of physical culture and sports, teachers and instructors of physical culture, as well as coaches in sports. Students motivated by sports and athletic achievements study in these institutions, senior students in most cases are already coaches, work by profession. Their learning process is structured in such a way that almost half of the classes It consists of sports disciplines in which students study both the theoretical part of a sport and the practical, in particular theory and teaching methods, study the main mistakes in the teaching methodology, and conduct classes themselves.

Students of these institutes are always fit, active and proactive. Yes, they are mostly athletes with grades in sports, but many of them are ordinary students who just lead an active lifestyle. In addition to sports couples, they attend additional training sessions, go hiking, go to competitions, and can participate as judges in various sports and recreation events.

It is not advisable to compare institutes with each other by specialty and professional orientation. Students of sports specialties will always be more physically developed, of course, they play sports every day, train regularly. But as an example, I would like to cite students of the Faculty of Physical Culture of the Pedagogical Institute of the National Research University "BelSU". The national teams of the university are almost entirely composed of students of this faculty. As an additional physical activity, students are tested weekly according to the standards of the GTO Complex.

This event is aimed at increasing the mass participation of those engaged in physical culture and sports, as well as to create a national team of the University to participate in All-Russian competitions. The active participation of students in these events is noted. The main goal is to find out your level of physical development, to understand what our body is capable of, as well as to receive a badge of distinction. The judges at these events are teachers and staff of this faculty, and students act as volunteers and assistant judges. This is a great way to attract students to sports, motivate them to achieve the best result, set a record, as well as a great way to develop a personality, obtain a certain social status, and achieve.

It is especially important to take into account that students were forced to study by distance learning due to the epidemiological situation in the country. All classes in the disciplines were conducted online. This means that the physical activity of the students was minimized. That is why it is important now to restore the regime and strengthen health.

As you know, many students combine both studies and evening work, and as a rule, there is neither energy nor time left for physical education classes. But the correct allocation of time will help to allocate a certain number of minutes to perform several physical exercises, this is necessary to maintain health both physically, mentally, and morally.

The most important quality of physical activity for students is maintaining weight and a slim figure. The daily routine is scheduled literally by the minute and students often snack on fast food or other fast foods that adversely affect our body, add extra pounds, worsen the condition of the skin and the internal state of the body. But with a good balance of food and exercise, this can be avoided. Naturally, if we eat only the wrong foods and lead an active lifestyle, we will not be able to get the proper result.

Any activity is accomplished through motivation. The most important motive of students to play sports is an aesthetically beautiful body, since this is the age at which boys and girls express themselves through beauty and appearance, they want to be attractive among others.

Based on all of the above, students are the future of the country, it is worth taking care of their physical and psychological health. Pay more attention not only to planned physical education classes, but also to additional sports and wellness activities. Sports have a global impact on the entire human body as a whole, and for students with their active life schedule, academic responsibility, they have a relaxing effect, which is of particular importance for this population group.

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UDK 7.092

STUDY OF PHYSICAL FITNESS AND FUNCTIONAL BODY SYSTEMS OF 14-15 YEAR OLD SKIERS

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The article analyzes the physical fitness of 14-15 years old skiers on the basis of the normative requirements of the TRP complex and functional indicators. According to the results of the research the problems with insufficient level of development of skiers' speed abilities, as well as strength endurance and coordination abilities in male athletes are revealed.

***Key words**: control of physical fitness, skiers 14-15 years old, standards of physical fitness of skiers, functional indicators, standards of GTO complex.*

Relevance. The modern system of sports training places high demands on the level of development of all parts of the training process, ensuring the achievement of sportsmanship. In cross-country skiing, which belongs to the group of cyclic sports, success in competitive activity is largely due to the state of the musculoskeletal system and functional systems of the body [Reuckaya, Pinyagin 2019, Sorokin 2014].

The formation of organs and systems in the sports training system is inextricably linked with purposeful physical training, which ensures the versatile development of basic motor abilities, which is especially important in the prepubescent and puberty periods, characterized by the presence of sensitive periods [Platonov 2019].

The management of the physical training process is based on comprehensive control of external and internal manifestations of the adaptation of body systems to training loads, which allows for effective planning based on the selection of optimal means and methods appropriate to the age and individual characteristics of athletes [Hromin, Kolunin, Cherkasov 2022].

The purpose of the study: based on regulatory requirements, to assess the level of physical and functional fitness of ski racers aged 14-15 years.

The study was conducted on the basis of the Tyumen Sports School No. 2 for nine months. The study involved 44 skiers aged 14-15 years, including 27 boys and 17 girls. The level of physical fitness was determined based on the norms of the TRP complex. This study was the second stage initiated by the Department of Sports and Youth Policy of the Tyumen City Administration to monitor the health and physical fitness of those involved in Tyumen sports schools [Il'ina, CHerkasov 2022].

The results of the skiers' physical fitness at the study stages are presented in Table 1.

Table 1– Results of physical fitness of skiers aged 14-15 years at the stages of the study (boys – n = 27; girls – n = 17)

Functional indicators	Gender	Statistical indicators				
		X ±m		t	p	Δ, %
		autumn	spring			
Running at 30 m (s)	m	5,75 ± 0,02	5,69 ± 0,02	0,3	> 0,05	1
	w	5,96 ± 0,03	5,76 ± 0,03	1,1	> 0,05	3
2000 m running (s)	m	671,3 ± 3,67	658,7 ± 3,05	0,5	> 0,05	1,9
	w	629,1 ± 5	594,7 ± 4,7	1,3	> 0,05	5,7
Shuttle run 3x10 m (s)	m	7,98 ± 0,03	7,78 ± 0,02	1	> 0,05	2
	w	8,34 ± 0,03	8,2 ± 0,04	0,7	> 0,05	1
Long jump from a standing position (cm)	m	177,5 ± 0,57	181,9 ± 0,63	1	> 0,05	2,4
	w	172 ± 0,56	173,5 ± 0,61	0,5	> 0,05	0,8
Flexion and extension of the arms in the prone position (number of times)	m	29,8 ± 0,56	34,4 ± 0,67	1	> 0,05	15,4
	w	30,2 ± 0,9	33 ± 1	0,5	> 0,05	8,9
Leaning forward from a standing position on a gymnastic bench (cm)	m	11,7 ± 0,28	13,6 ± 0,28	0,9	> 0,05	16,2
	w	15,4 ± 0,33	16,8 ± 0,38	0,7	> 0,05	9

As can be seen from the table, there were no significant changes in the indicators of physical fitness of skiers during the study, which may be evidenced by the absence of significant differences ($p > 0.05$) between the results of the first and second tests.

In young men, the most significant increase during the study was found in the indicators of strength endurance of the upper shoulder girdle and flexibility – from 15 to 16%. In terms of speed, endurance, coordination and speed-strength abilities, the increase varied within 2%.

In girls, the greatest increase (up to 9%) at the stages of the study was recorded in the tests "Flexion and extension of the arms in the supine position" and leaning forward. An improvement in results from 3 to 5.7% with repeated testing is observed in 30 m and 2000 m running. The smallest increase in performance (0.8- 1%) was established in the long jump from a standstill and in the shuttle run.

Comparison of the results obtained by young men with the norms of the TRP (Figure. 1) showed that the lowest level of physical fitness during the entire study was noted in terms of overall endurance and speed abilities, where up to 78% of the results were below the established norms.

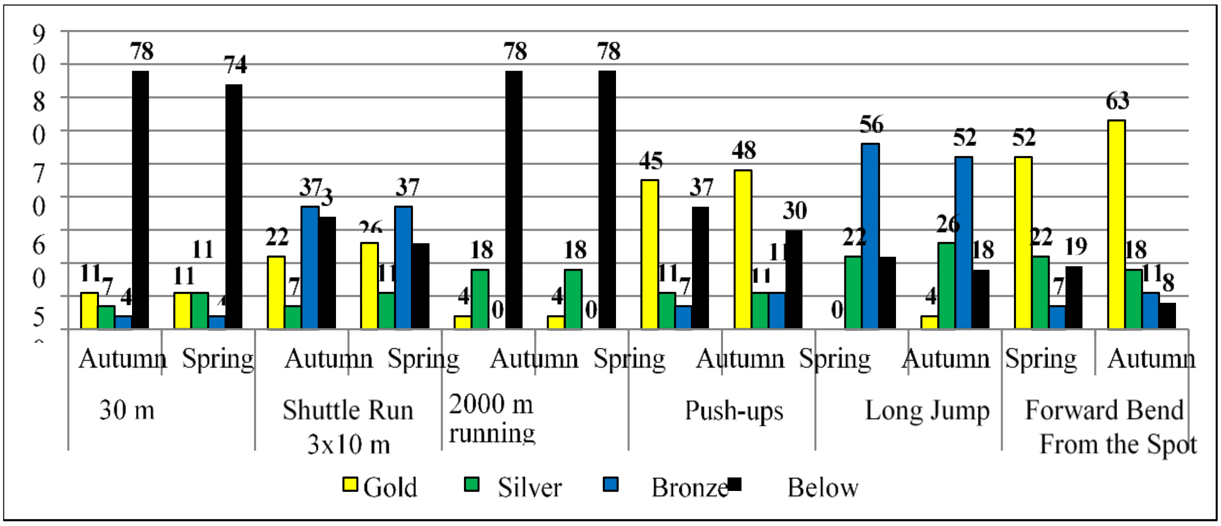

Figure 1 – Fulfillment of the norms of the TRP complex by young men (%)

The skiers coped more successfully with the tests of the flexibility test, where the norms of gold and silver marks at the research stages were fulfilled by 74% to 81% of athletes. In other tests, the average level of preparedness prevails among skiers.

The skiers demonstrated a high level of physical fitness in terms of strength endurance of the upper shoulder girdle, flexibility and speed-strength abilities, where all the results of the athletes met the regulatory requirements of the TRP complex (Figure 2).

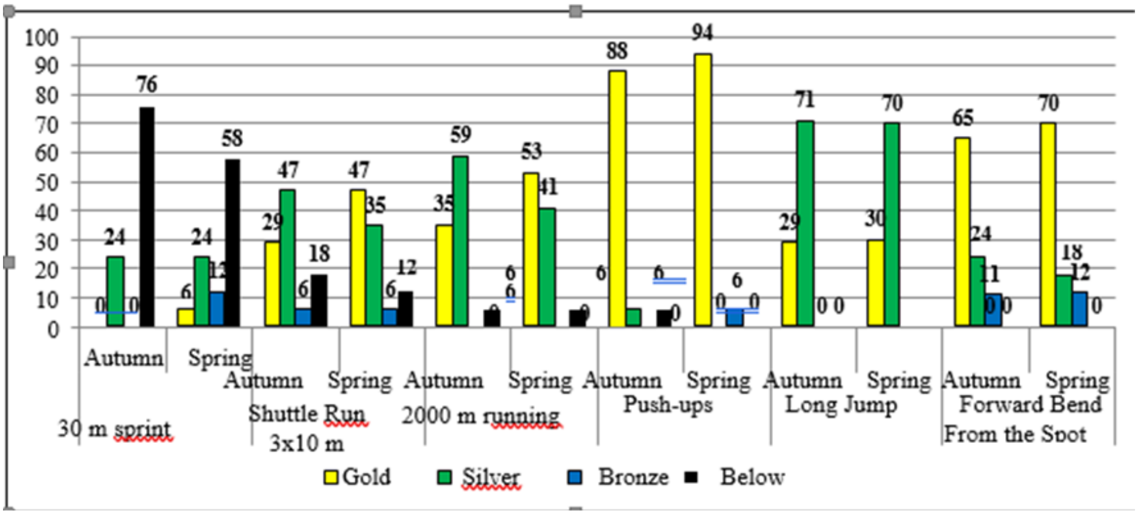

Figure 2 – Fulfillment of the norms of the TRP complex by girls (%)

The largest number of results below the regulatory requirements (up to 58%) was recorded in the 30 m run. The results of the average level were noted in the 2000 m run and the 3x10 m run, characterizing coordination abilities.

The results of the functional indicators of skiers at the stages of the study are presented in Table 2.

Table 2 – Results of functional fitness of skiers aged 14-15 years at the stages of the study (boys – n = 27; girls – n = 17)

Functional indicators	Gender	Statistical indicators				
		X ±m		t	p	%
		autumn	spring			
Vital capacity of the lungs, ml	m	2629 ± 17	2681 ± 29	0,4	> 0,05	1
	w	2152 ± 25,3	2093 ± 14,7	0,4	> 0,05	-2
Wrist dynamometry, kg	m	23,6 ± 0,14	24,5 ± 0,24	0,9	> 0,05	3
	w	20 ± 0,2	20 ± 0,1	0	> 0,05	0
Life index, standard units.	m	53 ± 0,3	53,8 ± 0,4	0,3	> 0,05	1
	w	48,9 ± 0,7	42,7 ± 0,7	0,1	> 0,05	-12
Power index, conl. units.	m	48,7 ± 0,3	49,4 ± 0,4	0,3	> 0,05	1
	w	46 ± 0,6	45,7 ± 0,3	0,1	> 0,05	-0,6

As in the indicators of physical fitness, there were no significant differences between the results of the first and second tests in both gender groups of subjects (p>0.05).

In young men, hand dynamometry indicators increased by 3%; the results of lung vital capacity, vital and strength index improved by 1%.

In comparison with the first stage of the study, the skiers experienced a decrease in indicators from 0.6% in the strength index to 12% in the vital index; the results of wrist dynamometry remained at the same level.

When comparing the results obtained with the norms of functional diagnostics, it was found that according to the indicators of the life index, 40% of the subjects demonstrated a low level; the rest of the skiers had an average level.

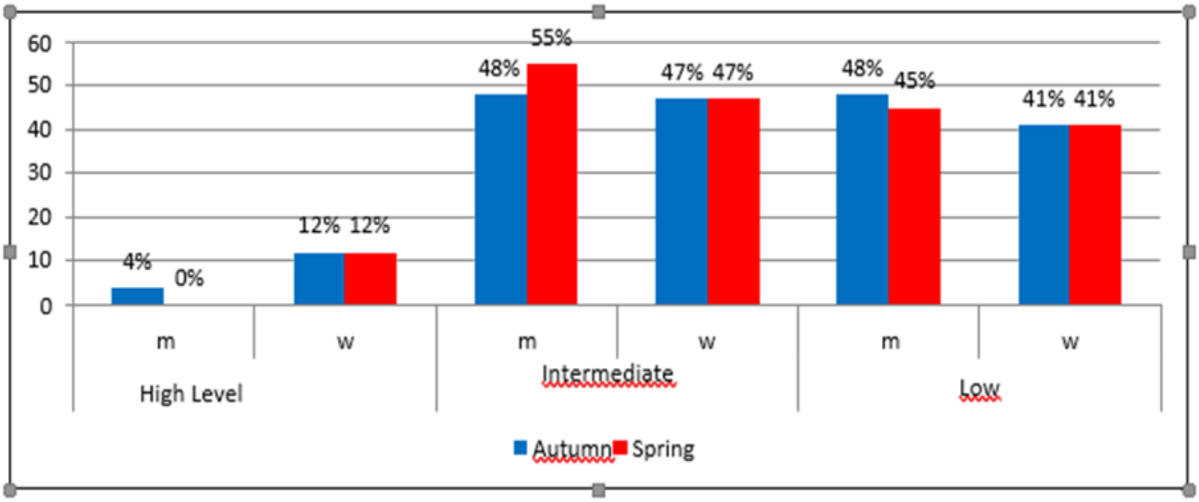

Figure 3 – The level of indicators of the life index of skiers aged 14-15 years (%)

According to the strength index, over 50% of boys are at a low level; the average level prevails among girls.

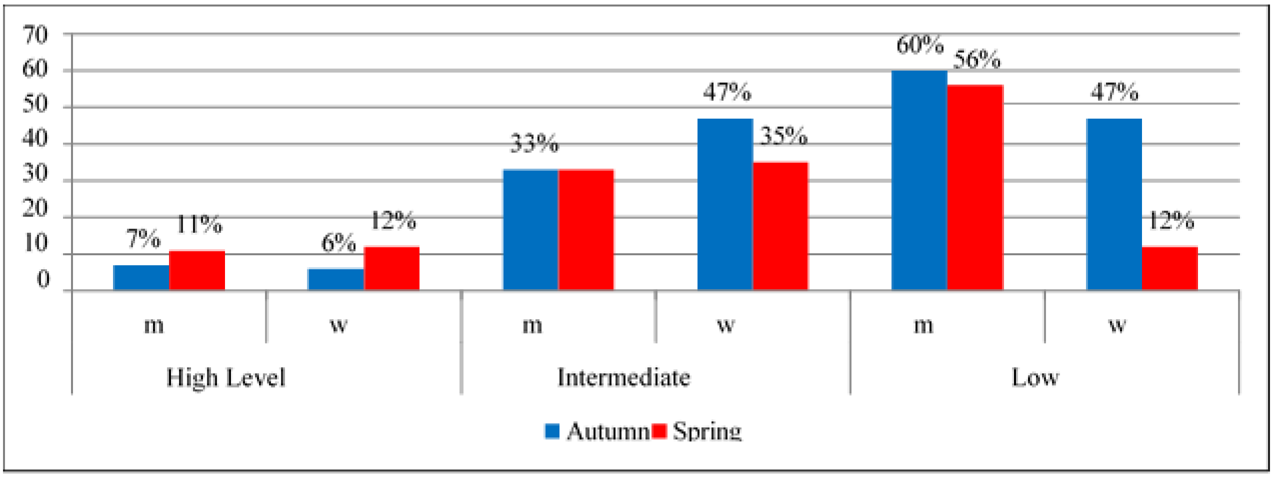

Figure 4 - The level of indicators of the life index of skiers aged 14-15 years (%)

Thus, according to the results of the study, it was found that a high level of general physical fitness was demonstrated in tests characterizing flexibility, speed-strength abilities and strength endurance of the muscles of the upper shoulder girdle. The tests for cardiorespiratory endurance, speed and coordination abilities were the most problematic for the subjects. A significant number of indicators of a low level of the skiers' life index may indicate weak reserve capabilities of the respiratory system and a low functional state of the respiratory apparatus. The main reasons for unsatisfactory results may be objective and subjective factors related to the specifics of load planning in the general preparatory period of the annual training cycle, as well as an inappropriate shift in the volume of load towards special training due to a decrease in the funds of the OFP. In this regard, it seems advisable to correct the training program of physical training of skiers, taking into account the identified shortcomings.

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UDK 613.62

HEALTH PROBLEMS OF THE MUSCULOSKELETAL SYSTEM INVOLVED IN FITNESS

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The use of fitness to relieve psycho-emotional stress and restore strength, as well as improve physical performance, has recently become increasingly popular among people of different age groups. The article is devoted to the analysis of the problem of the functional state of the musculoskeletal system of people involved in fitness programs. Fitness trainers should pay attention to diagnostic factors that help reduce the negative impact of physical activity during dysfunctional conditions of the body. Due to the significant increase in the number of fitness clubs in Russia, the work of prevention and restoration of an adequate psychological and locomotor state of a person becomes the most urgent.

***Key words**: osteochondrosis of the spinal column, excess weight, pain syndrome, physical therapy, the destruction of the musculoskeletal system, rehabilitation.*

According to Yu.V. Menhina 30-50% of modern society leads a sedentary lifestyle, 30% have irregular and insufficient physical activity. The remaining 20% is a small part of those who regularly engage in their physical culture and development [Menhin, Menhin 2002: 79].

Recently, many diseases have become younger. After the age of 30, diseases of the heart (tachycardia, bradycardia), blood vessels (hypertension), respiratory organs (chronic laryngitis, bronchitis), joints (arthritis, arthrosis), chronic exhaustion of the nervous system, and unstable mental state are already observed [Popov 1999: 114].

Pain in different parts of the spinal column of unknown origin is one of the main complaints in 80 percent of visits to a neurologist. This symptomatology often occurs in people of the second age period and may partly be caused by osteochondrosis of the spine [Isaev 1996: 76].

By the age of 35, bone loss is observed. The process of osteoporosis begins to progress and increases to 1% per year [Butchenko 1996: 32]. In turn, excessive physical activity in the observations of I.V. Muravov, lead to the destruction of the musculoskeletal system, arthritis and arthrosis of the joints [Brekhman 1990: 89].

In connection with the urgent problem of prevention and rehabilitation of the health of people of the second age group, specialists involved in physical education must adhere to the following goals: increase the adaptive capabilities of human physiological systems (nervous, digestive, respiratory, musculoskeletal, cardiovascular) stabilize and improve mental state, strengthen immunity, reduce general physical inactivity [Bobunov et al. 2017: 67; Bobunov et al. 2016: 23].

When dealing with complex effects, one should remember the psychological memory of the disease (trauma) that the person has encountered. When conducting fitness program classes, use the method of gradually incorporating physical activity, without reaching the limits of capabilities [Rodionova, SHalupin 2017: 242].

For any person, the problem of his health occupies a leading place in his life; only with a good level of health can a person fully perform his social and biological functions [Amosov 1987: 15].

Methodological recommendations for fitness program classes:

- the choice of exercises and type of load is based on the state of the human body, taking into account diseases and contraindications;

- during exercise, you should measure the pulse level with a pulse counter, as well as pressure indicators with a tonometer before and after exercise;

- during the training process, you should perform general strengthening exercises with a trainer for all muscle groups with a gradual increase in load;

- it is necessary to combine strength exercises with stretching movements after exercise, as well as elements of self-massage;

- control the correct breathing phases during exercise;

- exclude sudden, shock loads in high pulse zones,

holding your breath. Class time is 40-50 minutes. 3-4 times a week. Class density is light-medium;

- it is recommended to monitor health status using a questionnaire based on a point scale (presence/absence of pain, discomfort during movement, heart rate, blood pressure).

Morning exercises and walks in the fresh air are recommended [Bobunov et al. 2019: 95].

Conclusion. Restoration and prevention of health in each specific case is strictly individual. The basis should be the principle of collecting and analyzing information about the human condition. In addition to assessing the functional reserve, it is necessary to take into account the motor level and whether there was a sports career in the past. The combination of these factors will significantly influence the design of the training process.

In the work of fitness trainers, the first place should be occupied by the process of individualizing fitness programs for those involved. With mandatory monitoring of the condition of trainees before the load during and after. As well as an intermediate assessment of the functional state of the body of trainees. Only with this approach is long-term and productive work on the prevention and restoration of human health possible.

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THE METHOD OF PHYSIQUE CORRECTION IN HIGH SCHOOL BOYS BY MEANS OF BODYBUILDING

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The article is devoted to the education of strength abilities in high school students. Based on the analysis of the means and methods of training strength abilities, bodybuilding training tools have been identified that contribute to the education of strength abilities in physical education lessons for young men of high school age.

Key words: *strength, strength abilities, bodybuilding, training tools, extensive method.*

According to the Ministry of Health and Social Development of the Russian Federation, only 10% of schoolchildren are healthy, 50% have pathology, and 40% are at risk. Thus, the low level of physical and mental health of schoolchildren creates objective obstacles to positive trends in Russian education. Lack of movement causes diverse morphofunctional changes in the young body of a student. Pre–pathological and pathological conditions caused by hypokinesia are asthenic syndrome, decreased functionality and impaired activity of the musculoskeletal system and autonomic functions [Vader, Vader 2013: 4].

It has been established that moderate and regular workouts contribute to improving the physical development and performance of schoolchildren, improving well-being. Physically active schoolchildren, as a rule, have a lower body weight and better developed muscles compared to those who do not engage in physical education and sports.

It is assumed that the development of strength qualities and the formation of physique in boys aged 15-17 years engaged in bodybuilding will be more effective when using some methodological techniques to increase the intensity of the load: in strength exercises of global impact – "rest-pause", in strength exercises of regional impact – "forced repetitions", in strength exercises of local impact – "drop sets" [Kholodov 2021: 2, Zimkin 1956: 5].

In the course of the study (October 2022 – March 2023), the state of physical development, motor and functional fitness of young men who are systematically engaged in the bodybuilding section at the MAOU "Secondary School No. 40" in Stary Oskol was studied. The student was asked to perform a set of exercises with weights, compiled taking into account scientifically sound recommendations, which allowed to affect all major muscle groups. In addition, the dynamics of heart rate purity (HR) was monitored for each subject. The pulse was counted immediately before the exercise, at the end of the load and after a certain rest interval: after a 90-second rest [Pakhomova, Irkhin, Nikulin 2008: 1]. During the experiment, the influence of exercises with weights of a global, local and regional nature on the body of young men aged 15-17 years was established and the rational sequence of their performance was determined by the age group studied-a sexual group.

On this basis, wellness complexes of exercises with weights of varying intensity have been developed. During the formative experiment, which lasted 6 months, 16 young men aged 15-17 years were studied using questionnaires, anthropometry and testing. They were part of the experimental and control groups, which were divided into subgroups of 8 people. There were no significant differences in physical condition in the groups. In the control group, the training process was carried out according to a methodology, the content of which included mainly basic strength exercises aimed at cultivating strength qualities, performed in three approaches (excluding warm-up exercises) of six to eight repetitions each.

In classes with the experimental group, the training process was carried out according to a methodology that included the same basic strength exercises, but an additional pedagogical factor was used to increase the intensity of the load: in exercises with a barbell, it was proposed to perform only 1 approach (excluding warm-up exercises), lasting up to muscle failure, when using some methodological techniques: in strength exercises of global impact – "rest-pause", in strength exercises of regional impact – "forced repetitions", in strength exercises of local impact – "drop sets", which allowed to increase the number of repetitions to 12-15 [Matveev 1991: 3].

The structure of the training session had a familiar look and consisted of three parts: introductory, main and final. The lesson itself lasted 45 minutes. In order to determine the attitude of young men aged 15-17 who do not regularly engage in bodybuilding to physical exercises with weights, we interviewed 50 schoolchildren, students in high school of MAOU "Secondary School No. 40" in order to find out the answer to the question: "Do you consider exercises with weights useful for health?". Of these, about 66% answered "yes"; 30% answered "yes, provided that the weight of the weights is moderate"; 4% - "I find it difficult to answer". The survey data suggest that a significant majority of respondents have a positive attitude towards weight training.

The results of the study. To test the validity of the hypothesis put forward, a formative experiment was organized, which is carried out from October 1, 2022 to April 1, 2023, on the basis of the MAOU "SOSH No. 40" gym in Stary Oskol. Anthropometry included measurements of the circumference of the chest, waist, hip and shoulder of the participants in both groups. Caliperometry included measurements of the thickness of the skin-fat fold in four positions: on the abdomen, under the shoulder blade, on the front surface of the shoulder, on the back surface of the shin [Matveev 1991: 3, Zimkin 1956: 5].

Prior to the start of the experiment, no significant differences were found in any of the indicators of the preliminary examination of the subjects. This corresponds to the requirements for the organization of the formative experiment and indicates that the groups were homogeneous.

We explain the significant increase in the average group results by the positive effect of the experimental method on increasing the level of hypertrophy of the trained muscle groups. According to other indicators, such as waist circumference and caliperometry, no significant differences were found, which suggests that the increase in body weight and anthropometric measurements occurred not due to an increase in the subcutaneous fat layer, but due to muscular hypertrophy [Kholodov 2021: 2].

We explain the significant increase in the average group results by the positive effect of the experimental method on increasing the dynamic strength endurance of the trained muscle groups.

Thus, the formative experiment proved a higher efficiency of the experimental training method for boys aged 15-17 years engaged in bodybuilding. It was revealed that as a result of exercising with weights, the subjective assessment of health among the respondents did not decrease.

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DEVELOPMENT OF SPECIAL ENDURANCE IN 13-14 YEARS OLD SAMBO STUDENTS

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This article deals with the relevance of the research devoted to the development of special endurance in 13-14 years old sambo students. Sambo, as a sport, combines combat sports and self-defence system, which makes it significant for the formation of physical and moral-volitional qualities in athletes. The integration of self-defence elements into the curricula is important for the education of young people and the strengthening of their health.

Key words: *sambo, training, strength skills, exercise, physical training, athletes, pedagogical experiment.*

The training process in sambo is organized to improve athletes' skills in various aspects of training. Technical training includes teaching basic and auxiliary techniques to achieve high results. Tactical training requires demonstration of efficiency and variation of techniques in front of an opponent. Physical training aims to improve general and special physical qualities such as strength, speed, agility and endurance. Intellectual training of athletes is important for making quick and accurate decisions during competition. Psychological training includes the development of moral and volitional qualities, as well as motivation to improve [Bojko 2004: 112].

In the process of sports training of sambo players it is important to observe the principles of sports training, such as gradualness, adequacy, consciousness, activity, accessibility, visibility, systematicity, individuality, continuity and cyclicity. The system of sports training in sambo includes 4 main stages:

1. Sport and recreational stage for children from 8 to 17 years old.
2. The initial stage of training, which lasts for 2 years and requires physical fitness testing.

3. The training phase, which lasts 4 years and requires athletes to improve their skills.

4. The sports improvement stage for athletes who have reached certain sports grades

Selection of groups for the training process should be carried out taking into account the principle of homogeneity, which contributes to improving the quality of training [Ashmarin 2000: 45].

For successful performance in competitions, it is important for sambo players to develop speed and strength skills and a high level of strength, quickness and agility. In sambo, special endurance plays a key role, requiring anaerobic load. To develop special endurance, exercises requiring high intensity and work of large muscle groups are used [Bojko 2004: 118].

An important aspect of developing special endurance is the proper combination of exercise parameters such as intensity, duration, number of repetitions and rest intervals. Effective methods of development include continuous, interval, repetitive, competitive and game exercises.

When planning the training process, the teachings of V.M. Zatsiorsky and V.V. Shiyan on the influence of exercise parameters should be taken into account. Shiyan about the influence of exercise parameters on the organism of athletes. Incorrect combination of these parameters can lead to unsatisfactory results [Shiyan 1999: 10].

For effective development of special endurance in sambo wrestlers it is important to control the training load, taking into account the intensity of exercises, the number of repetitions and the nature of rest. The correct combination of training load regimes at different stages of sports training plays a key role in the successful development of special endurance [Zaciorskij 1970: 37].

The study of scientific and methodological literature revealed the problem of development of special endurance in 13-14 years old adolescents engaged in sambo. The aim, objectives and hypothesis of the research were determined on the basis of this problem. An experimental methodology was developed based on the data of literature sources and research in the field of physical culture and sport. The methodology included physical training complexes conducted by repetition and circuit training methods, as well as improvement of technical techniques through the interval method and circuit training method.

In the course of analysing scientific and methodological literature, the problem of developing special endurance in 13-14-year old sambo students was identified. Based on this problem, the aim, objectives and hypothesis of the research were formulated. Through the study of literature sources and research in the field of physical culture and sport, an experimental methodology was developed aimed at improving special endurance in 13-14 year old sambo students. The experiment included physical training complexes carried out using the repetitive method and the method of circuit training, as well as the improvement of technical techniques using the interval method and the method of circuit training.

In order to assess the initial and control level of special endurance development in 13-14 years old sambo students, testing was carried out at the beginning and at the end of the pedagogical experiment. Based on the results of preliminary testing, an experimental group of young athletes aged 13-14 was formed using the random sampling method.

As part of the testing, control exercises were conducted to assess special endurance proposed in the sambo programme. Each control throw was performed for 20 seconds, and the maximum number of successfully performed throws was counted. These results were compared with the levels of special endurance development defined as:

- low - 4-6 times in 20 seconds,
- medium - 7-9 times in 20 seconds,
- high - 10-12 times in 20 seconds.

1. The throw over the back from the knees is performed as follows: two athletes face each other, making an opposite grip with the left hand on the opponent's sleeve. At the command “Start!” the athlete steps towards the opponent with the right foot, turning the foot inwards and performs a throw over the right shoulder. The throw is performed for 20 seconds.

2. Throw over the thigh: two athletes stand opposite each other, making a mutual grip on the sleeve and the belt on the opponent’s back. The athlete performing the throw forces the opponent to shift his body weight to his toes and performs the throw within 20 seconds.

3. “Front foot” throw: two athletes face each other, making a mutual grip with the left hand on the opponent’s right arm and with the right hand on the clothes near the armpit. The athlete takes a step forward, turning to the left, and performs the throw within 20 seconds.

4. Throw over the back from the shoulder stand: two athletes face each other, making an opposite grip with the left hand on the opponent’s sleeve. At the command “Start!” the athlete steps towards the opponent with the right foot and performs a throw over the right shoulder within 20 seconds.

5. Throw “catch under two legs”: two athletes stand facing each other, making a one-handed grab for the opponent’s sleeve and gate. The athlete pulls the opponent down, puts his/her foot underneath and makes a throw within 20 seconds.

The results of the study revealed that in the control exercise “Back Throw from the knees”, middle-aged adolescents showed an improvement of 3.6 times in 20 seconds. In the control exercise “Throw over the hip”, the middle-aged adolescents had a 4-fold increase in the mean score in 20 seconds. In the control exercise “Front Foot Throw”, this age group showed an improvement of 3.5 times in 20 seconds on average. In the control exercise “Throw over the back from the shoulder stand”, the middle-aged teenagers showed an average improvement of 3.7 times in 20 seconds. In the control exercise “Throw under two legs”, this age group showed an increase of 3.8 times in 20 seconds. In the control exercise “Hip and Shin Inside Underhand Throw”, the middle-aged teenagers showed an average improvement of 3.2 times in 20 seconds. Thus, we can conclude that the methodology of developing special endurance in students aged 13-14 engaged in sambo is effective.

To summarise, the sambo training process is based on sporting principles and is aimed at the integrated development of athletes in technical, tactical, physical, psychological and intellectual terms. To achieve optimal results, coaches vary the organisation of training sessions, adapting them to the individual needs of athletes. For successful performance at competitions, a sambo wrestler needs a harmonious combination of speed and strength exercises with endurance work. A high level of strength, speed and agility is important. Maintaining these qualities requires the development of the muscular system in anaerobic mode The development of special endurance characterized by anaerobic load plays a key role in the training of sambo wrestlers. For this purpose, exercises emphasizing the work of large muscle groups are used, allowing to perform movements with high intensity. Specially prepared exercises, structurally and intensively close to competition conditions, effectively develop special endurance in athletes. In addition, specific competitive and general training exercises are widely used to achieve optimal results.

In general, various methods and approaches to the development of special endurance play an important role in the sambo training process, providing athletes with the necessary skills and physical preparation for successful performance in competitions.

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ASSESSMENT OF THE ABILITY TO BALANCE IN SKI RACERS AGED 12-13

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The article presents the results of the assessment of the ability to balance. The study involved pupils of the Youth Sports School of Zavodoukovsk of the ski racing department, 15 young men aged 12-13 years in the preparatory period of the annual cycle. To assess the ability to balance, the Headman's test for maximum rotation was used, which included 3 variations.

Keywords: *coordination, coordination abilities, balance abilities, ski racers, teenagers 12-13 years old.*

Every year there is more and more competition in sports and skiing is no exception. Modern ski racing requires a high level of physical development from an athlete. To overcome difficult track profiles, not only endurance, strength and speed-strength, but also coordination abilities are needed. Cross-country skiing is characterized by competitions on ski slopes with terrain of varying difficulty. The level of development of coordination abilities helps in passing difficult sections of the route, descents, turns, overcoming irregularities, changing moves and braking.

A cross-country skier in a difficult situation must quickly and accurately assess the constantly changing situation, make decisions about further actions and be able to overcome emerging obstacles in the race. It is also important for a skier to correctly complete the distance in a group on turns, on difficult descents, turns and U-turns. Thus, cross-country skiing can be attributed to sports with complex technical and tactical activities that require good development of coordination abilities.

E.P. Ilyin understands coordination as «the characteristic of motor actions associated with control, consistency and proportionality of movements and with maintaining the necessary posture» [Ilin 1992: 51-53].

Yu.F. Kuramshin believes that «... coordination abilities can be defined as a set of human properties that manifest themselves in the process of solving motor tasks of varying coordination complexity and determine the success of motor control and regulation» [Kuramshin 2003: 464]. V.I. Lyah divides coordination abilities into three types: special, specific and general. Special ones include: in cyclic and acyclic motor actions, in non-locomotor movements of the body in space, in movements of manipulating individual parts of the body in space, in movements of moving things in space, in imitative and copying movements. Specific: the ability to navigate in space, to balance, to rhythm, rapid response, voluntary relaxation of muscles. The generalized result of mastering special and specific coordination abilities belongs to the general ones [Lyah 1989: 160].

In our work, we evaluate the ability to balance, which refers to a specific type of coordination abilities. Balance is the preservation of a stable body position in a variety of movements and poses. There is a distinction between static and dynamic equilibrium. They have little correlation with each other [Kuramshin 2003: 464].

According to A.A. Kucherova, «good coordination readiness of a ski racer is an integral part at the stage of technology formation. When traveling on skis and roller skis, stabilizer muscles play an important role, which perform the function of balance» [Kucherova, Kuleshova 2021: 16-19].

All of the above has determined the purpose of our study, which is to assess the level of ability to balance in ski racers aged 12-13 years.

To achieve our goal, we used such research methods as:

1. The analysis of scientific and methodological literature on the research problem was used to study coordination abilities and related topical problems in cross-country skiing. The information was analyzed and used in the work.

2. Pedagogical testing was used to assess the initial level of the ability to balance in the subjects. The Headman test was used to check the level of coordination. The purpose of the motor tasks of the test is to perform the maximum number of revolutions [Starosta 1998: 6-8].

A detailed analysis of the performance of maximum rotation during the jump indicates a high degree of complexity of this test task, which requires the manifestation of all basic coordination abilities. This test is used in three variations: a push-off jump with two legs landing on two, a push-off jump with two legs landing on two without the help of hands, a push-off jump with one leg landing on one.

To evaluate this test, we used the scale shown in Table 1.

Table 1 – The approximate scale of motor coordination assessment based on the measurement results of the V. Starosta test

Assessment of the level of coordination	Measuring a two-legged jump		Measuring a jump with one foot
	Handson the belt	With the help of hands	With the help of hands
Unsatisfactory	before 180	before 260	before 220
Satisfactory	181-270	261-340	221-280
Good	271-360	341-420	281-340
Excellent	361-450	421-500	341-400
Outstanding	451 and more	501 and more	401 and more

3. Mathematical and statistical data processing was used for the purpose of mathematical processing of digital data.

The organization of the study was carried out on the basis of the Youth Sports School of the city of Zavodoukovsk in May 2022.

The study involved 15 young ski racers aged 12-13 years at the training stage of training, with 2 years of training experience. The study was conducted during the preparatory period of the annual cycle.

In the course of our research, at the first stage, an analysis of the scientific and methodological literature on the research problem was carried out and diagnostic methods were selected to assess the level of balance ability in ski racers aged 12-13 years. At the second stage, pedagogical testing was conducted. At the third stage, we analyzed the results of the initial level of coordination abilities among ski racers aged 12-13 years and developed practical recommendations for coaches.

The results of the assessment of motor coordination using the «Starosta» test in ski racers aged 12-13 years are presented in Table 2.

Table 2 – The results of the assessment of motor coordination using the Headman test in ski racers aged 12-13 years

№	Test	Side	n	X±m	V	Assessment (%)				
						Unsatisfactory	Satisfactory	Good	Excellent	Outstanding
1	Jump on two legs without the help of hands	L	15	260,4 ± 10,8	270	6%	60%	34%	0%	0%
		R	15	263,4 ± 10,6	265,9	6%	60%	34%	0%	0%
2	Jump on two legs	L	15	327,4 ± 7,9	198,9	0%	60%	40%	0%	0%
		R	15	343,2 ± 10,9	272,3	0%	60%	40%	0%	0%
3	Jump with one leg pushing off and landing on one	L	15	238,8 ± 9,06	226,1	26%	54%	20%	0%	0%
		R	15	241,8 ± 9,1	228,6	46%	34%	20%	0%	0%

In accordance with the assessment scale of this test, it was recorded among ski racers aged 12-13 years that in all tests the grades «excellent» and «outstanding» in the right and left sides were not revealed.

The score "good" was found in 34% in both directions in the test «Two-legged jump without the help of hands (hands on the belt)», in the test «Two-legged jump» in both directions 40%, and in the test «One-legged jump with landing on one» in both directions 20%.

The score "satisfactory" was recorded in 60% in both directions in the tests «Jump on two legs without the help of hands (hands on the belt)» and «Jump on two legs». In the «One-leg kick-off jump with one landing» test, 26% went to the left side and 46% to the right.

The score «unsatisfactory» was revealed in the test «Jumping on two legs without the help of hands (hands on the belt)» in both directions 6%. In the «Two-legged Jump» test in both directions, this score was not revealed. And in the test «Jumping with one foot pushing off with landing on one», 26% went to the left side, and 46% to the right.

It can also be noted that the results in these texts vary, therefore, the heterogeneity of the group of ski racers in these tests is confirmed by the values of the coefficient of variation ($V > 20\%$).

After conducting pedagogical testing and interpreting the data obtained, we formulated conclusions:

1. The analysis of literary sources has shown that coordination abilities are an important factor in the physical training of ski racers and ensure the development of motor actions. The ability to balance is necessary for confident and effective sliding on one ski on any terrain, as well as for moving the center of gravity from one foot to the other.

2. According to the results of the «Starosta» test, a low level of balance ability in young men was revealed.

3. We have developed practical recommendations for trainers that can be applied in the preparatory period of the annual cycle.

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FOREIGN LANGUAGE ERGONIMES AND ANNOUNCEMENTS IN THE LANDSCAPE LANGUAGE OF A CAPITAL CITY (BASED ON EXAMPLE OF TASHKENT)

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The article provides the findings of a study on the linguistic environment (ads and ergonyms) of Tashkent, the country's capital. Contextual analysis and observation are two approaches to language study. The goal of this work is to compare the linguistic languages of this capital and examine elements of foreign languages in the linguistic languages of this city, Tashkent. Comparative studies of linguistic languages in comparative Uzbek linguistics are offered in fragments. Examining the processes and causes behind the infiltration of foreign language components into a particular city's language was one of the work's secondary goals. We can ascertain which languages are more important in a certain city by studying foreign language elements.

Key words: *Tashkent, ergonym, onomastic, method, foreign language, landscape, advertisements*

Introduction

The concept of linguistic (linguistic) landscape is quite new in modern sociolinguistics, but is gaining popularity as a method for studying the functioning of language in an urban environment. In linguistics, the landscape metaphor appeared simultaneously with its appearance in other humanities (compare, for example, "financial landscape", "social landscape"). On the other hand, in linguistics itself, the prerequisites were created for describing "the language of signs, billboards and advertisements".

In particular, the work of V.V. Kolesov, devoted to the description of the language of the urban environment of Central Asia was a description of dialects in the oral speech of citizens [Kolesov 1991]. In all likelihood, the term "Language landscape" (LL) was introduced due to the need to separate two aspects of studies of the language of the urban environment: oral variants (dialects, territorial and social dialects and others) and written (graphic, semiotic) representation of dialects and / or other languages penetrating into the sphere metropolis.

The term itself is associated with the work of R. Landry and R. Bourhis, who understand linguistic language precisely as the existence of different languages and varieties of the national language in a metropolis [Landry, Bourhis, Richard 1997: 23]. Researchers used this term when studying the language of urban Quebec [Bourhis 2001].

The purpose of the study is to analyze the languages of Tashkent, and to examine foreign language elements in the languages of this capital. The novelty of the study lies in the comparison of LLs of Tashkent, consideration of significance of the language in urban environment.

There is no denying the topic's relevance – the linguistic landscape of the nation's capital is ever-changing, and comparative studies are crucial in this field— which cannot be overstated. We examined 89 settings (ads, ergonyms) that were seen in Tashkent's public areas for study purposes. An approach known as continuous sampling was used to gather contexts. The author looks at the primary methods for defining the term "linguistic landscape". The study's findings lead to conclusions concerning the types of foreign language components found in the capital's linguistic landscapes. The extent to which foreign language components from a given source language are distributed, as well as the methods by which foreign language elements from other languages are represented in the linguistic landscapes of this capital.

Basic approaches to studying the linguistic landscape. The term "linguistic landscape" is used in sociolinguistics to describe multilingualism in different regions, usually in metropolitan areas. The linguistic landscape is "the language of roadside posters, billboards, street and square names, signs on shops and public institutions, which perform two main functions: informative and symbolic" [Landry, Bourhis, Richard 1997: 25].

There is also a more compact formula: the linguistic landscape is "the use of written language in the urban sphere" [Gorter 2006: 2]. It can be noted that "linguistic landscapes are the totality of all signs and texts that make up the linguistic face of modern cities, including official (for example, street name plates, road signs, information boards, memorial plaques), commercial (signs, posters, billboards) and unofficial inscriptions (ads, graffiti, posters). We will understand by the linguistic landscape the entire set of graphic and written signs and texts that are available to the observer in public space.

Literature and methodology

Language landscape (LL) as the subject of consideration of exclusively graphically designed text began to be explored in some cities. Thus, the work of P. Backhaus examines the language of Tokyo [Backhaus 2006]. Research into nuclear languages using materials from Russian cities is gaining popularity [Fedorova 2014; Gromova 2013].

In the study of N. I. Doronina two main types of city text space are identified [Doronina 2007: 197]. The researcher classifies text space as the first type, which performs an orienting function. These are texts of official business style (names of city objects, streets, squares, stops, etc.). The second type includes urban texts that perform an advertising function.

Analysis of language also includes the analysis of polycode texts, "built on the connection in a single graphic space of semiotically heterogeneous components - verbal text in oral or written form, images, as well as signs of a different nature" [Sonin 2005: 116]. Thus, LL represents the functioning of those representations of the language of the metropolis that have a written, graphic and/or polycode design.

Results

Foreign language elements in the linguistic landscape of Tashkent. Based on the material we have analyzed, we can identify the following, the most common, language sources of foreign language elements in the Tashkent language landscape: presented in Table 1.

Table 1 – Foreign language elements in the linguistic landscape of Tashkent

Language elements	Number of examples
Russian	61
English	53
Tadjik	47
Uygur	40
Persian	33
French	20
Italian	12

As the results of the study show, the most common group in Tashkent language are lexemes from the Russian language. For example, the names of restaurants are “АССОРТИ” restaurant, or the "ПОДУШЕЧНАЯ" РЕСТОРАНЫ, the children clothing store “КУКЛА”, as well as the name of the cafe “ТРОЙКА” (excellent meat bar). On the other hand, English LL in Tashkent has gained popularities such as: Coffee House (house of coffee), EVOS (fast food), INDENIM (clothing store), MALIBU (travel agency)

As we can see, the language elements are transcribed. The following ergonyms are also presented in English: hairdressing salon Cut & Color (haircut and coloring), dry cleaning Sequoia pressing, name of cookies in the Red velvet cafe, Webster university lecture hall; Gate bookstore; omen's clothing store Mixed feelings; exhibition space Courtyard); printing house Print shop; photo service PhotoPoint; sports store Ridestep; minimarket Daily; hair removal studio Light Epil; Goodbye office magazine; Zebra Travel, bookmaker company Winline; chain of coffee shops Red Cup, coffee shops Dark side.

A study of the linguistic landscape of Tashkent shows the high importance of the Russian language in these areas of distribution. English is the source for many ergonyms. Apparently, this is due to influence and the spread of Soviet Union. Russian lexemes are found in the names of restaurants, cafes, hairdressers, as well as in the ergonyms of companies specializing in the repair and sale of technical equipment (repair of computers, telephones and other equipment). This may indicate the importance of Russian in this area.

Conclusion

The linguistic landscape is a new, but quite promising area of sociolinguistic research. Quickly reacting to certain changes of a socio-cultural nature, the urban environment provides rich material for studying the interaction of culture, ideology and language, which serves as the object of LL research. As shown by the results of a study of language in Tashkent. The proportion of foreign language elements in ergonyms, signs and advertisements is very high. Most of them are in Russian (which confirms the research hypothesis put forward at the beginning of the article). This may indicate that the Russian language plays the significant role in Uzbekistan. Despite the popularity of studying language using the material of many languages and cities, some questions related to its research remain open. In particular, the question of the pragmatics of linguistic signs in the urban environment remains open, which can be examined using the methods of associative experiment, interviews, and participant observation. Another question that arises from the analysis of foreign language elements in the capital city's language is the question of how regulated this area should be within the framework of state language policy. This question brings the field of urban language research closer to other areas of sociolinguistics and language planning and linguistic purism.

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UDK 81-23

MODERN METHODS OF TEACHING FOREIGN LANGUAGES IN SECONDARY SCHOOL

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Nowadays, the integration of modern technologies into the educational process has become a prominent topic. These technologies include not only new technical tools but also innovative forms and methods of teaching, ushering to a new approach to learning in general. One of the primary reasons of integration modern methods into foreign language education is to demonstrate how technology can effectively enhance the quality of teaching, promote the formation and growth of students' communicative skills, and facilitate practical language skills obtaining. This article attempts to underscore the significance of using modern methods in teaching English as a second language. It explores various approaches and strategies that can help English language learners improve their language proficiency through communication-oriented methods.

Key words: *communication, brainstorm, discussion, simulation, interview, role-playing game, properties, skills.*

As we all can observe, educational technologies continue to develop at a high pace, thereby attracting the interest of both teachers and students. Step by step modern technologies are changing the way of our work we used to, the way of our communication. They are changing our world. The new technologies give more opportunities in teaching foreign languages and increasing their enrichment. Today more and more people are getting interested in blogging, podcasting, virtual reality and much more. And the main focus of educational technology is media and different kinds of technological tools.

In this topic we will observe modern methods in teaching English as a second language.

For every teacher, it is an important task to choose the appropriate method for teaching English. Firstly, motivation plays a key role in the success of language learning. Secondly, adapting the teaching method to the interests and needs of students is crucial for effective learning.

So, what are the main causes of learning English? They are:

1) the development of foreign language communicative competence;

2) the development of the ability and readiness for independent and continuous learning of the English language.

There are several modern methods of teaching English in secondary schools:

1. Communicative Language Teaching.
2. Interactive methods.
3. The method of visualization of educational material.

Now we will look at each of these methods in more detail.

The communicative method of teaching foreign languages arose on the basis of a communicative approach. There are few principals:

1. The principle of speech orientation. This means that practical speech orientation is not only a goal, but also a means of learning. This method is based on speaking-oriented exercises.
2. The principle of individualization. This principal considers all the properties of the student: his abilities, the ability to carry out speech and educational activities and his personal properties. Individualization is the main real means of creating motivation and activity.
3. The principle of functionality. It organizes language learning material around situations and speech tasks that integrate vocabulary, grammar, and pronunciation elements. This approach ensures a comprehensive understanding of spoken language by incorporating all aspects of communication – lexical, grammatical, and phonetic – within relevant contexts and scenarios [Brown 2001: 13].

Brainstorming method is valuable technique to encourage participation and creativity in the classroom.

The technology of using the method:

- problem identification
- idea generation
- selection, systematization and idea evaluation
- reflection

Using this method, students with various levels of language proficiency can participate in idea development. It allows them to collectively broaden their knowledge base, expand vocabulary, and contribute to the exchange of ideas in a collaborative learning environment [Kuznecova, Shepeleva 2013: 54].

Discussion is a method of discussing and resolving controversial issues. In comparison to discussion as an exchange of opinions, discussion is called a dispute, a clash of points of view, positions, etc.

Discussion is an equal discussion between teachers and students of the activities planned at school and in the classroom and problems of a very different nature.

The most relevant and widespread form of discussion in educational practice is "A round table". It is a conversation in which 10-20 people participate on equal terms; during it, opinions are exchanged between all participants. The conversation is led by the presenter. The communication process should take place "eye to eye", which leads to an increase in activity, an increase in the number of statements, the possibility of including everyone in the discussion, stimulates non-verbal means of communication (facial expressions, gestures, emotional manifestations) [Panov 1997: 28].

Simulation is a language learning model where students engage in group settings to express themselves. This method offers benefits such as enabling students to practice new vocabulary and language structures while working collaboratively to accomplish tasks or solve problems.

The technology of using the method:

- the design stage (the creation of an imaginary situation involves selecting a topic, establishing rules, defining roles, and determining the overall strategy);
- the stage of preparation and implementation (involves studying educational and speech materials, conducting preparatory lexical and grammatical exercises, assigning roles and tasks to group members, and acquiring additional information essential for simulating a communicative situation);
- the stage of reflection (the results are assessed and reviewed; successful and challenging moments are discussed, and the performance of each group member is evaluated. This reflection process helps identify strengths, areas for improvement, and individual contributions, fostering a deeper understanding of the activity and enhancing learning outcomes) [Polat 2008: 112].

Interview is a type of organized group learning activity where one student takes on the role of the interviewer to gather information from one or more students acting as interviewees. This structured format allows students to practice communication skills, exchange information, and engage in interactive learning experiences.

The different varieties of interviews:

- *Guided interview*: An interview with a pre-prepared list of questions. The interviewer typically records the responses to the questions asked during the interview.
- *Focused interview*: An interview that focuses on a specific topic, issue, or situation. It may involve multiple individuals expressing their viewpoints, attitudes, or evaluations. Roles may be assigned among the interviewees.
- *Depth interview*: An in-depth interview that covers a wide range of questions to gather as much information as possible.

The technology of using the method:

- preliminary stage
- plot definition
- role distribution
- the stage of preparation for the interview
- interview
- the stage of reflection

Role-playing game is a teaching method where students engage in simulated communication, mimicking real-life scenarios and taking on specific psychological and social roles. This approach helps students practice communication skills in realistic settings and understand the dynamics of interpersonal interaction.

Types of role-playing games:

1) controlled role-playing game;
2) a moderately controlled role-playing game;
3) free role-playing game;

4) episodic role-playing game [Vorob'eva, Makoveev, Ushakova, Shchukina 2019: 78].

As we all see, the purpose of modern education is to cultivate a well-rounded and spiritually enriched individual. This holistic approach focuses on the development of various aspects of human character such as maturity, emotional, social and ethical growth.

So, creating an engaging and interactive learning environment tailored to individual needs and preferences, teachers can enhance the language learning experience, deepen English proficiency, and equip students with the necessary skills.

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FEATURES OF THE FEMALE PORTRAIT IN THE NOVEL F.M. DOSTOEVSKY “CRIME AND PUNISHMENT”

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This article examines the features of several female portrait images in F.M. Dostoevsky’s novel “Crime and Punishment.” Their originality and distinctive features are revealed. The authors analyzed three main female characters of the novel "Crime and Punishment" such as Sonechka Marmeladova, Lizaveta Ivanovna and Katerina Ivanovna. They are completely different from each other.

Key words: *portrait, female image, novel, heroine, distinctive feature.*

No novel can do without a heroine. In world literature, we find a large number of female characters, a wide variety of characters, ages, and different appearances. Fyodor Dostoevsky's female characters are endowed with a special psychological impact on other characters and even readers. The interest in the study of women's images is due to the specifics of the development of Russian literature and culture. Women are always connected with the motive component, they save, they harmonize. Therefore, the study of female characters in Fyodor Dostoevsky's novel "Crime and Punishment" is relevant for modern literary criticism.

The purpose of this article is to determine the originality and features of the use of a female portrait in the novel by F.M. Dostoevsky "Crime and Punishment".

Literary Portrait of a Hero (from French: Portrait of a Hero) Portrait - portrait, image)"description or creation of an impression of the appearance of a character, first of all, face, figure, clothing, manner of bearing" [Celkova 2001: 762]. That is, the portrait of the hero is his features both in the external description and in his actions. In this article, we will consider portraits of female images.

In the works of Fyodor Mikhailovich, the reader is presented with many women, most often "humiliated or insulted". It can be seen that all female images are divided into two types: sensual and calculating. In "Crime and Punishment" one can see a whole gallery of these characters: the wise Sonya, who "went on a yellow ticket", Katerina Ivanovna, who faded from hardships, Alyona Ivanovna and the younger docile sister Lizaveta, who fall under the hot hand of Rodion Raskolnikov, the proud and pure Avdotya Romanovna, the honest but stupid Pulcheria Alexandrovna. It should be noted that their portrait plays an important role in the disclosure of female images.

It performs several functions at once: the first is the psychological characteristic of the hero, which is the main weapon in the disclosure of the character; The second is the author's disposition to the characters of his novel and the third is the formation of the reader's attitude to the image.

A distinctive feature of Fyodor Mikhailovich is psychologism, which he masterfully introduced into portrait characteristics. M.M. Bakhtin cited the following statement: "Dostoevsky's psychologism is a special artistic method of penetrating into the objective essence of the contradictory human collective, into the very core of the social relations that troubled the writer, and a special artistic method of their reproduction in the art of the word" [Bahtin 1979].

A.B. Esin in his book "Psychologism in Russian Classical Literature" describes in detail the originality of Fyodor Mikhailovich's psychologism. Thus, the artistic peculiarity of F.M. Dostoevsky is individualized and is manifested to the greatest extent in the portrait description of the heroes [Esin 2011: 135]. Let's reveal the portrait characteristics on the example of several female characters: the old pawnbroker – Alena Ivanovna, Sonya Marmeladova and Katerina Ivanovna.

Alyona Ivanovna is an old pawnbroker. She is a greedy, callous, angry woman, about 60 years old. She is so stingy that she leaves no inheritance to her younger sister Lizaveta. She bequeathed all the accumulated wealth to the monastery for the commemoration of her soul. This act further characterizes her as a greedy, mischievous old woman. Her portrait characterization betrays her as a nasty, unpleasant woman: "She was a tiny, withered old woman, about sixty years old, with sharp and evil eyes, with a small pointed nose and plain hair. Her blonde, slightly graying hair was greased with oil. On her thin and long neck, like a chicken's leg, was wrapped some kind of flannel rags, and on her shoulders, in spite of the heat, dangled all the tattered and yellowed fur katzaveika" [Dostoevskij 2011: 9].

The author uses negative epithets to describe the old woman: "tiny", "dry", "simple-haired"; "sharp and evil eyes"; "Little gray hair"; "thin and long neck"; "a shabby and yellowed katzaveyka" and the implicit comparison of "a thin, long neck that looks like a chicken leg." All these characteristics incline the reader to a negative attitude towards the old woman. Fyodor Ivanovich later gives several more portrait characteristics of the heroine: "She is as rich as a Jew, she can give out five thousand at once, and she does not disdain a ruble mortgage. She had a lot of us. Only a terrible..." [Dostoevskij 2011: 67]; «... On the one hand, there is a stupid, senseless, insignificant, evil, sick old woman, useless to no one and, on the contrary, harmful to everyone, who herself does not know what she lives for, and who tomorrow will die of her own accord [Dostoevskij 2011: 68]; «... the life of this consumptive, stupid and wicked old woman..." [Dostoevskij 2011: 68]. All descriptions of Alyona Ivanovna are negative. The word "evil" and its synonyms ("nasty") are used more than 10 times in the novel, each time reinforcing this negative attitude towards the heroine. An interesting fact is that when describing the characters, Fyodor Dostoevsky often uses one significant detail – the description of the eyes. As you know, the eyes are the window to the soul. Here is how the author writes about the old woman: "... with sharp and evil eyes..." [Dostoevskij 2011: 9]. This trait conveys dislike and only strengthens the negative characteristic of Alyona Ivanovna. Thus, the image of a greedy, unpleasant, disgusting old woman both inside and outside emerges. However, it is through her image that the author shows that any life is priceless and given by God, and no one has the right to decide when to end it. It is after the murder that Rodion suffers and comes to this conclusion.

The next heroine is **Katerina Ivanovna.** This is the wife of Semyon Marmeladov, a woman of about 30 years old, who has gone through a lot of suffering in her life. The author describes her appearance as follows: "She was a terribly thin woman, thin, rather tall and slender, with beautiful dark brown hair and really flushed cheeks..." [Dostoevskij 2011: 27]; "There was so much miserable, so much suffering in that pain-contorted, withered, consumptive face, in that withered, blood-stained lips, in that hoarse screaming voice..." [Dostoevskij 2011: 391]. There is also a description of her eyes: "Her eyes glittered as if in a fever, but her gaze was sharp and motionless, and the painful impression was made by that consumptive and agitated face, in the last light of the burning cinder, which trembled on her face" [Dostoevskij 2011: 28]. At first glance, this heroine seems too strict and evil. This is how she appears to the reader when he learns that it was she who forced Sonya into such an obscene profession. However, we further understand that these qualities and this act were a forced action in order to survive for herself and her children. Even according to Sonya herself, her stepmother was: "And how smart she was... How generous... How kind! You don't know anything, you don't know anything...

Ahhh ... It's clean..." [Dostoevskij 2011: 312]; "Therefore she is gullible and kind, and out of kindness she believes all things, and ... and... and... She's got such a mind... Yes, sir... excuse me," said Sonya. [Dostoevskij 2011: 368]. The main trait of her character was her pride: "... The lady is hot-headed, proud, and unyielding. She washes the floor herself and sits on black bread, but she will not allow herself to be disrespected. That's why Mr. Lebezyatnikov didn't want to let him down... not so much from the beatings as from the feeling of going to bed" [Dostoevskij 2011: 19]; "And she'll never ask anyone for anything; proud, she herself will give the last of it as soon as possible..." [Dostoevskij 2011: 314].

The image of Katerina Ivanovna is the image of a steadfast, proud, sometimes hot-tempered woman who has faded and despaired from constant misery and life's blows. The reader feels sorry for the woman with every story about her. The heroine reveals herself in a new way when we learn that she reproaches herself for what she did to Sonya, and also when she stands up for her in Part 5 of Chapter 3 and comforts her as if she were her own child. Through her characteristics, it can be concluded that Katerina Ivanovna personifies the struggle of a person with the hope for a better life and becomes a tragic hero in the work.

The main female character in the novel is assigned to Sonechka Marmeladova. This is a young and wise girl, it is she who acts as a righteous person for Rodion Raskolnikov to faith and repentance. Sonya's image is also controversial in some ways. She is engaged in "selling her body," but even this act does not disgust readers. This is exactly the one who was "humiliated and insulted" on the outside, but quite steadfast, kind, and has not lost her spiritual strength inside. A portrait of her appearance is given as follows: "... A thin, pale, and frightened face, with an open mouth and eyes fixed with terror. Sonya was small, about eighteen years old, thin, but rather pretty blonde with wonderful blue eyes" [Dostoevskij 2011: 183]. Fyodor Dostoevsky endows it with a special view: "... but her blue eyes were so clear, and when they became animated, the expression of her face became so kind and simple-minded that it involuntarily attracted people to her" [Dostoevskij 2011: 232]; Above, in the quote, we can't help but notice: "... with wonderful blue eyes..." [Dostoevskij 2011: 183]. In this case, the characteristics of the eyes are given in more detail than those of the other characters and are repeated several times. Her "mirror of the soul" is pure and immaculate inside, and this is the most important thing a person can have. The main traits of her character are: kindness, purity of heart, naivety, meekness, humility of mind (by the way, this is what her name means), inexhaustible love for people. Having reached adulthood, but so "young", she seemed to be quite a child: "... There was, moreover, one peculiar characteristic: in spite of her eighteen years, she seemed almost still a girl, much younger than her years, almost a child, and this was sometimes even ridiculously manifested in some of her movements" [Dostoevskij 2011: 234]. This image is built on antitheses: fallen, but at the same time, innocent and pure; sinful, but at the same time righteous and close to God; unhappy and happy spiritually; Grown up and wise from life, but with the face of a child. Her all-encompassing love is a true gift. Having gone through all the trials and sufferings, Sonya did not lose her basic human qualities, did not betray herself and suffered happiness. Her morality overrides all sins, which is why her image is so multifaceted and positive.

Thus, we can conclude that portrait descriptions in Fyodor Dostoevsky's novel "Crime and Punishment" are the most important component of the ideological and artistic structure of the work, as well as the author's portrait characteristics play an important role not only in describing the external appearance, but also the inner world of a person, his soul. It is also important to note that the writer depicts women falling, going through humiliation and insults, revealing the appearance with special portraits and complementing them throughout the work, which further contributes to the doubling of their image both externally and internally. All the detailed descriptions of the appearance are still inferior to short but memorable expressive details that hook the reader: "a tiny old woman", "a thin long neck like a chicken leg", etc. An interesting fact is that no matter what the character is, in the end, the reader still feels sorry for him, whether it is an old and angry old woman, a fallen Sonechka or a proud Katerina Ivanovna.

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UDK 81-23

A SHORT INDEPENDENT ADVERTISING MESSAGE: WHAT DOES IT MEAN?

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The object of research in the article is advertising slogans, where the concept of an advertising slogan is considered, its characteristic features, features and implemented functions are indicated. Special attention is paid to the consideration *of linguistic means of expression, through which advertising slogans are able to perform their main function of attracting consumer attention to the advertised product. The article analyzes advertising slogans made using stylistic techniques at different levels of the language. The article presents the analyzed figures of speech and describes the pragmatic effect of their application.*

Key words: *advertising slogan, advertising text, advertisement, linguistic and stylistic features, language techniques.*

Advertising has become an integral part of our daily lives. It surrounds us everywhere: on TV screens, on the pages of magazines, on the streets and on social networks. It is difficult to imagine the modern world without advertising today.

Advertising means shouting according to the Latin "reclamare". People have been shouting since ancient times, and this was an important means of communication. With the help of a shout, they called people to a meeting, asked for help, and talked about goods. When a person shouts, they want to draw attention to an important message. Therefore, we can say that advertising conveys information that matters and is transmitted from one to the other.

Advertising slogans are not just a combination of words, they tend to evoke certain emotions, associations and desires among consumers. The practice of using slogans has become popular since May 29, 1886, when an advertisement was published in the newspaper "The Atlanta Journal" inviting to try a "new popular soda drink" – Coca-Cola, called tasty and refreshing – an image used in the positioning of the drink today. Studying advertising slogans not only allows you to understand how the advertising language works, but also how it reflects changes in society, culture and values. They become a part of everyday language and enrich it with new expressions and phrases. Advertising texts have great potential for analysis from a linguistic, sociological, sociolinguistic, psychological, ethnological and, finally, marketing point of view. Thus, the analysis of advertising texts is of interest to linguists, marketers, psychologists and other specialists in order to understand how the use of language can influence consumers and shape their behavior [Orishev 2016:5].

An advertising slogan has been the subject of research by various scientists more than once, so there are many definitions of the concept of "slogan".

Advertising is an inevitable part of our modern capitalist consumer society whose outstanding feature is its competitive fight. "…advertising is not some external curiosity which we examine, from which we are separate and superior, but something of which we are part, and which is part of us" [Mohammed 2021: 3].

According to the definition of researcher Y.S. Bernadskaya, advertising is information disseminated in any form about a person, goods, services or a social movement, paid for by the advertiser in order to attract attention to the object of advertising and increase sales.

One of the definitions is given in N.G. Komelev's dictionary of foreign words: "A slogan is a short slogan expressing a view or representing an advertisement for a product; a concise, clear and easily perceived formulation of an advertising idea" [Zemskaya 2007: 221].

O.S. Akhmanova gives such a definition to the slogan–it is a short independent advertising message that is well remembered and conveys the main idea of the advertising campaign in a vivid, imaginative form and explains the main offer to the consumer [Ahmanova 1996: 378].

I. Morozova, the author of another definition, argues that "a slogan is a short independent advertising message that can exist in isolation from other advertising products and represents the collapsed content of an advertising campaign. At the same time, the main objectives of using the slogan are: engagement (the ability of the slogan to evoke a rational positive attitude towards the advertised product) and memorability" [Morozova 2004: 173].

It should be noted that in all definitions, the main emphasis points to the brevity of the slogan and the concept of the entire advertising campaign expressed in it. We tend to believe that a slogan is a short advertising message that succinctly and clearly sets out the main advertising concept within a certain advertising campaign and combines informative, expressive, suggestive and aesthetic functions.

If we talk about the features of the slogan, it is important to identify its impact on the mass consciousness of the audience and the formation of the communicative abilities of recipients of advertising information. The slogan can be considered as a special "mirror" of culture, objectively reflecting the communication environment of society. In our opinion, this shows the uniqueness of the slogan as a social phenomenon. This conclusion is justified, since the slogan strives to "talk" in the same language with the consumer, to be as understandable and close as possible to the audience it is addressing.

Advertising language can be considered a special language, the purpose of which is to attract attention and make a person remember a specific slogan and brand that he advertises. There are many ways to make a slogan as interesting, colorful and memorable as possible at different levels of the language. For example, linguistic stylistic means of expression are often manifested at the lexico-stylistic, phonetic, grammatical and syntactic language levels. Let's consider the use of the most common expressive means at the lexical and stylistic level.

At the lexical level, we will give examples of the use of such figures of speech as metaphors and comparisons.

A metaphor is a relation of the subject-logical meaning and the contextual meaning, based on the similarity of the features of the two concepts [Revenko 2009: 107]. The use of the metaphor can be analyzed using the example of the slogan "Esso – Put a tiger in your tank". The company's product is engine oil. The author of the slogan draws the addressee's attention to the presence of similar signs between tiger and engine oil, which will make your car strong and powerful. By using a metaphor, the author creates a vivid image of the advertised product among consumers. With the help of this advertising slogan, the manufacturer declares that by buying this product, the buyer can make a powerful "machi-no-beast" out of his car.

Comparison as a stylistic device is a comparison of two subjects on a common basis [Banina 2010: 109]. The implementation of the comparison technique can be observed in the slogan "Feather Wates – Light as a Feather". The company's product is glasses, which are compared in this slogan with a feather. Thus, the manufacturer assures the buyer that wearing glasses will not cause discomfort.

Comparison: "My goodness, my Guinness" Here, the brave author of the slogan was not afraid to compare Guinness beer with something great and unearthly. Due to such a purposeful exaggeration inherent in this comparison, the buyer may have the feeling that the beer of this manufacturer is unique in its taste and can be regarded as a drink of the gods. It is important to note that often not one or two expressive techniques can be distinguished in one slogan. For example, in this slogan, we can safely say that the author also uses a phonetic technique – rhyme: the words "goodness" and "Guinness" rhyme.

We can see the use of allusion in the following example. "Eat and laugh and share!" The slogan of the pizza company is interesting to us because in it the author hints at the title of the famous book by American author Elizabeth Gilbert "Eat, Pray, Love", which through its use actualizes in the mind of the addressee belonging to a certain culture in which this slogan will be relevant and everyone understands it. Here, allusion plays a meaning-forming function through the use of cultural markers that form associative links with the advertised product.

A play on words: "Welcome to pair-adise!" The Noosa company creatively approaches the choice of slogans of their advertising campaign. This slogan is about yogurt with a double tropical taste, in one jar the taste of coconut, in the second pineapple, mixing them the advertiser promises us that we will get a heavenly taste of yogurt. That is why the wordplay presented in the example fits very harmoniously into the slogan. The author deftly encrypted his message in the word "paradise", changing the first part of the word to the word "pair", which is consonant with him.

A metaphor or expression of words in a figurative sense is used in this example. "Coke Adds Life", the slogan of Coca-Cola, everyone's favorite carbonated drink, is a good example of using metaphors in an advertising campaign. Using the metaphorical expression "coke adds life" in the slogan, the author emphasizes the incredible ability of the drink to give energy and strength to customers.

The main task of an advertising slogan is to attract the attention of a potential buyer to the product. To achieve this goal, advertisers use a variety of language techniques that make the slogan memorable and vivid. This article discusses stylistic techniques that help achieve the goal of an advertising text.

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DEMONISM CHARACTERISTICS OF AN EXTRA PERSON IN THE WORK OF M.Y. LERMONTOV

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The article examines two works by Mikhail Lermontov – the poem "The Demon" (1839) and the novel "The Hero of Our Time" (1840). The works are written sequentially, with a difference of a year, carry the features of romanticism, placing a unique character in the center and contrasting it with the surrounding world. Naturally, it is in the poem that the antithesis "dream-reality" lies at the heart of the tragedy of the main character. However, analyzing the character of the main character of the novel, critics focus not so much on romanticism as on his realism, psychologism and a certain personality formation.

Key words: *society, critics, demonism, appearance, inner world, feelings, hatred, jealousy, love, loneliness, comparison, poetry, prose, psychology.*

In the novel "The Hero of Our Time" by M. Lermontov, one can trace the motive of an extra person. The main character and the secular society enter into a confrontation, during which it becomes clear that Grigory Alexandrovich Pechorin has no place among the secular people. The author of the work characterizes in detail and accurately an outstanding hero who is unable to peacefully interact not only with secular society, but also with society as a whole, as well as its individual representatives. The hero commits illogical, unjustified acts, ruins the destinies of people, causes them pain. There is an explanation for these actions and behavior, which is given by Mikhail Lermontov. According to the author's description, the portrait of Pechorin, the main character of the novel "The Hero of Our Time", is "a portrait made up of the vices of our entire generation, in their full development." [Lermontov 1990: 456]. "Lermontov is a thinker deep for his time, a serious thinker – understands and presents his Pechorin as an example of what the best, strongest, noblest people become under the influence of the social environment of their circle," says V.G. Chernyshevsky [Chernyshevsky 1949: 211].

The analysis of the above-mentioned opinions of critics helps to determine the realistic orientation of the work. The opinions of the reviewers, together with the author's point of view, make it possible to make sure that the views on M.Y. Lermontov's novel are based on the prevailing opinion about the typification of the main character. We need to reflect a different thought about the main character. We want to show that the image of Pechorin is, first of all, the image of a romantic hero, which has developed around the concept of "demonism". We will compare the poem "The Demon" and the novel "The Hero of Our Time" according to certain criteria. The object of our research is these works by M.Y. Lermontov, and the subject is the traits of demonism that manifested themselves in the main characters. The selective characteristics of the external and internal shape will become the criteria for comparison.

Pechorin is a complex and mysterious character who combines both contradictory character traits and contradictory portrait features. Based on this, the main method of describing the appearance of Grigory Alexandrovich Pechorin is a contradiction. From the text of the novel, we learn that the hero has a "strong build" [Lermontov 1990: 493], but his position depicts "nervous weakness" [Lermontov 1990: 493]. There was "something childish" in the smile [Lermontov 1990: 493], but "traces of wrinkles could be seen on the forehead"[Lermontov 1990: 493]. Pechorin's appearance is a reflection of his inner world, full of contradictions and difficulties. He protects his true feelings behind a mask of indifference and indifference, which makes his appearance mysterious and contradictory. Contradiction as the main feature of Pechorin's appearance in the novel "The Hero of Our Time" demonstrates the complexity and multifaceted nature of this character, which remains a mystery to others until the very end of the work. M. Y. Lermontov draws readers' attention to the deception of first impressions about the age of the hero: "at first glance at his face, I would not have given him more than twenty-three years old, although after that I was ready to give him thirty"[Lermontov 1990: 493]. Blond hair contrasts with black eyebrows and mustache, which gives the narrator an excuse to highlight this feature as "a sign of a breed in a person" [Lermontov 1990: 493]. In the poem, the appearance of the Demon is not explained, his portrait has an emotional characteristic, which is one of the subsequent criteria for comparing the two characters. Therefore, at this stage of the study, Pechorin's appearance is considered as a reference to the main features of romantic works in which contrast is a decisive feature of poetics.

The eyes and gaze of the main character are described in a separate paragraph, the narrator focuses on a feature that struck him: the eyes "did not laugh when he laughed ... this is a sign of either an evil disposition or deep constant sadness" [Lermontov 1988: 494]. We consider it significant that it is in this description that the connection of the hero's eyes with the feelings that may be hidden behind them is visible. Among some descriptions of the Demon, one can single out just the "evil look"4 and here, in the transition from external characteristics to the emotions of the hero, mention the very first characteristic in the poem – "Sad Demon" [Lermontov 1988: 555]. This epithet completes the chain we have compiled. Pechorin's eyes are a sign of an"evil disposition" or "deep constant sadness"; The demon is with an "evil look", the Demon is "Sad". It is important to note that the Demon is depicted as a mysterious creature with supernatural abilities and strength.

He is presented as a tragic figure suffering from loneliness and hatred of the world. The demon has great power and might, but he fails to find true happiness because of his cursed origin. He constantly seeks salvation from his unfortunate existence, but does not find it, and thus the demon becomes a symbol of a lost soul wandering in a world of hopelessness and darkness.

Interestingly, both characters of two different works experience similar emotions. A bright, eye-catching feeling can be called, firstly, contempt. Let's compare it. "The hero of our time": "I sometimes despise myself... is that why I despise others too?.." [Lermontov 1990: 557]; "it was the annoyance of offended self-esteem, and contempt, and malice" [Lermontov 1990: 572]. "The Demon":

And he was wild and wonderful around
God's whole world; but a proud spirit
He looked at it with a contemptuous eye
The creation of his God [Lermontov 1988: 556].

The feeling of malice is expressed in the Demon's gaze, but the Hero of our time admits to himself the power of this feeling against him.

According to a rough estimate, the word "boredom", which refers only to the main character of the novel, means that this is an important touch when sketching Pechorin's portrait. Death does not imply second chances and hopes for the best. The loss to the world is small, and I'm pretty bored" [Lermontov 1990: 564]. The devil, talking about his "previous" life, explains: "To live for oneself, to be bored with oneself" [Lermontov 1990: 572]. In the examples given, this feeling applies not only to the profession in a narrow sense, but also to the general life, which is forced to influence the perception of the image of the hero of the novel. "Well? To die is to die! the loss to the world is small; and I'm pretty bored myself" [Lermontov 1990: 564]. The demon, talking about his "former" life, describes the following: "to live for oneself, to be bored by oneself" [Lermontov 1990: 572]. In these examples, this feeling refers not just to any occupation in a narrow sense, but to life in general, which cannot but affect the perception of the image of the hero of the novel.

In one comparative position, we combined feelings of jealousy and hatred, as we noticed a certain paradox. The image of the devil is surrounded by these emotions, and their core is in the depths of the character's soul:

And again, he woke up in his soul
The venom of ancient hatred [Lermontov 1988: 570]
<...>
And all that he saw in front of him,
He despised or hated [Lermontov 1988: 557]
<...>
The evil spirit sneered insidiously;
The look flushed with jealousy [Lermontov 1988: 570]

In The Hero of Our Time, these feelings also surround the image of Pechorin, although they are not experienced by himself, but by close people - they are jealous and hate him. "The Princess absolutely hates me" [Lermontov 1990: 522]; "why do they all hate me? – did I think?" [Lermontov 1990: 556]; "– shoot! – he replied, – I despise myself, but I hate you" [Lermontov 1990: 573]; "I hate you... – she said" [Lermontov 1990: 580] "today I saw Faith. She tormented me with her jealousy" [Lermontov 1990: 544].

In both fiction and poetry, one of the central places is occupied by the theme of love, which can also be analyzed to identify similarities. Both characters selfishly use a woman's sense of compassion as a seduction tool. In both poetry and fiction, the characters read voluminous monologues and tell the stories of their lives. They can convince the heroine, but both Pechorin and the devil know that his beloved will not be happy if their plans come true.

In his last explanation of the chapter "Princess Mary" Pechorin coldly communicates with the heroine, finally breaking their connection: "My God! – She said it barely clearly. It was getting unbearable: another minute and I would have fallen at her feet" [Lermontov 1990: 579]. Now let's turn to the poem:

But for a long, long time he did not dare
The shrine of the peaceful shelter
Break it. And there was a minute,
When he seemed ready
To leave the intent cruel [Lermontov 1988: 568].

Comparing these passages, we notice the choice the hero faces. In our opinion, this is equivalent to a manifestation of cordiality and selfishness, or a choice between humanity and Satanism. This shows the fact that both heroes have not yet abandoned their plans.

The theme of love in the works "Hero of Our Time" by Mikhail Lermontov and "Demon" is also aimed at revealing the complex relationship between the characters and their chosen ones, their internal struggles and passions.

In The Hero of Our Time, the main character Pechorin treats women differently - he burns with passion and burns them with his inner emptiness and apathy. He seeks in them not only love, but also confirmation of his own way of life. Unlike him, Lermontov's demon falls in love with the beautiful princess Tamara and goes to great lengths for her love, which leads to a tragic development of events and his death.

Both works show that love can be a source of strength and passion, but also gives suffering and disappointment. Nevertheless, it is in love that the characters find true happiness and find answers to questions about the meaning of life.

The last criterion of our comparison compares fragments that tell about the ultimate loneliness of the characters after their lost love. "The hero of our time": "I was left alone in the steppe, having lost my last hope, <...> I fell on the wet grass and cried like a child" [Lermontov 1990: 576]. "The Demon":

"And once again he remained, arrogant,
Alone, as before, in the universe
Without hope and love!.." [Lermontov 1988: 583].

Both Grigory Pechorin from the novel "The Hero of Our Time" and the Demon from the poem of the same name M.Y. Lermontov left completely alone.

If we compare the characters of the novel and the poem, it can be noted that demonism in Lermontov's work is not a mystical element of religious cults, but a psychological feature of generations. In this sense, we can say that the Demon is as much a Hero of our time as a bored and disappointed nobleman embodying the spirit of exile from heaven.

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FORMATION OF READING SKILLS IN HIGH SCHOOL IN PREPARATION FOR THE UNIFIED STATE EXAM IN ENGLISH

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The article studies the features of the formation of reading skills in high school in preparation for the Unified State Exam in English. The objectives and content of teaching reading in secondary school are revealed. The methods of organizing work on the formation of reading skills in preparation for the Unified State Exam are considered.

Key words: *skills, reading, types, learning, formation.*

Learning foreign languages is becoming more popular every year. Thus, there is a need for proper teaching of a foreign language. In any language, reading plays a fundamental role in learning. It is thanks to reading that a person can find the necessary information among a huge amount of material, taking into account their needs. In the conditions of modern education, where the teacher has at his disposal many forms and models of learning, as well as the possibilities of the modern system of continuing education, the teacher can choose the necessary educational trajectory.

Within the framework of the modern educational process, which is constantly being improved and filled with new approaches, reading is an essential and integral element of learning a foreign language. In high school, the main goal in teaching English is to prepare for the Unified State Exam. In the exam, high school students are faced with reading tasks, which often cause them difficulty. For the best preparation for this section, it is not enough to study only a textbook. Thus, teachers need to combine various methods of work in their activities: individual, group and frontal. And as we can see, there is no system of teaching different types of reading in English, so this topic is particularly relevant in modern teaching methods.

The concept of reading is defined as a type of speech activity, the purpose of which is to perceive the meaning of a graphically presented text. As G.M. Saltovskaya notes, "synthesis, inference, analysis and many other mental operations occur in a person's head in the process of reading, the result is obtaining information" [Saltovskaya 2005: 14].

Depending on the purpose, the following types of reading are distinguished:

1. The viewing window.
2. Introductory.
3. The student.
4. Search engine.

Reading implies the ability to use all types of reading correctly, as well as to choose the necessary type depending on the initial target setting.

For a complete understanding, it is necessary to consider each type in detail. The main purpose of viewing reading is to master general ideas about the text, often in the form of a cursory reading, as well as to obtain superficial information about the material being read and about the problems raised by the author. We use this type of reading during the initial reading of the text in order to understand whether it is interesting to us or not, and in the future we already make a decision about the need to study this text. In order to teach schoolchildren how to read by sight, it is necessary to select texts that will be relevant for children at a given age and will contribute to the formation of their personality. According to A.A. Mirolyubov, "educational tasks should be aimed at developing skills and orientation skills in the logical and semantic structure of the text, extracting and applying the material of the source text in accordance with a certain communicative task" [Mirolyubov 2005: 15].

This is followed by introductory reading, which can also be called cognitive reading. The reading process is carried out arbitrarily and does not provide for further use of the studied information. While reading, the main goal becomes a superficial study of information, that is, a quick reading. The reader must correctly extract the necessary information, this process consists in the correct division of information into main and secondary, as well as understanding the main meaning of the text and the problems raised by the author. The texts should be simple in terms of language, and the main information should prevail over the secondary. Popular science and fiction works are mainly used for this reading. The result of this reading is to build a general picture of what has been read. The teacher's activity in teaching this type of reading should be aimed at selecting artistic material that will develop the culture of students. Reading should be done at a speed of about 180 words per minute [Popova 2017: 114].

Another type of reading is learning reading. It implies a complete understanding of the text, as well as an accurate understanding of the entire material. The main task of the student of reading is to focus on the independent understanding of the text by students, so that the student can easily understand the text. Nikitenko argues that "learning reading is characterized by a huge number of regressions – repeated reading of parts of the text, sometimes with a clear pronunciation of the text by analyzing language forms, intentionally highlighting the most important theses and repeatedly pronouncing them aloud in order to better remember the content for subsequent retelling, discussion, and use in work" [Nikitenko 2007: 31].

It is important to pay special attention to the fact that learning reading is an effective way for the development of students, through detailed analysis and independent work on the text.

The next type of reading is search, which can often be found in newspapers. The main task of search reading is to find the necessary information in a large amount of material [Solovova 2009: 132].

Students learn to read and comprehend texts with different depths of penetration into their content (depending on the type of reading). The content of the texts should correspond to the age characteristics and interests of the students, have educational and educational value.

Reading in English is something that is a problem area for many students. Some of them immediately understand the main meaning of what they read, while others need a little additional help. To do this, students need to constantly expand their vocabulary of foreign words and expressions. By the time students enter high school, it will be better if they have perfect reading skills in English. While most students improve their abilities when they enter high school, there are still many students who have difficulty reading in a foreign language. There are many ways to improve English reading in high school that teachers can include in their lessons.

During the learning process, the following skills are worked out and formed:

- accurately and fully understand the content of the text based on its information processing (language guess, word formation analysis, application of a bilingual dictionary);
- express your opinion on what you read.

Students need to set a goal that they can achieve every day. For example, instead of saying that it is possible to read the entire book in two days, students should achieve their goal gradually, starting with reading three chapters in one day. This technology will allow students to achieve their goals, as well as give them enough time to process what is read between each session

Favorable conditions for reading in English are: concentration, silence and solitude. It is recommended that you first practice reading together with children and adolescents to see how they are progressing in interpretation, and based on the observed results, start spending more time fully reading foreign-language works, strengthening the connection between reading and writing and allowing you to consider the reading material as something neutral, called reading.

In the process of reading in English, students can use logical inference to deepen their understanding of a foreign language text. Drawing conclusions from what they have read, students use the knowledge they have already acquired, combining it with evidence from passages of a foreign language text. Students can ask questions they have encountered while reading in English. To answer these questions, students must first determine what they already know about the topic in the text, and then find evidence in the text to support their questions. This information will help them find answers.

One of the main directions of modern education is the verification of student learning outcomes through the introduction of the Unified State Exam (USE). The Unified State Exam reflects the level of knowledge of schoolchildren that they have mastered over the course of eleven years of study. The Unified State Exam allows you to objectively test the knowledge of students in a particular subject studied at school.

The "Reading" section of the Unified State Exam in English includes three types of tasks. The first task of the section checks the understanding of the main content of the texts (i.e., search-and-view reading) and consists in establishing correspondences between short texts of an informational and popular science nature and their names. The second task evaluates the understanding of the structural and semantic connections of the text and consists in filling in gaps in sentences in the text with the parts of sentences proposed after the text. The third task, in which you need to choose one answer out of four suggested ones, evaluates the ability to fully understand the meaning of the text.

When preparing for the Unified State Exam in English, you should work on all types of reading, using texts that correspond to the format of the Unified State Exam.

The study and research of pedagogical scientific works have shown that the issue of the formation of reading skills in high school remains relevant and considered in our time.

In the modern world, there is an increasing interest in learning English. The fundamental skill in teaching a foreign language is reading.

In order to master reading skills, you need to constantly read and improve your skills. Using their speech experience, students should analyze the text on their own. An important place in this issue is given to mental activity, which allows the reader to navigate the text and correctly understand its meaning.

Teaching students to read in preparation for the Unified State Exam in English is a complex process that requires teachers to use a large number of different techniques, and students to do serious and painstaking work that will help them successfully cope with the tasks on the exam.

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MORAL POTENTIAL IN RUSSIAN FOLK TALES

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This article reveals the process of forming moral qualities in younger schoolchildren with the help of one of the main types of folk art – Russian folk tales. Their direct influence on the moral development of children is considered, as well as methods of working with fairy tales in literary reading lessons in elementary school.

Key words: *moral potential, moral education, Russian folk tales, primary school children, literary reading lessons, moral education lessons, good, evil, moral values.*

The school plays an important role in the moral education of younger students. Moral beliefs and qualities are formed here, and elementary school students establish their own skills and behavioral habits. Literary reading lessons have a particularly strong influence on the personality of schoolchildren with the help of fiction, which in turn has great educational and developmental potential. Folk tales are endowed with great moral potential. The fairy tale appears to younger schoolchildren not only as a cultural phenomenon, but also as a spiritual experience of mankind. Such figures as K.D. Ushinsky, V.A. Sukhomlinsky, V.Ya. Propp, M.A. Adrianov, M.P. Voyushina, T.V. Zueva, A.O. Karabanova and many others were engaged in the formation of moral qualities in younger schoolchildren with the help of Russian folk tales.

V.A. Sukhomlinsky suggested and proved in practice that "a fairy tale is inseparable from beauty, develops aesthetic feelings, without which it is impossible to have a noble soul, sensitivity of the heart to human misfortunes, sufferings and sorrows. With the help of a fairy tale, a child discovers the world not only with his mind, but also with his heart" [Suhomlinskij 1981: 181].

A fairy tale is one of the genres of literature written in prose, sometimes in verse, which tells about fictional events, perhaps with a fantastic orientation.

When working directly with folk tales, younger schoolchildren learn the basic moral values, gain the ability to analyze both positive and negative actions of the characters, which forms a system of moral consciousness for them, leads to an awareness of the spiritual essence of the works [Suhomlinskij 1981: 120].

Spiritual and moral education plays a leading role in the general education of younger schoolchildren, since the problem of changing spiritual and moral values is very acute today. This affects the development and daily life of the child. Children become more violent and lose such moral qualities as compassion, good-naturedness, honesty and hard work. As a result, now more than ever, schoolchildren need the right moral code and a source of spiritual and moral values.

Fairy tales can be magical, everyday, about animals, by the nature of the relationship to the depicted – humorous and satirical. Fairy tale is the oldest genre of oral folk art. It has a great educational value, because behind all the fiction there are real human relationships. "The fairy tale corresponds not only to the aesthetic needs of the people, but also to their moral feelings. This is facilitated by the idea of universal justice… It is a victory over poverty, injustice, old age and death itself" (M. Gor'kij "Na dne").

Russian folk tales show students that happiness is impossible without work, without established moral principles. In fairy tales, violence, treachery, malice, greed and other human vices are always condemned. They help children to understand the most important concepts about life, on which the attitude towards their actions and the actions of others is based.

The main feature of the fairy tale is the pronounced juxtaposition of good and evil, justice and injustice, etc. Ideals from fairy tales become certain principles for children when evaluating their actions and those of others.

The fairy tale reveals to younger schoolchildren the ideals of goodness, honor, justice, compassion, promotes the formation of a correct attitude towards oneself and people, to one's actions, rights and duties. Folk tales serve as a kind of "textbook of life".

Fairy tales occupy an important place. A fairy tale is a genre that includes narratives about unreal events and characters. Often the plot of author's fairy tales is taken from folk tales. The plot of a fairy tale is based on a story about the hero's achievement of a goal, often with the help of miraculous means or magical assistants.

They are the ones who give younger students an idea of moral values. The characters embody a complete system of moral values. For example, in each fairy tale, the characters are divided into "good" and "bad", while who is who is clear from the very beginning of the story. A character in a fairy tale is always endowed with certain moral qualities. These qualities do not change throughout the story.

Younger students take an example from those who make the strongest impression on them. Based on this, the characters of fairy tales are depicted vividly, often using the technique of hyperbole, that is, exaggeration. It is necessary to show students that it is a positive character who is always helped by other characters. Most fairy tales give confidence in the triumph of truth, that good always wins over evil. Such optimism of fairy tales is liked by children and expands the educational and educational possibilities of this tool.

Children's folk tales play an important role in the process of upbringing and formation of a child's personality. So, the fairy tale "Sister Alyonushka and brother Ivanushka" instills positive qualities in children from childhood. They are convinced by a clear example that the elders must be obeyed, since they have more life experience, otherwise trouble may happen (Ivanushka did not obey his sister and became a kid); that you cannot trust strangers, you have to be very careful (Alyonushka trusted the words of the witch, went with her to the river to swim, and the witch drowned her and turned into Alyonushka herself). Students should be led to the idea that you should never give up, you should always hope, believe and look for a way out of this situation (the fairy tale has a happy ending – Alyonushka and brother Ivanushka are saved) [Sinyavskij 2001: 464].

Various primary school curricula feature common Russian folk tales, for example: "Porridge from an axe", "Sivka-burka", "Cockerel and Bean seed", "Sister Alyonushka and brother Ivanushka" and many others. There are various questions about these fairy tales that encourage younger schoolchildren to reflect on what they have read, to express their own opinion in relation to the events and heroes of the fairy tale. For example: What qualities does this character have? Who liked the main character of the fairy tale, and who didn't? Why? How do you imagine it? And so on.

Children's folk tales play an important role in the process of upbringing and personality formation of younger schoolchildren. Early acquaintance with the Russian folk tale teaches them to behave correctly, to be honest, hardworking, and gives them examples of true behavior in reality.

However, not everything is unambiguous in fairy tales. So, the fairy tale "Ivan Tsarevich and the Gray Wolf" teaches to be respectful and respectful towards elders, convinces that it is necessary to listen to the wise advice of those who are older and smarter. Using the example of a younger brother, schoolchildren learn to be careful and not to believe envious people. At the same time, in the fairy tale, young readers are faced with human baseness: older brothers try to get everything by deception and violence, kill their own brother for the sake of a golden-maned horse, a red maiden and a Firebird. The fairy tale shows that there is a reckoning for bad actions.

Using the example of this fairy tale, you can go from the opposite, teach Kindness, Honor and Courage, showing how wrong it is to act. Students are convinced that stealing is bad, that a good name must be protected, that not all means are good for achieving the goal, that gaining what they want at the cost of deception and violence does not lead to good. To teach students to read a fairy tale, critically approaching the actions of the characters, you can give the task to think which proverb better reflects the main idea of the fairy tale: Debt is red in payment; Help is on time.

The techniques of working with a fairy tale include:

1. Interactive games "A fairy tale comes to us" and "Positive and negative fairy tale characters"

Children are invited to divide all the characters into groups: positive heroes and negative heroes

2. Exercise "Education of good deeds"

Eg:

· "Prove that Ivan did the right thing...";

· "Who do you feel sorry for in this fairy tale and why...";

· "What would you do on the spot..." etc.

The game "Good - bad" is often used here. To separate good and bad deeds and phenomena means to take another step in the formation of kindness, even at the level of ideas for now.

The specific content of each fairy tale can also tell parents their own ways of fostering good feelings. It is important not to forget about them.

3. Creating a cluster

Children are invited to reflect all the qualities for the main characters on the cluster. For example, one group is given positive characters from Russian folk tales, while others are given negative ones [Il'inskaya 2014: 20].

In the process of working on folk tales, younger schoolchildren master the basic moral values, skills for analyzing the positive and negative behavior of the characters, which contributes to the formation of moral consciousness and aesthetic taste among elementary school students, understanding the spiritual nature of the work.

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UDK 81.42

COMPARISON OF THE WIZARD CONCEPT IN J.R.R. TOLKIEN'S THE LORD OF THE RINGS AND THE DRUID CONCEPT IN MODERN SCIENTIFIC LITERATURE

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This article compares the concept of the WIZARD in the work "The Lord of the Rings" and the concept of the DRUID in modern scientific literature. Common features were found in these concepts, conclusions were formulated that the WIZARD J. R. R. Tolkien based the concept on the DRUID concept.

Key words: *discourse, concept, druid, wizard, source.*

Introduction

The importance of fantasy in the modern world is associated with the offer to escape from the everyday routine, immerse oneself in a magical world, and get lost in its adventures and mysteries. Fantasy allows us to see the world from a different perspective, where everything that was considered impossible in the real world becomes possible.

In this context, the concept DRUID holds a special significance. Druids are an ancient magical society, they were representatives of nature magic, connected with the forces of nature and possessing the ability to communicate with animals.

Relevance of the research problem

The concept DRUID in fantasy remains pertinent in the modern world as it draws attention to environmental issues, emphasizes the importance of nature conservation, and inspires people to care for the environment. It calls for responsibility towards nature and reminds us of the significance of harmony between humans and nature for our own well-being and prosperity.

Materials and methods of research

To better understand the further research, it is necessary to familiarize with the terms used to denote Druids, who were priests or magicians in ancient Celtic culture living in the territories of modern Britain, Ireland, Germany, and France. This information can be found in the Encyclopedic Dictionary of E. Brockhaus [Brockhaus 2002: 54], well as in the research of F. Leru. In his work, F. Leru argues that Gaius Julius Caesar used the term "druids" to describe Celtic priests. There is also the Irish word "drui," which carries a similar meaning. According to the researcher, these words are related to the Gallic prototype "druwides," which bears resemblance to the roots of the Latin word "videre" and the German word "wissen."

F. Leru also makes an interesting conclusion about the connection between the Russian word "tree" and "to know-to see". He claims that these words have a common Indo-European root. From this, it can be inferred that Druids were not only priests conducting rituals and cult ceremonies, but also sages passing on their knowledge to future generations and resolving disputes [Leru 2000: 83-84].

Two significant terms in this work are discourse and concept. Discourse is a text related to specific factors, such as psychological, sociocultural, and others. N.D. Arutyunova specifically points out that discourse includes extralinguistic factors, pragmatic, sociocultural, and mythological aspects [Arutyunova 1990: 136-137]. Teun van Dake distinguishes discourse and text as follows: discourse is the currently spoken text, while text is an abstract grammatical structure of speech. Discourse is related to speech, while text pertains to the language system or linguistic knowledge [Dake 1989: 25].

V.I. Karasik in his work claimed that the concept, which is the main component of culture, is a certain unit. It includes the values of a specific society that shape its experience. This distinguishes the concept from other mental units in linguistics, such as frames, scenarios, and conceptual categories [Karasik 1996: 6].

T. Kryuchkova points out that linguistic units reflecting a textual concept also contain a social factor that is not present in all words. According to the scientist, words with social content do not necessarily belong to political or social lexicons, they can be part of everyday life [Kryuchkova 1995: 169].

Let's further discuss the concept of DRUID in modern scientific literature. In N.S. Shirokova's concept, DRUID includes an emphasis on druids as a separate group in society, with their own order or class, conducting training separately, away from prying eyes. It was a kind of initiation ritual.

Stewart Pigott's concept of DRUID includes the appointment of druids. In particular, the author notes that it was the duty of the druids to write or interpret prophecies. They could be good and kind, or they could be frightening, predicting death or illness, such as when Taliesin predicts the death of King Melloggwynedd [Pigott 2005: 95].

The concept of DRUID as described by ancient author also mentions that they often used a magical wand - a staff, in ritual ceremonies, which acted as a connecting link – an intermediary between our world and the supernatural. From the few sources that have come down to us, it is known that the druids were a highly organized priestly corporation, with the center being Carnutum [Pigott 2005: 103].

The description of a druid in J. Frazer's work includes the following: a priest in white attire climbs a tree, cuts mistletoe with a golden sickle, and places it on a piece of white fabric. Sacrifices are then made, during which the god is prayed to not deprive of his mercy those he has already blessed with his divine gifts. They believe that a potion made from mistletoe will make previously infertile animals bear offspring and that mistletoe is a reliable antidote against any poison [Frazer 1986: 84].

The analysis of the concept

Now let's analyze the concept of WIZARD in the "Lord of the Rings" trilogy. The author wrote about the appearance of the wizard as follows: "Since then Gandalf's hair has grown whiter, his beard and eyebrows have grown, his face has been lined with new wrinkles of care, but his eyes still shone brightly, and he blew smoke rings with his usual skill and dexterity, his white clothes billowing in the wind" [Tolkien 2013: 23]. Here we see that the author's concept regarding appearance and clothing coincides with the description of druids in modern scientific research.

"He could be merry and kind to the young and simple, but at times quick to sharp words and reproaches of folly; yet he was not proud, and sought neither power nor praise. He assisted elves and men in interpreting foretold words. Mostly he traveled tirelessly on foot, leaning on a staff, and therefore among the people of the North he was named the Elf with a Staff." In this excerpt, we can see that the wizard in Tolkien's concept uses a staff – one of the main attributes of druids. Additionally, in the author's concept of the trilogy, the wizard helps interpret prophecies, which is one of the main functions of druids" [Tolkien 2013: 156].

It is also noted in the trilogy that Gandalf is a wizard, a member of the Istari order and the leader of the Fellowship of the Ring. This fact coincides with the opinions of scholars that druids were a certain closed society with their own rules.

Conclusion

Thus, it can be concluded that the concept of WIZARD in J.R.R. Tolkien's work was based on the concept of DRUID from scientific literature. The author of the trilogy created the image of a kind wizard in white clothing, who walks with a staff and helps travelers and kings in various matters, these facts coincide with how scholars have defined druids, based on historical sources.

In conclusion, the comparison of the wizard concept in J.R.R. Tolkien's "The Lord of the Rings" and the druid concept in modern scientific literature reveals striking similarities. Tolkien's portrayal of wizards, particularly the character of Gandalf, aligns closely with the characteristics and roles attributed to druids in scientific studies. The use of staffs, white clothing, assistance to others, and interpretations of prophecies are common elements shared between the wizard and druid concepts. This comparative analysis highlights the depth of Tolkien's inspiration from historical and mythological sources, as well as the enduring relevance and influence of druidic symbolism in contemporary understandings of magical figures.

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LEXICAL FEATURES OF OLGA SEDAKOVA'S POETIC TEXTS

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The article is devoted to the lexical features of Olga Sedakova's poetic texts. The authors consider some outdated vocabulary, stylistically reduced vocabulary in the writer's poems and specific author's words, which are characteristic of Sedakova's style.

Key words: *poetic text, linguistic features, lexical originality, specificity, author's words.*

Olga Sedakova is a modern author, but with a lot of experience, she was able to inspire and fill millions of hearts with poetry. The study of her work began relatively recently, so the linguistic originality of her works has not yet been fully understood, which is why the relevance of the study is determined.

The purpose of the article is to identify and describe such lexical features of Olga Sedakova's poetry as the use of neologisms, archaisms and stylistically reduced vocabulary.

Poetic language refers to the language that poets use to make their poems richer, more interesting, and evocative. Poetic language often includes a variety of literary devices and is often more compact than the language used in prose. Poetic language is language that "adds value" to a literary work.

Olga Sedakova in one of her interviews says that creating poetry for her is an incomparable experience. "This has always been a highlight for me. Writing for the sake of writing has never been interesting to me. The meanings I usually work with are air. And suddenly lightning strikes this air - a poem, something real that happens. As long as I live, I cannot say when this will come. This is an intimate matter" [Sedakova 2016: 2].

The poet listens surprisingly sensitively to life. Her poetry is musical, filled with amazing images and sounds.

"Pond says:
If only I had hands and a voice,
How I would love you, how I would cherish you!
People, you know, are greedy and always get sick
And they tear other people's clothes
For your bandages.
I don't need anything:
After all, tenderness is recovery.
I would put my hands on your knees,
like a pet,
and came down from above
With a voice like heaven".

Listening and pondering Sedakova's poems, one can identify the main themes of her work: these are the themes of nature, life as the fullness of existence, silence, love, the beauty of the universe and man, the purpose of poetry and the poet, a religious theme [Sedakova 2013: 12].

Neologism is a new word. It is coined by a writer or someone speaking in conversation to define an experience, object, or feeling.

Examples of author's words are noted in the work of Olga Sedakova. So, when reading, for example, the following passage, you should pay attention to how the words sound, interact with each other and what picture they create:

"wading through the water from rock to rock,
wandering *from planet to planet in separation,*
like a voice singing from note to note.
There, they say, everyone will meet, whitened by the milky road."

Olga Sedakova creates the word **“wandering**” from the producing verb “wandering”. It means to walk slowly or with difficulty, barely moving your legs, to trudge. The author thus indicates the fatigue of the lyrical hero. His lack of faith that he will ever find a loved one. The created word in the poem conveys the mood of the lyrical hero.

In every period of the development of a literary language one can find words which will show more or less obvious changes in their meaning or use, from a full vigor, though dying state, to death, that is, the complete disappearance of the word from the language.

For various (primarily extralinguistic) reasons, archaisms were forced out of active use, in other words, but this does not prevent poets from using them in their work. This is how O. Sedakova addresses them in the following examples:

“the heart approached, how much it beat,
promising ***someone unknown****:*
No one is looking for me, no one will be upset,
will not ask: stay with me!..”
(On the white path).
“charioteers and dragons driving along the spokes
all the hair of the light and the apple of the ***eye****,*
the shine of a thread flying into a needle,
and a mouse whistle in the bakery corner.”
(Night sewing).
“wells of incidents,
golden ***monistos*** *of the present day.*
However, when you come, you will see”.
(Spring).

The highlighted words in the examples given are now used quite rarely. The function of outdated words that the author uses in modern texts is to give speech a high, poetic sound. Archaisms most often give speech a touch of solemnity and pathos.

Historicisms are words that are the names of disappeared objects, phenomena, and concepts. Historicisms have no synonyms, since they are the only ones that convey the names of objects long gone from our lives. The poet uses these words in the following examples:

“The airy book, like Khlebnikov, writes:
some kind of ***corny words****,*
wells of incidents,
golden monist of the day.”
(Spring)
“Take your needles, take your rows,
pull passions on the old ***crowns*** *-*
look how Ariadne's shuttle flies
in your labyrinth in front of a terrible monster.
***
I love chariots in the ***starry sky****,*

***charioteers** and dragons driving along the spokes*
all the hair of the light and the apple of the eye,
the shine of thread flying into a needle"
(Night sewing)

Such historicisms as **"root words"**, **"krosna"**, **"chariots"**, **"charioteers"** are used by the author in a nominative function – they serve as names for the realities of past eras. At the same time, it is possible, with the help of historicisms, to paint a picture of the past, saturating it with a specific description.

Olga Sedakova's poetry uses both archaisms and historicisms. Thanks to them, the writer produces a full and interesting speech.

Words with a reduced stylistic connotation are mainly colloquial vocabulary. This type of vocabulary is more often found during casual conversations; it is often expressive.

The reduced vocabulary is varied: it is represented by slang, dialect vocabulary, swearing and taboo vocabulary.

One of the lexical features of Olga Sedakova's work is the use of stylistically reduced vocabulary.

"And your Ecclesiastes says this,
*that **women** would be ashamed in the kitchen -*
but shame flew away from here a long time ago".
(In the spirit of Leopardi)
"We drove - we forgot. They wait for themselves, nodding at us:
red letters, golden elbow...
*Lisa, Lizanka, Taganskaya **fool**,*
it's too late. It's too early to laugh at me".
(Childhood)
"Courage rules the ships
on the great ocean.
Grace shakes the mind
*like a deep, **decrepit** cradle".*
(Second notebook)

Such used words as **"women"**, **"fool"**, **"decrepit"**, **"thing"**, **"come on!"**, make it clear that the author is imbued with the mood of his characters and speaks in their language, helps to perceive what is happening from the position of its participants. Such speech is characterized by emotionality, expressiveness, and evaluativeness.

Summing up the analysis of the lexical features of Olga Sedakova's poetic texts, it should be said that she is the author of incredible spiritual depth. Her work touches on themes of life, death, immortality, nature, God and creativity. The distinctive features of her poetics include thinking through cross-cutting, often biblical symbols, the development of the text through intertextual sources, including rhythmic ones, the desire to ensure that the rhythm of the verse is absolutely dictated by a poetic, creative task, metaphorical thinking, and the constant presence of a philosophical core in the text.

Olga Sedakova's creativity has no boundaries. Considering the lexical features of her texts, one can notice that she uses a large number of different means of expressiveness, with the help of which she manages to create a poem of unique beauty. In my work, I considered the author's words, stylistically reduced vocabulary and outdated vocabulary found in the works of Olga Sedakova. Thanks to these means, the author conveys the mood of the lyrical hero, gives his internal characteristics, descriptions of feelings, so that the reader can penetrate him. The author paints pictures of the past using high and poetic words.

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UDK 81-26

THE INNER FORM OF THE WORD AS AN ELEMENT OF COGNITION (BASED ON THE MATERIAL OF S.I. OZHEGOV)

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The article examines the problem of the modern Russian language dynamics and its constant updating due to borrowings. The authors point out the danger of erasing native words due to the appearance of new borrowings, which leads to cluttering and standardization of the language.

Keywords: *inner form of the word, language, word, motivation of the word, dictionary.*

Modern Russian is dynamic. It is constantly updated with borrowings, accordingly, many words that were previously incomprehensible to us have now become an integral part of our language. Every day we use thousands of words both orally and in writing. Our speech is a means of communication. Language is a tool for cognition, learning, and expression of emotions.

But over time, the Russian language begins to fade due to the appearance of new borrowings, which in some cases replace the original words, which often leads to cluttering and standardization of the language. Russian is the only language that will be able to reflect the real picture of the Russian world. The Russian language has a unique nature, and some words have several completely different meanings. That is why the topic of studying the inner form of the word for cognition and reflection of Russian reality is relevant at the present time.

The purpose of the article is to reveal the features of the motivation of the word and their role in reflecting the formation of the Russian worldview.

The concept of the "inner form of a word" occupies an important place in linguistics. But before proceeding to the analysis of this term, it is worth referring to the explanation of the very concept of "word".

According to the data of the "Tolkovyj slovar'" by S.I. Ozhegov, a word, is a unit of language that serves to name objects, persons, actions, states, signs, connections, relationships, assessments [Ozhegov 1989]. The word can also be used in the meaning of conversation, speech, or a unit of communication. With the development of linguistics, the study of the word has been extrapolated into different branches of linguistic knowledge - lexicology, stylistics, semantics, morphology. The word can be considered from the point of view of etymology, which allows us to determine the origin of various significant words.

In the work of A.A. Potebnya, devoted to the inner form of the word, the philosophical nature of his research is clearly traced. This term is close to the etymological meaning of the word, realized by users. A.A. Potebnya also allowed the development of the meaning of the word, based on the individual idea of the speaker, his scientific knowledge and psychological approach to the conscious unit of speech. Using Humboldt's initial idea and supplementing it with his own conclusions, A.A. Potebnya distinguishes between the "internal" and "external" components of the word, and the internal form with the help of a graphic sign can indicate an element of extra-linguistic consciousness, thought [Potebnya 1958]. In the future, after clarification, the external form is designated as a morpheme, and the internal form is the value. According to A.A. Potebnya, language is a method of cognition of the surrounding world, its awareness, the connection of the external and internal worlds, and, therefore, a communication tool.

The constant interest in the motivation of lexical units contributes to the emergence of scientific papers in which doubts are voiced about the importance of the theory of internal form. In proof of this, the following judgments are given:

1) the motivation of words is realized by the carrier only when the primary use of the desired word, in the future the boundaries of consciousness are erased, and then disappear altogether;

2) in the Russian language, active lexical processes of demotivation occur, due to which the loss of the inner form of the word occurs. These statements can be refuted.

The motivation of lexical units is multifunctional. The following functions are reflected in different areas of language (communicative, cognitive, emotional): typologizing, representative, motivating. Let's take a closer look at the typologizing function. It serves to classify the typological features of a language: its similarity to other languages, national characteristics that can be identified by comparing the vocabulary of the vocabulary in terms of its motivation with other languages, both according to parameters that are of a general linguistic nature, and according to criteria related to particular characteristics of certain languages. The first parameters include the motivation of words as a property of a word, where the internal form is the only means of expression in all its diversity. The second parameters should include those characteristics that exist in one language, but are absent in another: a set of motivational features expressed by the internal form of a word, the ratio of lexical units with metaphorical or non-metaphorical types of the internal form of a word, the percentage of motivated, semi-motivated and unmotivated words.

Another of the main functions of word motivation is the system-forming function, because it is the internal form of language that forms motivational paradigms, the connection and interaction of which is the basis of the lexicon of the Russian language. But in the process of language development, a word can change or lose its motivation. This process is called deethymologization. The lexeme may lose its motivation due to the degeneration of a complex word into a simple one with its phonetic and spelling changes, as well as due to the reinterpretation of the word itself. Sometimes a lexical unit may lose its motivation due to the processes of going into a passive reserve (outdated or little-known vocabulary). Some words may lose their motivation after losing their original meaning. The process of de-etymologization can occur after borrowing a word from another language, then it loses its connection and becomes isolated, at the same time losing motivation itself.

It is important to note that the inner form of the word has some property. The presence or absence of motivation of a lexical unit is a gradual phenomenon: on the one hand, words that are formed according to a typical model, without semantic exceptions, and on the other hand, borrowings that were initially devoid of internal form, with cases of partial morphological separation (by adding prefixes, suffixes) or obvious words with actual linguistic consciousness which are implied by paradigmatic semantic connections. Thus, the internal form of the word is a technique–a mechanism by which a new phenomenon can be interpreted in an individual meaning, and thereby designate this phenomenon with a word with a new content.

There are many different classifications, groups and associations in the Russian language. A motivated word according to the Rosenthal Linguistic Dictionary is a lexeme with a derivative basis. Motivated words have a certain typology. The most important and well-known types of motivation of lexical units include sound, morphological and semantic types. According to the Czech scientist M. Dokulil, sound motivation manifests itself as an association between the spoken sound and the semantics of the word [Dobrovol’skij 2016: 21]. This type of word motivation is also called "onomatopoeic".

Some researchers refer to the sound-symbolic vocabulary and the words "rounded", "sharp", "prickly", etc. But it is possible to establish the relationship between words and its sound meaning only with the help of a detailed analysis based on statistics.

The next type of motivated words is semantic. This motivation is observed in tokens with a transitional meaning, which are associated with a direct meaning. These are words with many different, dissimilar meanings. The semantic motivation of lexical units is associated with the development of this ambiguity. We can say that it has its own way "from motivating to motivated", but if we compare it with word formation, then there is no dependence on the morphemic relationship of words in semantics. The frequency of word motivation is associated with the emergence of motivational models that cover entire semantic classes. These can be classes such as: active (write – writer), mythological (water), subject, if we consider the name of animals, which will be the motivation for some plants (wolfberry, hare cabbage). Scientists who study individual thematic groups come to the conclusion that motivational models can link different semantic classes. Returning to the path "from motivating to motivated", it is important to clarify that one word can be both motivated and motivating. For example, the word strawberry is motivated, because it comes from the Old Russian word strawberry - close to the earth. But the word strawberry will already be motivated by the strawberry lexeme. The relationship between these motivations is not the same: some lexical classes may have a developed internal motivational system and weak semantic deviations (names of persons named by their characteristic action), while other classes, on the contrary, have an unmotivated system, but highly developed semantic derivation (names of body parts, colors, basic vocabulary of nature, etc.).

The problem of the structure of the semantic motivation of the word is also important. For many years, scientists have been carefully studying the feature of the word-formation meaning of motivated words: polysemy, homonymy, the meaning of affixes and parts of speech. One of the main problems of word–formation meaning is the question of media. There are two different judgments:

1) the statement that the main means of expressing the word-formation meaning is the word-formation formant [Rahmatullina 2008: 101].

2) the statement that the word-formation meaning is the model as a whole, and not the meaning of individual considering units [Chanchina 2007].

This makes it possible to conclude that the entire structure of a lexical unit becomes a carrier, and its formation result is determined by a certain type of correlation of motivated words with motivating ones, due to the interaction of semantics with their word-formation structure.

The study of intrinsically motivated tokens is very popular among many scientists. This is a complex process that is constantly changing and putting forward different theories. Thanks to words with intrinsic motivation, a person can explore the world on an intuitive level. These lexical units reflect the actual picture of the world, affect human consciousness, from which even a word heard for the first time will be immediately understandable. Words with intrinsic motivation have their own classification, typology and structure.

In the course of the work, the following conclusions were drawn: Motivated words are distinguished into an internal and an external component, where the "external" part is a sign, and the "internal" part is the thought itself. Words with intrinsic motivation can undergo a process of de-etymologization. The inner form of a word is a technique by which an unknown phenomenon can be designated in an individual meaning and with a new content. Motivated tokens are divided into three types: sound, morphological, and semantic. Russian Russian Dictionary Based on the analysis of the "Explanatory Dictionary of the Russian Language" by S.I. Ozhegov and when creating a dictionary with motivated lexemes, it can be said that motivated lexical units play an important role in reflecting the reality of the Russian language.

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IMAGINATIVE DESCRIPTION OF A SMILE IN THE WORK OF L.N. TOLSTOY "RESURRECTION"

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The article examines the specifics of the figurative description of a smile in the work of L.N. Tolstoy's "Resurrection". A smile is represented by such tropes as metaphor, epithet, comparison. The functional and semantic features of figurative nominations that serve to describe the smile of characters are analyzed. Figurative means create a detailed portrait description of the heroes of the work, represent the emotional state of the characters, and also express the author's attitude

Key words: *artistic text, L.N. Tolstoy, nonverbal communication, trope, epithet, metaphor, comparison.*

In modern linguistics, the verbal representation of facial expressions in text space has become widespread, as evidenced by the interest of scientists, as well as the created theoretical base. So, G.E. Krejdlin and E.A. Chuvilina distinguishes three semantic types of Russian smiles: smiles-feelings; smiles-states/properties; smiles-relationships. The authors emphasize that smile-feelings are divided into two classes: positive and neutral/negative; smiles-states/properties also have their own morphological and structural features, reflecting two classes of properties-states: physical and mental; relationship smiles are divided into four types: social, general communicative, emotional, etiquette [Krejdlin, Chuvilina 2001: 88-89]. To describe a smile in the Russian language, there are various lexical units and grammatical constructions, including tropical means, which are often created by masters of artistic expression.

In literary texts, writers often resort to describing the nonverbal behaviour of characters, which contributes to the representation of the characters' feelings and thoughts and the creation of a psychological portrait. In the novel "Resurrection" L.N. Tolstoy pays special attention to the detailing of facial expressions, the verbalization of which can become the object of linguistic research. To analyze the structural and semantic figurative nominations that serve as representatives of a smile, a file of linguistic examples (extended contexts) recorded using the continuous sampling method was collected. Figurative means reflect the author's perception of reality, show the writer's attitude towards characters and circumstances, and are elements of idiostyle, which determines the relevance of this study.

This article attempts to determine the specifics of the figurative description of a smile as a significant element of facial expressions. In the new explanatory dictionary of synonyms of the Russian language YU.D. Apresyan presents the following definition: "A smile, a grin, a smirk is the position of a person's lips in which they are stretched to the sides, which is usually an expression of the fact that something is pleasant to the subject. Synonyms of this series are included in the class of words and expressions denoting the nonverbal expression of one or another feeling of the subject, his attitude towards the addressee or the interlocutor's statement, etc." [Apresyan 2003: 1269]. The purpose of the article is to determine the linguistic means of representing a smile in the work of L.N. Tolstoy's "Resurrection". Thus, the description of a smile in a work of art can serve a number of functions.

In the artistic space of the novel by L.N. Tolstoy uses epithets that correlate with the statement that "a smile is a powerful positive social signal" [Butovskaya

2004: 179]. So, in the text of the work by L.N. Tolstoy recorded a variety of epithets reflecting high feelings of happiness and joy: *"You're saying, is there anything needed," said Maslova, trying to keep her lips* ***from smiling joyfully****, "can't we leave this woman, otherwise she's suffering"* (Part 2, Chapter 38), as well as a positive attitude towards her interlocutor: *" Particularly noticeable with its red blush among the white mustache and beard, the good-natured face folded into* ***a gentle smile*** *at the sight of Nekhlyudov"* (Part 2, Chapter 18). The metaphor of light takes on special significance in the analyzed literary text: *"The footman had already managed to report when they entered, and Anna Ignatievna, the vice-governor, the general's wife, as she called herself, was already leaning towards Nekhlyudov* ***with a radiant smile*** *from behind the hats and heads surrounding her by the sofa"* (Part 1, Chapter 57). A variety of figurative nominations to describe a smile, the use of various kinds of epithets and metaphors ***(affectionate smile; playful smile; radiant smile; with a pleasant smile; sweet smile; happy smile)*** contributes to the representation of feelings and relationships, forces the reader to actively participate in creating images of characters and in understanding author's attitude towards the characters.

L.N. Tolstoy often directs the reader's thoughts, including interpretive comparisons in the context that allow him to correlate the character's non-verbal behavior with the author's intentions: *"Well, come," she said,* ***smiling the same smile*** *that she smiled at the men she wanted to please.* (Part 1, Chapter 43); *"The clerk, a seminarian who had not completed his course, met Nekhlyudov in the courtyard,* ***smiling****, and without ceasing* ***to smile****, invited him into the office and,* ***smiling, as if with this smile promising something special****, he went behind the partition"* (Part 2, Chapter 3). Using these phrases with the word *smile*, the author reveals to the reader the special meanings of the characters' behavior. As E.D. rightly notes. Boeva, "the specific functionality of non-verbal signs lies in their ability to convey in texts not only direct meaning, but also figurative, semiotic, which allows them to introduce hidden meanings, connotative meanings into the text, contain certain subtexts, and serve as a means of conveying the nuances of behavior and relationships of characters" [Boeva 2015: 29]. Thanks to interpretative contexts, the reader notices the subtleties of the characters and correctly understands the images of the characters created by the writer.

In the text space, contexts rich in paralinguistic elements are recorded, which contain a description of a smile and other facial manifestations, for example, a look: *"Katyusha,* ***beaming with a smile and eyes as black as wet currants****, flew towards him"* (Part 1, Chapter. 12); *"He spoke then a lot and well, with great simplicity, truthfulness and, most importantly,* ***affection****, which* ***shone from his kind blue eyes*** *and* ***the friendly smile that never left his lips****"* (Part 2, Chapter 41). In the above contexts, L.N. Tolstoy uses various kinds of figurative nominations (metaphors, comparisons). "The figurative representation of a smile not only contributes to the expressiveness of the text as a whole, but also allows the reader to correctly understand and interpret the author's intention" [Yakimova 2019: 210]. Metaphors and comparisons, complementing each other, form an expanded figurative context and serve as intensifiers in the expression of emotion.

As a master of artistic description, L.N. Tolstoy creates a dynamic figurative description of the character's facial expressions as a whole, in which the smile is a significant representative of the relationship: *"Rantseva was an ugly young woman with an intelligent and meek* ***expression on her face****, which had the ability to suddenly, when* ***smiling****, transform and become* ***cheerful, cheerful and charming****. She now greeted Nekhlyudov with such* ***a smile****"* (Part 3, Chapter 11). Such contexts contribute to the creation of a character's image and help to understand the characters' attitudes towards each other.

For greater expressiveness of the images of L.N. Tolstoy in his novel "Resurrection" uses a variety of epithets that reflect a whole range of feelings and experiences conveyed through a smile. G.E. Krejdlin and E.A. Chuvilina rightly note that "people do not often experience exactly one feeling at any given moment, and it is a positive one, and a smile conveys all the complexity and variety of experiences and sensations experienced" [Krejdlin, Chuvilina 2001: 69]. In the analyzed text we find epithets precisely chosen by the writer: *"What disgusting!" - he said to himself again, looking at the half-naked woman with magnificent marble shoulders and arms, and with his* ***victorious smile****"* (Part 1, Chapter 28); "*We don't keep them, we don't particularly value their visits," said the general, again with an attempt at a* ***playful smile****, which only distorted his old face*" (Part 2, Chapter 19); "*Yes, I'm the one," said Lydia and, with her whole mouth showing a row of beautiful teeth, she smiled with a kind,* ***childish smile***" (Part 2, Chapter 25). Such epithets are especially significant in terms of meaning, since they imply the emergence of certain associations in the reader and the individual formation of an idea of a specific character based on one's own knowledge of reality and the relationships of people.

Of particular importance in the work are epithets that represent negative emotions: "*She smiled only when he smiled, smiled only as if submitting to him, but there was no* ***smile*** *in her soul - there was fear*" (Part 1, Chapter 17) ; "*Nekhlyudov knew that it was* ***a smile of suffering***" (Part 2, Chapter 6) or attitude towards the characters: *"- Sorry, this is unfair; every thief knows that theft is bad and that one should not steal, that theft is immoral," said Ignatius Nikiforovich with a calm, self-confident, still the same,* ***somewhat contemptuous smile*** *that especially irritated Nekhlyudov"* (part 2, chapter 32); to actions: *"... she looked back at him and smiled, but not cheerful and joyful, as before, but a frightened,* ***pitiful smile****. This* ***smile*** *seemed to tell him that what he was doing was bad"* (Part 1, Chapter 16). By describing a smile, not only the attitude towards one character is expressed, but in general towards everyone around. In this case, a smile serves as a marker that represents a feature of the character's character, his inner world: *"Wolf with a gentle and somewhat* ***mocking smile*** *- this was his manner: an involuntary expression of consciousness of his comme il faut superiority over most people - stopping in his walk around the office, he said hello with Nekhlyudov and read the note"* (Part 2, Chapter 16); *"Yes, yes, with the first steamships from Nizhny, I know," said Wolf with his* ***condescending smile****, always knowing everything in advance that they were just beginning to tell him"* (Part 2, Chapter 16). The above examples show that L.N. Tolstoy in his work "Resurrection" quite often uses epithets that describe the relationships of the characters, which allows the reader to correctly understand the plot of the work and the author’s intention.

A detailed description of a smile can show the character’s true feelings: *“There was something so extraordinary in the facial expression and* ***terrible and pitiful*** *in the meaning of the words she said, in that* ***smile*** *and in that quick look...”* (Part 1, Chapter 9); “Sofya Vasilievna with her **skillful**, **feigned**, completely **natural smile**, ...” (Part 1, Chapter 27); *“Kitaeva* ***with a feigned smile****, ducking her head in her hat with every phrase,...”* (Part 1, Chapter 19); *“I feel great, I feel like an Olympian,” she said and smiled* ***a pitiful smile****”* (Part 1, Chapter 55). In the above examples, the writer includes additional explanations of the gesture (interpretants), however, contexts with epithets-metaphors require the reader to have rich background knowledge, for example, familiarity with works of art, characters: *“- I would like to know why Kartinkin invited Maslova as guests only, and not other girls,” said the prosecutor’s comrade, closing his eyes,* ***but with a slight Mephistophelian, sly smile****”* (Part 1, Chapter 11). Such descriptions not only add expressiveness to the context and create an image of the character, but are also enriched in semantic terms and acquire significance for the implementation of the author’s intention.

Having analyzed the functioning of figurative nominations of a smile in the novel by L.N. Tolstoy's "Resurrection", we note their expressiveness, semantic accuracy, rich semantic potential for expressing the emotional state of the characters, both positive and negative. The author's interpretants, which help the reader to correctly perceive the character's image, are of particular importance for creating the image of a character in the text space of a novel. In functional terms, the figurative nominations of a smile are quite diverse. They are representatives of the character’s emotional state, a way of expressing the author’s attitude towards the hero, a marker of the characteristics of the character’s inner world, and a means of creating expressiveness of the text.

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GAZETTISVS. THE HISTORY OF FUNCTIONING IN JOURNALISM

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This article examines the features of newspaper vocabulary and its application in a journalistic style. And also the analysis of gazettisms of different time epochs is carried out. The article examines the history of the formation and transformation of newspaper vocabulary from the beginning of journalism to the modern era.

Key words: *journalistic style, gazettisms, vocabulary, newspaper vocabulary.*

Nowadays, the journalistic style is quite popular. The main task of such a text is the interpretation of information, the assessment of facts and events that have occurred. Thus, articles, essays, reports, oratorical speeches have a certain impact on readers and listeners and shape their worldview. The thematic range of journalism is quite diverse, it includes politics, economics, culture, sports, philosophy and much more.

The relevance of the topic under study is that it is necessary to study and analyze the vocabulary of publicistic texts, because without a clear understanding of what is written, we will not be able to understand the information received. Therefore, the purpose of our work involves an analysis of the history of the origin and formation of gazettisms in particular and newspaper vocabulary in general [Solganik 1968a: 22].

Many researchers devoted their works to the study of journalism, and eventually came to the conclusion that in the journalistic style, there are also two subfields: newspaper and information; actually journalistic.

Let's focus in more detail on the first litter, as it highlights the main field of application of the journalistic text, namely, the periodical press.

Linguist V.G. Kostomarov is sure that to give expressiveness to the language, the journalistic style uses lexical means, which are divided into several groups [Kostomarov 1971: 24].

For example, a separate group can be divided into political vocabulary, with a common semantic core (United Russia, fair Russia; partisanship, party).

There are a great many such groups, but we are especially interested in the most fickle and largest – these are the gazetteers.

Professor G.Y. Solganik gave the following definition to this layer of vocabulary – gazetteisms are a group of words and expressions that make up a characteristic affiliation of newspaper and journalistic speech and are distinguished by some explanatory dictionaries marked "gazette", "journal", "publ." [Solganik 1999: 83]. So, in the Explanatory Dictionary of the Russian language edited by Professor D.N. Ushakov 224 gazetism (agents, acrobats of charity, activation, shark – let's compare sharks of the pen, disease – let's compare the disease of leftism, vandal, yellow – let's compare the yellow press, bugbear, bison, klikusha, plutocrat, poshonets and more). Sources of gazettisms are categories of stylistically colored vocabulary (meanings of polysemous words, extended word combinations). For example, the expansion of the meaning of words: on the threshold, lighthouse, and the like [Solganik 1968b: 29].

The thematic composition of words classified as gazettisms:

A) socio-political vocabulary;

B) official business vocabulary;

C) military vocabulary;

D) sports vocabulary and so on.

This group is also heterogeneous from a stylistic point of view:

1) conversational;

2) colloquial;

3) approving;

4) disapproving and other words.

Thus, gazettisms are inextricably linked with journalism, therefore, they originate at about the same time [Solganik 1981: 28].

The journalistic style first appeared in the 12th century. These were the prescriptions of tsars and kings, of course, there can be no question of gazetism here. They appear later, when journalism began to develop actively in the 17th and 18th centuries. People have always needed information, which is why newspapers began to develop in the field of journalism, and after the media.

But all styles have their own distinctive features. The journalistic style was no exception. There are words that help journalists to talk competently and aesthetically about events in a particular area of society. This is how gazettisms are born.

It will not be difficult to guess that the vocabulary we study can be combined on the basis of their socio-evaluative coloring.

At the beginning of the article, it was said that gazetism is a fickle group. This means that they are constantly being updated, due to the emergence of new subjects, phenomena, professions, and so on. Therefore, this vocabulary will not be forgotten, because it is relevant in our time and will be in demand in the future, because journalism is constantly evolving.

Let us turn directly to the analysis of gazettisms in the journalism of the modern text. An interesting question is how this vocabulary was included in journalism.

The first newspaper articles I discovered in the "Teachings of Vladimir Monomakh" [Monomah 1893: 12]. There are very few gazettisms here, but they are still present. "Letter", "ambassadors", "lawlessness", "commoner" – despite the simple manner of presentation of Prince Rostovsky, these words are gazettisms, although in the XII century they were not even aware of it. The examples given relate to the vocabulary of a political, exalted nature, and were extremely rarely used in the everyday speech of the people.

In the XVI – XVII centuries, religion and politics became the main topics of journalism, and periodicals became popular.

"The Message of Tsar John Vasilyevich to Prince Andrei Kurbsky" is a fairly well-known work for its time. It has a crude but simple language. There are more gazettisms in the "Message" than in the "Teaching", they become more complex, more contrasting: "the victorious and forever invincible banner", "the will of Providence and the divine servants of the word of God", "autocracy", "By God's command they reigned" – the uniqueness of these gazettisms lies in the fact that they express and combine in imagine a vocabulary of a political and religious nature, which was not observed before [Groznyj 1979: 226].

In the XVIII century, Russia became an empire, which radically changed the whole way of life of the country. Science and culture are developing, educational reforms are taking place, and journalism is also changing. For the first time, newspapers and magazines are appearing in our country.

«Vedomosti about military and Other Matters worthy of Knowledge and Memory that Happened in the Moscow state and Other surrounding countries», or simply «Vedomosti», was the name of the first newspaper approved by Peter the Great. After reading the full title, it is not difficult to guess what the presented edition was about. In Vedomosti we find completely new, previously unused gazettisms. "Mortars", "howitzers" – types of guns, military-themed newspapers. The main turns of newspaper vocabulary were the introductions: "By the command of his Majesty ..." and "according to the fairy tale of the languages that were ..." "Oil", "copper ore" designating minerals, is also classified as a gazetteer, since at that time, this vocabulary was not commonly used and was printed only in newspapers. For the first time, a newspaper term of an economic nature is found in Vedomosti publications: "profit".

Basically, the vocabulary of newspapers was transformed due to the development of the military, economic and industrial sectors. Later, journalism will also turn to foreign words. Readers got acquainted with gazettisms borrowed from a variety of languages. Most often, the newspaper vocabulary was supplemented with words of German origin (price list, bill of exchange, share) and Dutch (sailor, raid, fleet, flag). The American term midshipman was gaining popularity in magazines.

The 19th century was the golden age of journalism. Journalism is making its way into literature. It becomes an integral part of both fiction and criticism. One of the most famous magazines in Russia, the Bulletin of Europe, appears [Vestnik Evropy 1803.].

And so, we are already discovering countless gazettisms. The magazine, edited by Karamzin, is also filled with pretentious sayings: "inexplicable fate", "Republic of Reason", "names of the invincibles"; and terminology of various kinds: "commerce", "ministers", "ministries", "industry", "sanctions", "armed conflict", "independence"[Vestnik Evropy 2021].

A huge number of gazettisms originated in the Soviet era. Newspapers are full of Soviet-era vocabulary: "Grozny worker". "Socialist competition", "enterprise", "meeting", "leader", "committee", "district council". Thus, the path of development of gazetism is quite long, has several centuries and is inextricably linked with journalism.

Analyzing the work done, it can be noted that in this article, we have defined the concepts of "journalistic text" and "gazettisms". Also, we learned the purpose of the journalistic text, got acquainted with the history of the emergence and formation of gazettisms, and received information about the role of newspaper vocabulary in journalism.

Together, we explored the journalism of the XII, XVI, XII, XVIII, XIX, XX, XXI centuries. The coverage of a large period of time allowed us to consider the path of the emergence and formation of both newspaper vocabulary and gazettisms.

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WISSENSCHAFTLICHE ANSÄTZE ZUR DEFINITION DES KONZEPTS DER "PHRASEOLOGISCHEN AUSDRÜCKE"

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Trotz der Tatsache, dass das Problem der Funktionsweise phraseologischer Einheiten in verschiedenen Sprachsystemen derzeit Gegenstand zahlreicher Untersuchungen ist, bleibt das Studium phraseologischer Einheiten relevant, da sie eine wichtige Rolle in der Linguistik spielen und dabei helfen, Gedanken logisch und präzise auszudrücken, und die Sprache reich, emotional und lebendig machen. Dieser Artikel untersucht, was mit "phraseologischen Ausdrücken" gemeint ist.

Schlagwörter: *Phraseologie, phraseologische Ausdrücke, phraseologische Einheiten, Redewendungen, wissenschaftliche Ansätze.*

Die Sprache entwickelt sich ständig weiter. Sprachliche Ausdrücke für diese oder andere Ereignisse, Phänomene der objektiven Realität können in verschiedenen Sprachen auf unterschiedliche Weise ausgedrückt werden. Dies hängt von den Besonderheiten der sprachlichen Subsysteme ab. Es ist zu betonen, dass stabile Ausdrücke besondere sprachliche Einheiten sind, die nicht nur semantisch, sondern auch stilistisch und emotional-expressiv gefüllt sind.

Die Wissenschaft, die sich mit dem Studium stabiler sprachlicher Einheiten beschäftigt, ist die Phraseologie.

In unserer Arbeit verstehen wir unter "phraseologischen Ausdrücken" Redewendungen, Sprichwörter und Redensarten.

Die phraseologische Zusammensetzung einer Sprache ist der spezifischste Teil ihres Lexikons. Er wird ständig durch neue Einheiten erweitert. Der Wortschatz spiegelt die kulturellen und historischen Erfahrungen der Menschen, die Besonderheiten der historischen Gesetze der Entwicklung einer bestimmten Sprache wider. Die Phraseologie beschäftigt sich mit dem Studium und der Klassifizierung der phraseologischen Ausdrücke. Die Phraseologie untersucht auch die Besonderheiten der Zeichenfunktion phraseologischer Phrasen, ihre Bedeutung, strukturelle und semantische Besonderheit, die sich in den Hauptmerkmalen phraseologischer Phrasen – Stabilität und Reproduzierbarkeit – manifestiert. Darüber hinaus "untersucht die Phraseologie die Art der lexikalischen phraseologischen Phrasen, ihre syntaktische und morphologische Struktur, die Art der syntaktischen Beziehungen zu anderen Spracheinheiten und die Formen ihrer Realisierung in der Sprache" [Ozhegov 1957: 13].

Die Phraseologie gilt als eines der am besten erforschten Gebieten der Linguistik, obwohl sie sich erst vor relativ kurzer Zeit als eigenständige Wissenschaft etabliert hat. Die Wurzeln der Phraseologie reichen weit in die Vergangenheit zurück, schon die Gelehrten der Antike interessierten sich für Fragen der Phraseologie, z.B. Diogenes bei den Griechen und Erasmus bei den Römern.

Obwohl die Phraseologie eines der am meisten erforschten Themen in der Linguistik ist, haben die Linguisten noch keinen Konsens über ihr Wesen erreicht. Daher gibt es mehrere Definitionen von phraseologischen Phrasen.

Die erste Definition phraseologischer Ausdrücke stammt von Charles Bally. Er schrieb, dass diese "Kombinationen, die fest in der Sprache verankert sind, phraseologische Wendungen genannt werden" [Balli 1961: 90].

Das Concise Dictionary of Linguistic Terms definiert Phraseologie wie folgt: "Phraseologische Einheit – in ihrer Zusammensetzung stabile, unteilbare Wortkombination, die einen einzigen Begriff ausdrückt und in einem Satz als ein einziges bezeichnendes Wort fungiert. Phraseologische Einheiten werden in phraseologische Kontraktionen, phraseologische Einheiten und phraseologische Kombinationen unterteilt" [Nechaev 1976: 163].

Das erklärende Wörterbuch von S.I. Ozhegov enthält drei Definitionen: "PHRASEOLOGIE 1. Teilgebiet der Linguistik – die Wissenschaft von phraseologischen Ausdrücken und Redewendungen. 2. Die Gesamtheit der phraseologischen Ausdrücke und Wendungen einer beliebigen Sprache. 3. schöne, pompöse Ausdrücke, die die Armut oder Unwahrheit des Inhalts verbergen" [Ozhegov 1996: 632].

L. I. Rachmanowa bezeichnet phraseologische Phrasen (phraseologische Einheiten, phraseologische Wendungen) auch als "integrale Wortkombinationen, die nicht geschaffen, sondern in ihrer Gesamtheit in der Sprache wiedergegeben werden" [Rachmanowa 1997: 223].

In der Monographie "Phraseologie des modernen Deutsch" von I.I. Chernysheva findet sich folgende Definition: "Phraseologische Einheiten sind stabile verbale Komplexe verschiedener Strukturtypen mit einer einzigen Kopplung von Komponenten, deren Bedeutung durch eine vollständige oder teilweise semantische Transformation der Komponentenzusammensetzung entsteht" [Chernysheva 1970: 190].

Ausgehend von den oben genannten Definitionen lassen sich zwei Hauptansätze zum Phänomen "Phraseologie" unterscheiden.

Der erste und am weitesten verbreitete Ansatz lautet wie folgt: "Jede Wortkombination, die einen gewissen Grad an Stabilität aufweist, gehört zur Phraseologie" [Rojzenzon 1977: 27]. Die Phraseologie beginnt in der Regel dort, wo die freie lexikalische Bedeutung eines Wortes das phraseologisch gebundene Verständnis der gesamten Wortkombination überschattet, und wo eine bestimmte Wortkombination sich wiederholt, bekannt ist, sich durch Bildhaftigkeit, die Möglichkeit des figurativen Gebrauchs usw. auszeichnet.

Darüber hinaus ist das Kriterium für diesen Ansatz die Unübersetzbarkeit oder die Unmöglichkeit, einen bestimmten Ausdruck genau in eine andere Sprache zu übersetzen.

Der zweite Ansatz zur Phraseologie wurde von S. I. Ozhegov formuliert. Er eröffnet Möglichkeiten für eine engere und damit klarere Definition des Begriffs der Phraseologie als eines besonderen Phänomens der Sprache. Die Position des russischen Linguisten V.V. Vinogradov stimmt mit der Position von S.I. Ozhegov zum engen Verständnis der Phraseologie überein. Nach V.V. Vinogradov "besteht der Bereich der Phraseologie aus jenen Phänomenen der Sprache, die als Ergebnis der spezifischen semantischen Entwicklung lexikalischer Mittel unter bestimmten syntaktischen und stilistischen Bedingungen entstehen" [Vinogradov 1977: 187].

Phraseologische Wendungen sind neben dem Wortschatz ein wichtiges Baumaterial jeder Sprache, denn mit ihrer Hilfe wird die objektive Wirklichkeit beschrieben: Objekte und Phänomene, Eigenschaften und Qualitäten dieser Objekte/Phänomene, Handlungen und Zustände etc. Auch phraseologische Wendungen sind nicht frei von Pragmatik, sie können verschiedene Haltungen und Gefühle des Sprechers gegenüber dem ausgedrückten Gedanken ausdrücken.

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UDK 81-42

THE COLORATIVES OF THE LEXICAL AND SEMANTIC FIELD "HOMELAND" IN THE WORK OF S.A. ESENIN

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The article is devoted to the study of the coloratives of the lexical and semantic field of "Ro-din" in the works of S.A. Yesenin. The poetics of S.A. Yesenin's color meanings is extremely diverse and has its own symbolic meaning. Color as an artistic phenomenon is determined by the creative principles of the poet, his worldview, which is embodied in his style. The poet uses color to create multicolored landscapes of Russia, an atmosphere of bright joy of being. Using appropriate colors, he manages to convey the most subtle emotions, the innermost movements of the soul.

Key words: *color, coloratives, lexemes, lexical and semantic field, Sergey Esenin, Homeland.*

The vocabulary of color, relevant at all times, continues to be an important means of speech-thinking activity; color nominations are used both in the spoken language of native speakers and in works of art. Coloratives can be safely attributed to figuratively expressive figures, since they, along with the metrological means of language, make the text a work of art.

«Color as an integral component of human life initially played an important role in the processes of cognition of reality, qualitative and evaluative development of the environment, symbolization and conceptualization of its significant fragments. As a component of culture, color has acquired over time a complex and diverse system of meanings and connotations of various axiologies» [Gladkova 2016: 553].

Studying the color image in the works of S.A. Esenin, researcher O.V. Lysova states that coloristics is the genetic code of each nation, based on the peculiarities of psycho-physiological perception, on a system of value meanings, certain knowledge about the color environment in a particular culture [Lysova 2021: 144].

«Color studies in literature are of great scientific interest: an analysis of specific works, the work of a particular writer, literary trends, styles is being conducted. The poetics of the color image influences, or rather subordinates, the poetics of the artistic space, which is characterized not only by stable signs, but also by color» [Matveeva 1999: 25].

Color scientists explore the «color» vocabulary from the point of view of various aspects, «anthropological, gender, psychological and linguistic-cultural approaches are considered to be the leading ones» [SHajhislamova 2022: 183].

We interpret the color meanings in the works of S.A. Esenin, based on the linguistic and cultural vector of study. We believe that this direction represents a symbiosis of all approaches, therefore, it is dominant in the study of color nominations in poetic texts. Our primary observations are based on the conclusions of scientists A.P. Vasilevich, B. Berlin and P. Kay, who emphasized that color can be represented as a cultural component. With the help of linguistic and cultural color nominations, information about the surrounding area, «the history of the way and the mental characteristics of the people, the interaction of folk customs and the specifics of the imaginative vision of the world are traced» [SHajhislamova 2022: 184].

Exploring the work of the singer of Russian nature, the singer of the Fatherland – S. A. Esenin, the poet of the Silver Age, let us pay attention to the linguistic component of this category of lexemes, to the semantics of color images, which «are an expression of his author's consciousness» [Gladkova 2016: 554].

The lexemes of color in S.A. Esenin's poetry are original, diverse, metaphorical, and even the most familiar color meanings play with new colors, new meanings, subtle nuances, because the author sincerely expresses his emotions and feelings – he admires, repents, appreciates and worries, he admires every tree and blade of grass, he sees nature as diverse, multicolored Therefore, the colors in his poems are intertwined, creating new, unexpected images. «The symbolism of color and visual brightness are significant features of the poet's poetic thinking and worldview. In the poetry of S.A. Esenin's emotional influence of color has a twofold nature. Firstly, the corporate image carries a clear emotional and cultural burden due to associations with environmental phenomena. Secondly, the emotional impact of color is predetermined by its real, somatic effect on a person» [Lysova 2021: 145].

The colorative group of the lexico-semantic field (hereinafter LSP) «Homeland» in S.A. Esenin's poetic text is diverse and voluminous: we analyzed more than 50 poems by the poet, in which we identified 170 lexemes with the semantics of color.

When determining the specifics of the use of tokens of the color of the LSP "Rodina" in the work of S.A. Esenin, we note that the poet has both achromatic (white and black, all shades of gray) and chromatic (colors of the rainbow spectrum and their mixtures) colors. Their quantitative ratio in percentage terms in the works of the poet is shown in Figure 1.

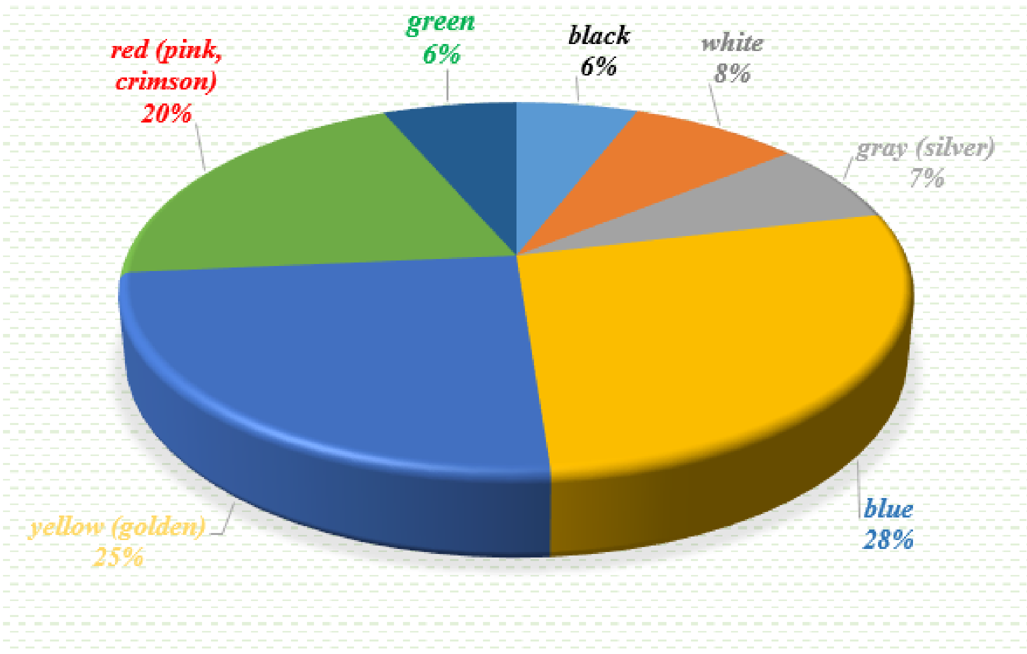

Figure 1 – Lexemes of color in the works of S.A. Esenin

The group with achromatic representatives of color is widely represented in S.A. Esenin's poetry. Such color codes make up more than 20% of the total number of colorative sin this group and include 36 nominations. Among them, the word *white* is the leader, represented in 14 contexts. The poet uses this adjective, as a rule, in the classical sense: It is a color that shows purity, primevalness, virtue, joy. For example: «*Like a **white** snowflake, I melt in the morning / Yes, I'll cover my trail to the fate of the razluchnitsa*» [Esenin 2019: 24].

It should be noted a characteristic feature of Esenin's work – the *white* lexeme can be used in an antonymic meaning: purity, freshness, innocence resists the dark forces – the lexeme symbolizes mourning, death. For example: «*A **snowy** plain, a **white** moon, / Our side is covered with a shroud. / And the birches in **white** are crying in the woods. / Who died here? Is he dead? Isn't it me?*» [Esenin 2019: 345].

The **black** lexeme is less active in the poet's poems and makes up 10 word usage. As a rule, it has a negative tinge. This is especially vividly expressed in the poems of the collection «Moscow Kabatskaya»: *«Hello, my **black** death, / I'm coming out to meet you! / The musculature of the Devil's neck is sinewy, / And the **cast-iron** gate is easy for her»* [Esenin 2019: 163]. As A. Lezhnev noted, «Kabatskaya Moscow» for Esenin is a «book of illness and fracture».

Various partial lexemes, including ones with diminutives, represent *gray* achromatism: *gray, silver, silver, silver-plated, silver-plated*. The so-called «dirty», obscure shades appear due to the unstable mental state of the poet, his depressed state: «*It's evening. Liquid gilding / Sunset sprinkled **gray** fields*» [Esenin 2019: 191].

About 79% of the color lexemes belong to the chromatic color group. The degree of manifestation of a particular shade of color allows you to identify several subtypes: lexemes-adjectives representing the color values *blue, light blue, yellow, gold, green, red, pink*. Let's look at each subtype-shade.

The color range *blue* and *cyan* represent lexemes related to different parts of speech: *blue, bluish, blue, bluish, blue, bluish, pigeon, pigeon*.

The original adjectives *blue* and *light blue* dominate in quantitative ratio – 47 word usage. *Blue* is the color of the sky, and the sky is divinity, purity, spaciousness, inaccessibility. This color enhances the feeling of the vastness of the expanses of Russia: «*Go you, Russia, my dear, / The huts are in the robes of the image… / There is no end in sight – / Only **blue** sucks eyes*» [Esenin 2019: 13]. The symbolism of color continues in the poem «Swamps and swamps», where it represents something eternal, sublime, aspiring to the sky: *«Swamps and swamps, / The **blue** plateau of heaven. / Coniferous gilding / The forest rings»* [Esenin 2019: 22].

Blue and *light blue* by S.A. Esenin are symbolic colors that are closely connected with the native places of childhood, youth, with the expanses and beauty of Russia. This is probably why the creation of shades of *blue* by S.A. Esenin is consistent and purposeful. *Blue* is interpreted as the color of truth, fidelity, chastity and justice in the Christian tradition. For the poet, this color is associated with his native village, with the years he lived in his native lands: *«A low house with **blue** shutters, / I will never forget you, / Were too recent / Echoed in the twilight of the year»* [Esenin 2019: 269].

The color *yellow* is represented by the adjectives *yellow, golden (golden)*, the nouns *yellowness, gold*, verbs and their forms are *golden, gilded*. The number of uses of this group is 42 tokens.

The listed coloratives are used to characterize the nominations of flora. For example: «*In the land where the* ***yellow*** *nettles are / And a dry fence, / The huts of villages sheltered forlornly to the willows*» [Esenin 2019: 47]; in early poetry – to demonstrate such vices as despair, betrayal, sadness, illness: *«The flood / Licked the mud with smoke. /* ***Yellow*** *reins / dropped the Month»* [Esenin 2019: 31].

One of the favorite colors in the poet's work is the *golden* color, presented in 32 contexts. The author has a wide range of complex adjectives, the first part of which is the root of *gold-/ zlat-*: *zlatoklyky, zlatotkany, zlatostruynaya, zlatokolenny, zlatozubaya*; this color sequence continues the verb *zlatonivit*. The abundance of *«golden»* words may mean a change in the inner state of the poet, his priority is now purity of thoughts, soul, holiness, that is, the poet departs from the emotional experiences associated with the revolution.

Golden is a yellow-orange color, therefore, in the poems of S.A. Esenin, he characterizes autumn: *«The* ***golden*** *grove dissuaded / With a birch, cheerful language, / And cranes, sadly flying by, / No longer regret anyone»* [Esenin 2019: 264].

The individual author's metamorphic epithets are interesting, which help to create a unique image of the beloved Homeland: *«Again in the groves of the unsaved / Inexhaustible herds, / And flowing from the green mountains /* ***Golden-jet*** *water»* [Esenin 2019: 86].

A number of coloratives with the dominant *green* have the following color variations: *green, green, green, greenish, greenish*. *Green* is a life–affirming color, it is vegetation, awakening and hope. S.A. Esenin is a poet of life, he often uses green in his lyrics. For example: *«My beloved land! The heart dreams / Stacks of the sun in the waters of the bosom, / I would like to get lost / In the* ***greenery*** *of your hundred bells»* [Esenin 2019: 17].

The *red* color range is represented by 47 units and is expressed through the lexemes *red, blush, blush, scarlet, crimson, crimson, pink, rowan, purple, crimson, cherry,* as well as through the implicit color designation *blood*.

The coloristic space of Esenin's poetry is filled with *red* and its variations. The colorama *red* symbolizes luxury, wealth, abundance, royalty, beauty. For example: *«The road was thinking about the* ***red*** *evening, / The* ***rowan*** *bushes are foggier than the depths. /The hut is an old woman with the jaw of the threshold / Chewing the fragrant crumb of silence»* [Esenin 2019: 52]. The noun *rowan* is also in the paradigm of color vocabulary.

The *pink* color, more delicate and fresher, representing the diffusion of red with white, gives the character of the author's grief for his passing youth. For example: *«With* ***scarlet*** *berry juice on the skin, / Delicate, beautiful, was / You look like a* ***pink*** *sunset / And, like snow, radiant and bright»* [Esenin 2019: 50].

The *crimson* color occupies a special place in the poetry of S.A. Esenin, since he uses this paint extremely rarely and sparingly. When using this color in combination with *gold* and *blue*, the landscapes of the Homeland become very colorful and expressive. For example, as in the poem «On the edge of rains and bad weather»: *«Beyond the plowed field /* ***Raspberry*** *quinoa. / On the branch of the cloud, like a plum, / A ripe star is* ***golden****»* [Esenin 2019: 54]. In the work «The hewn drogs Sang», the poet conveys his feeling of meeting with his native land, the blue of the lake, the smell brought by the wind from the fields. The poet admires his Homeland, confesses his love for it: *«Oh Russia, the **crimson** field/ And the **blue** that fell into the river / I love you to joy and pain /Your lake longing»* [Esenin 2019: 73].

Thus, the lexical and semantic field "Homeland" in S.A. Esenin's poetry is filled with a spectrum of coloratives, among which are not only conventional lexemes, but also occasional color meanings, bright, original, reflecting a rich and picturesque vision of the landscape, native home and Homeland, the inner state of the lyrical hero, features of world perception and worldview.

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THE MOTIF OF THE «GAME OF GOD» IN H. G. WELLS' NOVEL «THE ISLAND OF DOCTOR MOREAU»

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The article is devoted to the question of the realization of the motif of «game of god» in H.G. Wells' novel «The Island of Doctor Moreau». The article analyzes the characteristics of Doctor Moreau, through which the motif of «game of god» is reflected, the ethics of his experiments as an expression of his «game», and the *consequences of his scientific research, reflected in the structure of society of the creatures he created. Attention is also paid to the religious component, through which the motive is played.*

Key words: *H. G. Wells, "the game of God", religion, nature, experiment.*

The science fiction novels of H.G. Wells and his philosophical research still excite and attract people to this day. The opinion that he was ahead of time and predicted the appearance of scientific discoveries is extremely popular among his fans. However, Wells was not a visionary. Wells was an intelligent and educated man who observed modern trends in science. He not only predicted various discoveries but also their possible consequences. He attempted to comprehend the socio-moral and political-philosophical issues of his time. And in the novel «The Island of Doctor Moreau» he explores the question of human nature and the line that separates man from animal.

«The Island of Doctor Moreau» was written in 1896, during time Charles Darwin's research had already been published and being widely discussed. H.G. Wells himself called his novel a «theological grotesque» and expressed in his essay «The Limits of Individual Plasticity» (1895) suggested that the events in the novel can be brought to life. The novel also reflects public concern about the increasing popularity of vivisection and its consequences.

The relevance of the study of exploring ways to implement the motif of «game of god» in H.G. Wells' novel «The Island of Doctor Moreau» lies in the ethical question of whether humans have the moral right to interfere with natural processes, to alter and control them, as well as the issue of regulating human actions through moral and ethical standards.

The scientific novelty of the work consists in a combination of perspectives on the permissibility of scientific research as portrayed «The Island of Doctor Moreau». Additionally, it explores the implementation of the motif «game of god» within the novel.

The work is based on the analysis of the novel by H.G. Wells «The Island of Doctor Moreau». In the course of the study, literary analysis, descriptive method, and comparative method were used.

The novel narrates about the events that take place on an island located in the middle of the ocean. The narrator, Edward Prendick, gets there after a shipwreck and witnesses Doctor Moreau's cruel experiments on turning animals into human-like beings. Montgomery, who empathizes with the «beast folk», assists him. However, Moreau's attempts are unsuccessful as the animalistic instincts gradually resurface in the creatures he has created, leading to a catastrophic outcome.

In «Doctor Moreau's Island», the concept of «game of god» is realized through Doctor Moreau's attitude towards his research and his creations. For him, nothing is more important than a successful result, which he has not been able to achieve in 20 years of research: «and there is still something in everything I do that defeats me, makes me dissatisfied, challenges me to further effort» [Wells 2020: 119]. He does not consider his experiments to be unacceptable. For him these experiments should lead to the creation of a new ideal being. It is important for him to act as the creator – the one who will defeat the laws of nature and create something more.

From a theological perspective, it is evident that Moreau incorporates religion into the society he has created However, he does not impose the norms and dogmas of any specific religion, such as Christianity, Islam, or Buddhism. Instead, he utilizes patterns that are inherent in various religions. Religion is characterized by the presence of a Law «that governs the world and the affairs of people» [Kazanceva 2010: 16] and without which the harmonious coexistence of man and the upper world is impossible, since violation of this Law will be punished. Similarly, the creatures in the novel also have their own law, which they repeat and adhere to.

In the first part of the «Law» they repeatedly ask «Are we not Men?» in order to convince them and emphasize in their minds that they are now people, not animals, and humans do not walk on all fours, do not lap up water and do not peel bark from trees with their claws, animals do it, and they are no longer like that: «Not to go on all-fours; that is the Law. Are we not Men? Not to suck up Drink; that is the Law. Are we not Men? Not to eat Fish or Flesh; that is the Law. Are we not Men? Not to claw the Bark of Trees; that is the Law. Are we not Men? Not to chase other Men; that is the Law. Are we not Men?» [Wells 2020: 89] The 'Law' serves as a reminder of the rules established in the creatures' society and also functions as a mantra that hypnotizes those present, including Prendick, who notes that «a kind of rhythmic fervor fell on all of us; we gabbled and swayed faster and faster, repeating this amazing Law» [Wells 2020: 89].

Also, some religions are characterized by monotheism, that is, faith in one God – monotheism. This feature in the novel can be seen in the next part of the «Law», where the creatures say: «He is the House of Pain. He is the Hand that makes. He is the Hand that wounds. He is the Hand that heals» [Wells 2020: 89-90]. They call Moreau's operating room «House of Pain», where he creates them, changes them if they do not obey the «Law» and heals them. Of God, they say that «His is the lightening flash. His the deep, salt see. His are the stars in the sky» [Wells 2020: 90], so he is everything that exists, everything that surrounds them. In Christianity, the belief is that God created man in his own image and likeness, and Moreau attempts to do the same. He reshapes the paws of animals so that they look like human ones, breaks and splices their limbs so that they can walk on two legs, remakes their brains so that they can not only understand human speech, but also reproduce it. «Law» serves as a deterrent to creatures, it contains prohibitions that will entail punishment, and these prohibitions should protect them from regressing to the animals that they were, and save the death the Polynesians while they were on the island, Montgomery and, of course, Moreau, because, as we see further, regression does not leave the morality instilled in the creatures, returning them to the animal origin. Although Moreau acts as a scientist, researcher, his inclinations and his work indicate that he still strives to be someone on a par with God.

Here we come to the other side of the issue: how does Moreau feel about his experiments? Not only is the 14th Chapter of Doctor Moreau Explains devoted to explaining his work, the answer to this question is contained in one phrase: «The study of Nature makes a man at last as remorseless as Nature» [Wells 2020: 115]. He knows that his work is immoral, but he manages to find an excuse for himself, because he is simply following nature, which is not entirely true. Evolution in nature is a long-term process during which animals lose or acquire any organs or limbs under the influence of their habitat without pain. Man acquired higher nervous activity, which includes thinking and consciousness, over time. Moreau, on the other hand, attempts to accelerate this process by forcing physical and chemical changes to the animal brain: «With him it was chiefly the brain that needed shaping; much had to be added, much changed» [Wells 2020: 116]. He taught his first human-like being to speak, count and read, and then settled him among people who instilled in the creature some standards of morality. But in addition to physical and behavioral changes, Moreau exposes animals to suffering, which leads to a change in their behavior. «Each time I dip a living creature into the bath of burning pain, I say, 'This time I will burn out all the animal; this time I will make a rational creature of my own!'» [Wells 2020: 120], he sees suffering as the key to radical changes in the very essence of being, leading to its evolution and improvement. Moreau is also prone to elevating himself above other people. «I was the first man to take up this question armed with antiseptic surgery, and with a really scientific knowledge of the laws of growth» [Wells 2020: 110], he mentions that operations similar to his experiments have been performed before, but he considers himself the first person to approach this issue having not only antiseptics that save from blood poisoning, but also enough knowledge to perform the operation correctly and get a successful outcome.

In the environment where Moreau conducted his experiments, there is also an atmosphere of something divine. Moro works on a secluded island in the middle of the ocean, which is difficult to get to and where no one will see him: «I remember the green stillness of the island and the empty ocean about us. <…> The place seemed waiting for me» [Wells 2020: 115]. It is also full of fruits, which are the main diet of all inhabitants of the island, including humans. Why isn't this the Garden of Eden described in the Bible? Another interesting biblical motif is the first animal Moreau experiments on – the sheep. It seems that the most logical to start with a monkey – the animal most similar to humans, – but Moreau chooses to start with a sheep. This is significant because sheep are mentioned in the Christian religious tradition as animals sacrificed to God.

The novel portrays the motif of the 'game of God' through the character of Doctor Moreau. He conducts cruel experiments on animals in an attempt to subdue the laws of nature, believing that he has the power to control the natural order of things, which is reflected in the very essence of his work. Religious and biblical motifs help to emphasize Moreau's intentions to surpass not only humans, but also nature, to challenge its omnipotence and to prove human and his own superiority over it.

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SECTION 7. HISTORY. POLITICS

UDK 94

CHRISTIAN INTERPRETATION OF THE IMAGE OF ASCLEPIUS IN THE WRITINGS OF AELIUS ARISTIDES

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The article deals with the image of the ancient Greek and Roman god of medicine Asclepius in the «Sacred Tales» of Aelius Aristides, its Christian interpretation, similarities with Jesus Christ, as well as the influence of the cult of this deity on the formation of Christianity.

Keywords: *Aelius Aristides, Asclepius, Christianity, paganism, Jesus Christ.*

Aristides, the son of a wealthy landowner from Asia Minor, had the best education for his time, read and traveled extensively in his early twenties, was a skilled orator, and had a mastery of the Attic style. Aristides is about to embark on a distinguished public career when he is first struck by a series of illnesses that rendered him a chronic invalid and changed his character forever. Most, if not all, of his ailments were psychosomatic in nature.

At the time, Aristides kept a diary. He regularly recorded his dreams, which were also records of his conversations with the divine physician Asclepius. Over the years, this diary grew to 300,000 lines. When Aristides finally took the time to organize his notes, he found them difficult to sort through, as they were not dated and some of them had been completely lost. But from the remainder, supplementing some from memory, he compiled the not very coherent five books of «Sacred Tales» which have come down to our time, and had only time to begin the sixth when he was prevented by death. These books are the first and only religious autobiography which the pagan world has left us [Dodds 2003: 75].

It is no coincidence that Aelius Aristides chose Asclepius, who later in his religious consciousness surpassed all other gods, including Zeus. At the time of the orator, the image of the man-god, who took upon himself suffering for the salvation of mankind, was widespread on the shores of Asia Minor. The influence of young Christianity on ancient paganism was reflected in the interpretation of the figure of

Asclepius, who became the «Savior» of many of his admirers, especially those living in the East [Mezherickaya 2006: 190].

There is still no conclusive evidence that the cult of Asclepius was firmly established in Palestine at the time of Jesus. However, extensive archaeological, geographical and chronological evidence points to a possible cult of Asclepius (in the first century AD) in Palestine. Numerous finds on the eastern and western shores of the Sea of Galilee and in Jerusalem show that the cult of Asclepius as a «savior-healer» coexisted with the cult of Jesus. The susceptibility of the Jews to the worship of Asclepius is difficult to assess, but the Jews were probably influenced by the Asclepius mentality. The title «Savior» was used in some Hellenistic and Jewish texts to refer to the «Healing God». This may clarify the connection between Greek and Jewish healing in the first century AD [Yeung 2002: 83].

Most late antique gods were called «Saviors», but Asclepius received this title more often than any other deity. In the early Gospels, Jesus appears as a physician who cures disease. It is this interpretation of the New God's mission that makes him similar to the god of medicine Asclepius more than to any other pagan deity [Edelstein 1998: 133].

Reading the «Sacred Tales», one cannot help but notice that for Aelius Aristides, Asclepius was not only a god, but also his friend, personal assistant, and patron. That is why he plays such an important role in the life of an orator. Aristides believed that all the strange instructions he received in dreams from his god should relieve him - at least temporarily - of the worst symptoms of his illnesses.

As Aristides himself observes, the injunctions in dreams are contradictory and often unexpectedly cruel. When he is forced to give up hot baths for more than five years, ordered to run barefoot in winter, bathe in the river in the cold, take mud baths in the icy wind, and even induce vomiting, one cannot help but notice the similarity of these divine injunctions to the self-torture of some Christian ascetics. For these people, the preservation of physical or spiritual health was an endless atonement for fictitious guilt [Dodds 2003: 78].

The theme of suffering pervades all the works of the sages. The author is convinced that his anguish and personal experiences brought him closer to Asclepius. Although Asclepius is not a suffering god in ancient religions, he is not devoid of the halo of tragedy. According to legend, Zeus killed Asclepius with a bolt of lightning for healing the sick and even bringing the dead back to life. At this point one can see the similarities between Asclepius and Jesus Christ, who also healed the lame and raised the dead [Mezherickaya 2006: 190].

Even given the hypersensitive imagination of a sophist fully immersed in his faith, it is inconceivable that the same person would have the same dream every night: Aristides saw the god in the form of a man every night, giving him different instructions. Asclepius, like Jesus, was a man-god. He was the son of Apollo and a mortal woman. Moreover, Asclepius acted as the son of Apollo, Christ came on behalf of his Father. The reasoning of the Christian Trinity is very close to that of Asclepius, the third from Zeus.

The work of Aelius Aristides clearly reveals the true feelings of the devout worshipper toward Asclepius. Aristides did not view healing simply as a pragmatic transaction. He valued healing as a religious act through which he could enter into communion with the god. It is not difficult to detect in Aristides a sincere gratitude to and trust in god [Yeung 2002: 87].

The answer to the question of how to explain this symbiosis between man and god is contained in the dream in which Aristides sees his statue, which then turns into a statue of Asclepius. For Aristides, this dream was a symbol of union with his divine patron, the recovery of his broken soul, finding peace by identifying with the image of his ideal Father [Dodds 2003: 82].

Christian attitude to dreams Aristides did not differ fundamentally from the pagan, except that the therapeutic incubation in the sanctuary of Asclepius was replaced by incubation in the sanctuary of a martyr or saint - a practice that is common in Greece to this day. Dreams of religious content were common in the early church and were taken very seriously. When a bishop saw in a dream the approach of the last judgment, the faithful would stop plowing the fields and devote themselves to prayer.

According to Origen, many people converted to Christianity because of dreams or visions in reality. For others, a dream represented a turning point in their spiritual life: Natalius the Confessor was saved from heresy by a dream in which holy angels whipped him all night; Gregory of Nyssa turned to contemplative life because of a dream in which forty martyrs rebuked him for his weakness. This dream convinced Augustine's friend, the physician Gennadius, that the soul is immortal [Dodds 2003: 83-84].

Christianity can be compared to any Greek or Roman cult, but the ideal of Asclepius seems closest to that of Christianity. The Greek god of medicine was the most perfect precursor to the evangelical god brought by paganism.

Of course, Asclepius is not the pagan counterpart of the Christian god, but it is clear that some general trends of the time influenced the formation of Christianity and the development of later paganism.

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UDK 94

MOTHERS IN AESCHYLUS' TRAGEDIES "THE PERSIANS" AND "THE ORESTEIA"

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The article considers the motherhood as the main female role in the classical period of Ancient Greece and its manifestations on the example of the characters of Atossa and Clytemnestra in Aeschylus' tragedies "The Persians" and "The Oresteia". The author comes to conclusions about the deep emotional bond between a mother and her child, arising from the moment of feeding the infant, sacrificed by it. This bond is unbreakable even in the most difficult situations aimed at breaking it.

Key words: *Ancient Greece, ancient tragedy, Aeschylus, motherhood, women's history.*

Motherhood is the main biological function of the female organism and one of the most important social roles of women, aimed at the continuation of humanity, upbringing, socialization and formation of personality. Demographic problems in modern society are associated with European trends in rethinking women's roles, with the decline in the importance of women's reproductive function, with the shift of priorities towards egocentric and individualistic perception of life, with the spread of new trends and ideologies that revise the value system of society. This gives rise to an increased interest in the study of gender roles, primarily the phenomenon of motherhood. Antique culture is the "cradle" of European culture, so a historical look into the past is important in order to identify the origins and trace the evolution of many processes of modernity.

The purpose of this article is analysing the maternal role of women in ancient Greek society of the classical period based on Aeschylus' tragedies "The Persians" and "The Oresteia".

In the classical period of Ancient Greece, the position of women remained significantly limited by the patriarchal system. I.E. Surikov called Athenian democracy "democracy for men" [Surikov 2008: 273], E.V. Shamarina wrote that it was customary to keep silent about women [SHamarina 2006: 143]. Indeed, a woman in this period is not only deprived of civil and political rights, but men controlled her private life: first by her father or brother, and then by her husband and even her son [Vinnichuk 1988: 145]. For example, an adult son in Athens had the right to marry off his widowed mother [Dyubi 2005: 290]. This control encompassed all aspects of a woman's life, even limiting her freedom of movement – a woman could leave the house only on private occasions, accompanied by slaves, and she was assigned a separate space in the house, in which she spent most of her time [Vinnichuk 1988: 150]. By separating women from society in this way, as S. S. Shashkov writes, the ancient Greeks sought to "specialize women for motherhood" [SHashkov 1872: 108]. The main female functions were limited to childbearing and caring for the household.

Plato's disciple Hyperides, as E.E. Vardiman wrote, demanded to treat childless women in such a way that they would feel ashamed. When greeting a woman, it was necessary to address her only as the mother of so-and-so [Vardiman 1990: 188-189]. An example of this can be found in the appearance of Queen Atossa before the elders. Although a noble and wise ruler, to her subjects she remained first and foremost the wife of Darius and the mother of Xerxes:

O most majestic Queen of Persians
In ample folds adorned,
Hail, aged Xerxes' mother,
Consort of Darius, hail! [Grene 1959: 225].

However, in spite of the woman's designated dependent position, her image as a mother was valuable. Sons were under their mother's care until the age of seven, daughters – longer [Vinnichuk 1988: 158]. Mothers paid special attention to the upbringing and education of their children, passing on cultural norms and traditions [SHamarina 2006: 142-143]. This fostered a deep emotional bond between mothers and children; already in Ancient Greece it was associated with the physical process of breastfeeding [Vardiman 1990: 123-124].

This special bond can be traced in the relationship between Atossa and her son Xerxes. His mother was the closest person to him, the only one who could not condemn him and the only one who could accept and comfort him, as the spirit of Darius spoke:

…Gently soothe
Him with your words to yours alone he will listen [Grene 1959: 250].

Clytemnestra is a bad example of maternal care: she killed the father of her children, sent her son away from home where he grew up away from his family, and oppressed her own daughter. However, despite his position as an exile, the order of the gods and the right of blood revenge, Orestes doubted his mother's murder to the last. The initiative of revenge against Clytemnestra initially came from Apollo, who under threats of disease, curses and other horrors attracted Orestes to the cause [Losev 1958: 79-81], then Orestes was pressured by his sister Electra and a chorus of mourners, and at the end he was pushed by his friend Pylades, without whom, as A. F. Losev believed, the murder might not have happened [Losev 1958: 82].

Clytemnestra, now of the denouement of the tragedy, drew her son's attention to the breast that was nursing him, hoping to awaken an emotional connection and arouse the favor of Orestes. This shows the significance of the act of feeding in the minds of the Greeks as the main symbol of motherhood:

Clytemnestra
Hold, my son. Oh, take pity, child, before this breast
where many a time, a drowsing baby, you would feed
and with soft gums sucked in the milk that made you strong [Grene 1959: 124].

At the same time, mothers did not always breastfeed their children on their own; often-ancient Greek families turned to the services of a nurse, who were poor women or slaves. As L. Vinnichuk noted, Spartan women were in particular demand [Vinnichuk 1988: 158]. Sometimes nurses replaced mothers in matters of education [SHamarina 2006: 142]. The figure of a nurse is also found in "The Libation Bearers", the author leaves her monologue about the difficulties of caring for a child [Grene 1959: 119].

Despite the spiritual and emotional significance of the maternal image in the life of the Greeks, the man remained the leader in social and political life as well as in the family, but his primacy extended in the Greek view to the reproductive function. J. Duby and M. Perrault in their monograph cited the study of Aristotle's genetic theory, according to which the female role in the process of procreation is limited to providing her body as the primary material for the formation of the fetus, while from the man to the child is transmitted soul. Generations are created by men because man is the only one who transmits the "sensitive soul" when woman is only a "passive element" [Dyubi 2005: 95-96].

The dispute about the correlation of male and female roles in the process of childbearing was for a long time relevant for the Greeks, as it affected not only the spiritual essence, but also the economic and social components. For example, the priority of property inheritance was always on the side of relatives on the paternal line, and on the maternal line only children of cousins could be heirs [Dyubi 2005: 100].

Aeschylus also addressed this issue in The Eumenides during the trial of the gods over Orestes. For his crime against his mother, Orestes was persecuted by the ancient goddesses of revenge Erinyes, who, according to researchers, acted as defenders of the maternal right [Yarho 1958: 182], while Apollo, who supported the hero, personified the paternal right [Radcig 1982: 188].

The Erinyes justified Clytemnestra because the murdered husband was not related to her by blood, while Orestes had committed a crime against his mother, to which Apollo made arguments consonant with Aristotle's later theory:

The mother is no parent of that which is called
her child, but only nurse of the new-planted seed
that grows. The parent is he who mounts. A stranger she
preserves a stranger's seed, if no god interfere.
I will show you proof of what I have explained. There can
be a father without any mother. There she stands,
the living witness, daughter of Olympian Zeus,
she who was never fostered in the dark of the womb

yet such a child as no goddess could bring to birth [Grene 1959: 158].

To summarize, we note that thanks to Aeschylus' dramatic work, we can judge the position of women in Ancient Greek society and family, their maternal role and attitudes towards motherhood in the classical period of ancient Greek history. Despite the social disregard for women and their limited rights, the primacy and supremacy of men in all respects, including reproductive, where the father is the one who creates life and the woman only nurtures it, the role of the mother had a high significance. In addition to the fact that the maternal role was significant for society and the state, not only in birth, but also in the upbringing and formation of personality in its early stages, the mother in the consciousness of the Greeks had a high spiritual value. In the process of breastfeeding an infant, the child and his mother developed a special emotional bond, and the mother's breast acquired a certain sacredness, became a symbol of this bond and love, which is clearly traced in the scene of the murder of Clytemnestra by Orestes.

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UDK 327.8

ADVANCING GREATER EURASIA: SCIENCE DIPLOMACY AND TECHNOLOGICAL INNOVATION FOR CONSOLIDATION

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This article is devoted to the study of the relationship between science diplomacy and technological development in the context of Greater Eurasia. The evolution of science diplomacy at various stages of development of the region is analyzed, starting from the transition to a more realistic paradigm of perception in the mid-2000s to the introduction of science diplomacy into the legal field in the concept of international scientific and technical cooperation of the Russian Federation in 2019. The basic principles and strategies of science diplomacy are discussed, as well as its role in the formation of a common space of innovation and technological progress in the Greater Eurasia region. The results of the study have both theoretical and practical significance, providing a basis for the development of international cooperation strategies aimed at the sustainable development of the region.

Key words: *science diplomacy, technological development, Greater Eurasia, consolidation, innovation.*

A critically important aspect in any diplomatic activity remains a special set of communicative, social science, and legal practices assigned to a specific individual person, who acts as a liaison between nations, cultures, and ideologies, navigating complex geopolitical landscapes and fostering dialogue amidst diverse interests and perspectives [Krasnova 2021: 48]. In terms of establishing and consolidating productive diplomatic relationships, one can often observe a clear adherence to the interests laid down by the policies of the ruling regime and actually fulfilled in the process of public and closed meetings. The construct of any diplomatic mission remains not only the interest sought, but also the correlation with research in scientific diplomacy. This entails a multifaceted approach, integrating academic insights, strategic analyses, and practical negotiations to advance national interests while fostering international cooperation. Moreover, diplomatic missions serve as conduits for cultural exchange, economic cooperation, and political dialogue, reinforcing the importance of research-backed strategies in navigating complex global dynamics.

The modern world is characterized by globalization and internationalization of all spheres of life, including science and education. In the face of global challenges and threats such as climate change, pandemics, geopolitical conflicts and economic crises, it is becoming increasingly clear that solving these problems requires cooperation between countries and regions. Greater Eurasia, as one of the most promising regions of the world, has enormous potential for the development of science and technology. However, to realize this potential, it is necessary to create conditions for effective interaction between scientists and researchers from different countries and regions.

Science diplomacy is the process of establishing and developing scientific connections between countries and regions with the goal of strengthening international cooperation in the field of science and technology. It includes such aspects as the exchange of scientists, joint research, the creation of scientific centers and laboratories, as well as the organization of scientific conferences and seminars. The need for science diplomacy in Greater Eurasia is due to several factors. Firstly, there is the need to strengthen scientific cooperation between the countries of the region. Greater Eurasia includes many countries with different cultural and scientific traditions, and to achieve common goals it is necessary to join forces. Secondly, science diplomacy contributes to the development of an innovative economy. Research and development are key drivers of economic growth and prosperity. Creating conditions for the exchange of knowledge and technology between the countries of Greater Eurasia can lead to the creation of new products and services, as well as increasing the competitiveness of national economies. Thirdly, science diplomacy helps strengthen international relations. Scientific cooperation can become the basis for the development of friendly relations between countries and regions. This can lead to a reduction in tension and conflict, and create a more stable and secure world.

The history of the Russian state has a sufficient number of documented diplomatic missions that significantly changed the economic, political, cultural and social space not only within the country, but also far beyond its borders. The study of historical documentation leads to an understanding of the origin of the values of the state, and also shows the dynamics of changes in the context of history.

Since ancient times, when science was just beginning to emerge, diplomacy helped fur traders who had no ways to sell their products, through negotiations with Constantinople, to gain the opportunity to strengthen their own economy with the subsequent collection of taxes to the treasury [Russko-vizantijskie peregovory i usloviya mirnogo dogovora 907 g.]. But the essence of diplomacy at that moment played a role in the religious aspect, when Prince Vladimir changed his religion from paganism to Orthodoxy. The very formation of the Russian state, according to the Norman theory, came from the invitation of the first Old Scandinavian rulers Rurik (Rorik) and Helga (Olga) by especially wealthy merchants who could not divide power over the territories among themselves [Satushev, Ryumin, Sarankin 2023: 303]. In more modern historical periods, when diplomacy could no longer do without utilitarian and elitist knowledge, the science of diplomacy began to receive special development.

History does not tolerate the subjunctive mood, but in the periodic conflicts between states, every incorrectly made diplomatic and military decision was costly for the economic, demographic, and international aspects. And if, having scientific diplomatic data not only from representatives, but also sufficient statistics in combination with scientific analysis, the state could determine as many possible outcomes as possible, it could make objectively correct and factually based decisions, preserving the integrity of the state apparatus and productive diplomatic constructiveness for the prospect of international interactions on a continental scale.

For science and the history of diplomacy, diplomatic alliances that were concluded for a long period of time are known for certain. Nystad Peace and the Treaty of Vienna are clear evidence of high-quality diplomacy at the intersection of scientific, military and political spheres [Nishtadtskij mir 1721]. As a result, both processes significantly changed the course of military events and placed the Russian power on the same level as the leading Eurasian ones.

Today, the issue of scientific diplomacy and the joint integration of Greater Eurasia find themselves in a predetermined symbiosis, since Western diplomatic activity has too actively promoted the concept of the hegemony of one monopoly, doing everything possible to advance its agenda by introducing 12 packages of sanctions on goods at all levels of the social, energy and technological order. Through the joint efforts of the Russian state and members of the Eurasian Community of States, the BEP was established, the activities of which were widely described by the V International Scientific and Practical Conference “Greater Eurasia: National and Civilizational Aspects of Development and Cooperation,” where M.L. Entin unequivocally asserted the need to create all opportunities for the development of science and the economy of friendly states in conditions of a severe political crisis, which manifested itself in the need for the European Union and NATO to return the mother country [Gerasimov, Kodaneva 2023: 184]. In a scientific diplomatic vein, one cannot help but mention the need to preserve the identity of the state in the process of integration into any joint international activity. In the work “Innovation Policy as the Basis of Systemic Modernization of the Russian Economy” of the XXII National Scientific Conference with International Participation “Modernization of Russia: Priorities, Problems, Solutions” Lelya Germanovna Pashtova showed quite voluminously statistical results on the current situation in the country’s economy, thereby indirectly indicating the prospects for its future development.

Considering the combination of factors influencing interstate interaction today and based on the above-mentioned circumstances of the interaction of scientific diplomacy with political decisions, it is advisable to identify the prospects for the case when innovation and technological development in the BEP union will receive greater development in connection with the sanctions pressure of the West and the import substitution of its goods and resources.

The course of a country's development in a diplomatic context significantly depends on the integrity of its internal national bonds. They, in turn, are formed in a situation of extreme necessity of war (according to Machiavelli’s work “The Prince”) and in the moral spirit of unity in front of a certain ideology. The practical application of technologies in the aspect of connecting nationalities, defining values for each resident of the country, can provide significant insight only in the process of awareness by the latter of the need for interaction.

Based on the data presented, it is advisable to summarize point by point the prospects for the development of Greater Eurasia in the diplomatic aspect under the coordination of scientific diplomacy:

1. There is a need in the country to establish new promising interactions with large economic states that support conservative and rational values that are beneficial to mutual cooperation.
2. The creation of the NEP is indicated as prepared in advance, which indicates the state's focus on realizing the need for the first withdrawal
3. It is impossible not to ignore the apparatus of public administration in conditions of a large-scale crisis. its turnover can lead to a change in the political course in reverse
4. The identity of a country in conditions of sudden change can have an extremely negative impact on social interactions both inside and outside the state.
5. The innovative component lies in the fact that in the era of digitalization it becomes more possible than ever to establish a common goal for all residents of a territorially large country. In the future, the use of communications technologies can see significant development not only in every sphere in modern Russia, but also in the friendly states of Greater Eurasia.

Thus, science diplomacy is a necessary tool for the development of science and technology in Greater Eurasia. It helps strengthen scientific cooperation between the countries of the region, develop an innovative economy and strengthen international relations. Creating conditions for effective interaction between scientists and researchers from different countries and regions is a key factor in achieving common goals and solving global problems.

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UDK 94.393

THE QUESTION OF THE FOUNDATION OF THE CITIES OF ANCIENT CYPRUS IN THE FOREIGN HISTORIOGRAPHY OF THE XX CENTURY

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The article attempts to analyze the foreign historiography of the XX century on the issue of the foundation of the cities of ancient Cyprus. It is noted that compared to the domestic historiography of the same period, foreign science in the study of the history of ancient Cyprus in general and the history of the founding of its cities in particular has achieved much greater success. In their studies of the founding of Cypriot cities, foreign scholars have turned to ancient mythological tradition and archaeological research. The conclusion notes that 20th century Western historiography identifies legendary Greek heroes as the founders of the cities of ancient Cyprus. The cities' desire to attach themselves to a founding hero was driven by a desire to gain an advantage in the political sphere and to express a common identity.

Key words: *historiography of the XX century, foreign studies, Cyprus, antiquity, foundation of cities.*

Ancient Cyprus is a very interesting and colorful region that absorbed various cultures: from ancient Eastern to Byzantine [Bolgov, Bolgova, Denisova 2023: 4]. The island also preserved a fairly rich ancient heritage, which makes Cyprus an interesting and promising field of research for historical science in general and for anticology in particular.

In domestic science, the ancient period of the history of Cyprus is studied rather poorly. This direction has not been widely spread even nowadays. Of course, even before the 1940s Soviet scientists were familiar with the peculiarities of the development of the island in antiquity. However, this was general knowledge [Karpyuk, Ladynin 2017: 507].

Ancient Cyprus became an independent object of study in domestic historiography only in the 1960s. This increased interest in ancient Cypriot history was due to the declaration of Cyprus as an independent state on August 16, 1960. From that moment, more attention was paid to the study of the historical process of Cyprus' development (compared to previous years): exhibitions of Cypriot antiquities were held, trips to the island were organized by domestic archaeologists and historians studying the period of antiquity. Also, based on the results of the analysis of individual episodes of the history of ancient Cyprus, Y.A. Savelyev and E.B. Petrova defended two dissertations. However, these were only the first steps, because, despite the progress in the study of Cyprus, the Soviet Union has not formed its own, solid scientific tradition of research in this area [Karpyuk, Ladynin 2017: 507].

In foreign historiography the situation with the study of the island of Cyprus is different. The tradition of study of ancient Cyprus by foreign historical science was gradually formed in the XIX century, and successfully continued to develop in the XX century.

A separate object of interest and study of foreign scholars in the XX century were Cypriot cities. For example, in 1952-1974 French, Swedish, and Cypriot scientists conducted large-scale archaeological excavations of Salamina, one of the two main cities of ancient and early Byzantine Cyprus [Bolgov, Sheludchenko 2022: 536].

Active archaeological research was carried out by the Swedish Cyprus Expedition under the leadership of the eminent Swedish archaeologist Einar Gjørstad. This expedition in the period from 1927 to 1931 examined many cities of ancient Cyprus: Lapif, Enkomi, Kition, Amafunt, Ayia Irini, Nitovikla, Hitry, Marion, Vouni, Idalion, etc. [Bolgov, Bolgova, Denisova 2023: 88]. [Bolgov, Bolgova, Denisova 2023: 88]. Einar Gjørstad and the work of the Swedish Cyprus Expedition contributed to the development of Cypriot archaeology and its transformation into a systematic academic discipline. Also, these studies were the impetus for the emergence of several researchers and institutions around the world interested in studying the history of ancient Cyprus [Leriou 2007: 20].

Archaeological excavations of ancient Cypriot cities posed a logical question to researchers: by whom, when, and under what conditions were these cities founded. Therefore, foreign scientists, describing in their monographs the history of ancient Cyprus, the location of its cities and monuments in them, in one way or another touched upon the question of the founding of the cities.

Thus, the American scholar Daniel John in his work "The Achaeans at Kourion" explores Kourion - a city in the southern part of ancient Cyprus. The author emphasizes that Kourion was traditionally Greek and, according to Strabo, had a seaport, which was the point of departure from Cyprus to Greece [Franklin 1940: 4].

Daniel John refers to the ancient written tradition and reports that according to Strabo and Herodotus (who associate the foundation of Kourion with the Argosians and Kynir's son Kourion) the city was colonized by Greek settlers from Argos in the 12th century BC [Franklin 1940: 4].

As a result of the analysis of archaeological research Daniel John concludes that Kourion was colonized by the Achaeans who settled in Cyprus during the first wave of Mycenaean expansion, in the fourteenth century B.C. From time-to-time new groups appeared and reinforced the Greek element on the island. The second wave of Achaeans came to Cyprus as a result of the Doric invasion of Greece. They did not come as conquerors, but settled peacefully among the population that had already settled on the island and in Kurion.

In 1940, a four-volume edition of the history of Cyprus in different periods was published. The author of the work was the British historian George Hill. George Hill conducted an in-depth study in which he addressed the question of the founding of Cypriot cities. Thus, he notes that according to Pausanias, the city of Old Paphos (located in the southwest of the island, near the legendary birthplace of Aphrodite's rock Petra-tou-Romiou) was founded by Agapenor - Homeric hero, mythical leader of the Arcadians [Hill 1940: 67]. Strabo also connects the founding of the city with Agapenor [Hill 1940: 67].

George Hill explores the foundation of not only Old Paphos. Thus, the historian notes that the city of Chitry (which was one of the ten city-kingdoms of Cyprus) was founded by Chitry, led by Greek settlers who came to Cyprus after the Trojan War. This fact, as the author believes, demonstrates the special Athenian contribution to the colonization of Cyprus [Hill 1940: 89].

Further George Hill mentions that another city, Akamas (located in the northwest of Cyprus) was founded by Akamas, the son of the famous ancient mythological hero Theseus. And Demophontes, the second son of Theseus and brother of Akamas, became the founder of Epaea [Hill 1940: 67].

One of the most important cities of ancient and early Byzantine Cyprus was the city of Salamin. George Hill says that the founder of this city is Teucre, the hero of the Trojan War, son of Telamon. The researcher argues that the Achaean settlers brought to the island of Cyprus not only the language, but also the name of places, institutions and cults. According to his version, the Achaeans, led by Tevkr, landed on the northern coast, reached the plain where, having found, perhaps, a local settlement with a similar sound, gave it the name Salamin. And Tevkr, considered the hero-founder of Salamin, became the ancestor of the local dynasty of priest-kings [Hill 1940: 85-86].

Thus, the analysis of foreign historiography of the XX century showed that a large layer of information about the founding of the cities of ancient Cyprus is contained in mythology. The ancient mythological tradition, studied by foreign scholars in the last century, mostly names heroes of the Trojan War or people associated with them (for example, children) as the founders of the cities.

Such a desire of the ancient inhabitants of Cypriot cities to attach in their foundation to the mythological tradition, and especially to the legendary Trojan War, is explained by the desire for self-affirmation of the new community that had just appeared [Turkina 2021: 112].

The binding of the city to the hero-founder gave important advantages in the political sphere [Bolgov, Bolgova, Denisova 2023: 28], and the unified cult of the hero-founder consolidated the civic consciousness and cultural identity of the civil community of ancient cities [Turkina 2021: 113].

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UDK 94

THE FORMATION OF THE CHRISTIAN TRADITION IN THE GREATER ARMENIA: TRDAT III'S ANTI-PAGAN POLICY

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This article examines the beginning of the process of adoption of Christianity in the territory of Greater Armenia. The process of destruction and displacement of paganism from the spiritual life of the people is also presented. In addition, the factors that contributed not only to the cultural development of the state, but also to *international relations with one of the main cultural centers of that time, the Roman Empire, are analyzed.*

Key words: *Christianity, the Greater Armenia, Trdat III, Grigor Lusavorich, paganism, the history of religion.*

The process of Christianization in Armenia was started already in the late II-early III centuries AD [Arutyunov 2006: 8], but the adoption of Christianity as the state religion took place only in the IV century: The Armenian Apostolic Church designates the date 301, when Tsar Trdat III, his family and part of the nobility were baptized, but in historiography there is another date – 314 – the ordination of Grigor by the bishop-high priest of the Armenian Church in Caesarea Cappadocia a year after the approval of the Edict of Milan by Emperor Constantine I, which equalized Christianity with other denominations [Arutyunova-Fidanyan 2016: 10].

Despite the fact that the Christian religion was established in the state, some of the people continued to preserve their pagan beliefs, cults, rituals, etc. Paganism has remained the basis of the spiritual life of the people for centuries: the ancient Armenian pantheon was represented not only by Armenian deities such as Haik, Aram, Ara the Beautiful, Tork, Astghik, but also by others who wore Iranian theonyms [Movses Horenaci 1990: 41]. Greek gods and goddesses also appeared in the ancient Armenian pantheon during the Hellenistic era, during the reign of the kings of the last Orontid dynasty [Arutyunyan 2021: 78].

There is no mention of a violent religious revolution in the sources, however, it is noted that Trdat III, understanding the power of paganism that persisted after the adoption of Christianity, ordered, «to be forgotten, to wipe off the face of the earth the former paternal, ancient idols, which the ancestors called gods» [Agatangelos]. Agathangelos in his "History" wrote about the destruction of pagan temples. The temples of the goddess Anahit and Tyre in Yerazamuin (this area was located west of Artashat), the temples of Barshamina, the sanctuary of the god Zeus-Aramazd, the temple of Nane and Mihr were destroyed, and the golden statue of the goddess Anahit was also smashed [Agatangelos]. All these destructions of pagan sanctuaries did not accelerate the process of the Armenian people's rejection of paganism, because even a hundred years later Mesrop Mashtots and his associates tried in one of the central regions of Armenia (Gokhtn) [Arutyunova-Fidanyan 2016: 11] «to rescue all [residents] from the influence of ancestral traditions and diabolical worship of Satan» [Koryun 1962: 87-88]. Also, for example, Faustus of Byzantium reports on an attempt by pagans on the head of the Armenian Church, the son of Grigor Lusavorich, Vrtanes [Petrosyan 2016: 282]: «They descended and surrounded the large walls of the Ashtishat church. While he (Vrtanes) was serving the liturgy inside, a large crowd from the outside tried to surround him and besiege him» [Favstos Buzand 1953].

In 324, Trdat III sent a special embassy to Rome, headed by Grigor the Illuminator. The Armenian ambassadors who arrived congratulated the emperor on his victory over the enemies, as well as on the victory of Christianity. Constantine I the Great and Pope Sylvester (314-335) concluded an "eternal alliance" with Trdat III and Grigor Lusavorich against all "pagans", the emperor presented the ambassadors with his new banner depicting a cross in the form of a monogram of the name of Christ [Arutyunova-Fidanyan 2016: 11].

Grigor Lusavorich played an important role in the formation of Christianity in Armenia. He continued to manage the Armenian Church in order to establish a solid organization in it. St. Grigor compiled the first canons and sermons, as well as some disciplinary and liturgical regulations. In addition, he founded about four hundred episcopal and archiepiscopal dioceses for the spiritual administration of Armenia and the surrounding countries [Ormanyan 2006: 23].

Speaking about the spread of the Christian tradition throughout the territory of Greater Armenia, it is worth saying that it was supposed to create a written Armenian language for a better understanding of the people of the new faith, since before that people received written education in Syriac and Greek, which were spoken only by a small part of the population (most often nobles, officials, intellectuals, etc.). Therefore, in order to give the opportunity to study the Bible and liturgical books to ordinary people, in the V century a literary Armenian language with its own alphabet was developed: the author of 36 letters of the Armenian alphabet was Mesrop Mashtots.

In addition, translated literature played an important role in the formation of the Christian tradition in Armenia, which was supposed to guide the ideological and liturgical activities of the Church and provide religious education (Bible study, liturgics, patristics, etc.). The first translators translated the speeches and canons of John Chrysostom, Severian of Gabal, Cyril of Alexandria, Athanasius of Alexandria, etc. into Armenian [Arutyunova-Fidanyan 2016: 15].

Summing up the above, it is worth noting the following: despite the fact that Christianity at the beginning of the IV century continued to be a "forbidden" religion (before the Edict of Milan) and Christian communities were oppressed by various states, Armenia nevertheless adopted a new monotheistic religion as the state religion. On the one hand, this step not only influenced the change in the culture of the people, but also rather contributed to the development of their own unique culture, written tradition, etc., but in the future also brought them closer to the cultural center that was the Roman Empire (later the Byzantine Empire). On the other hand, Christianity increasingly separated Armenia from the Iranian world: Zoroastrianism, which was planted by the Sassanids outside their state, could not be established on the territory of Greater Armenia.

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UDK 261.2

THE TRADITION OF PAGAN BELIEFS OF THE EASTERN SLAVS AND THEIR INFLUENCE ON THE FORMATION OF THE THEOTOKOS IMAGE

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The article is devoted to the study of the pantheon of Slavic paganism and the place and role of the image of the goddess Makosha, which is part of the pantheon of the Eastern Slavs, and its influence on the formation of the Theotokos image in religious culture. The author explores the role of pre-Christian customs, myths and rituals in the formation of ideas about the Mother of God in Orthodox and Slavic culture. The article examines the influence of pagan symbols, images and concepts on the formation of the image of the Virgin, as well as their preservation and transformation in the religious tradition. The research is based on the analysis of *historical data, religious sources, and ethnographic summaries, allowing us to assess the influence of pagan traditions on the formation of Christian culture in the context of the Eastern Slavs.*

Key words: *Paganism, Christianity, Theotokos, Makosh, religion, functions.*

The cultural and historical practices of mankind are unthinkable without symbols. They permeate everyday life, rites and rituals of people, mythology, politics and philosophy, ethics and aesthetics, etc. Symbols are used to the greatest extent in religion, which has always claimed global universalism. This phenomenon was explained by the Russian religious philosopher L.P. Karsavin as follows: «...the universalism of religion makes us catch the reflection of the Deity in everything and consider everything as His symbols. Intense religious thought goes beyond rational knowledge, feeding on mystical comprehension: in order to express mystical experience, ordinary words and concepts are not enough: one has to fix one's perception with a symbol» [Razhnev 2002: 111], which is connected with the formation of the image of the Deity.

As noted in his time historian-medievist G.L. Kurbatov: "In theological literature the conversion of Russia to Christianity is interpreted as a transition from error to truth, from pagan darkness to the light of a new faith, Christianity in its Byzantine, primordial form triumphed over paganism and formed the basis of the worldview of the Russian people. The historical reality diverges from these rainbow perceptions" [Kurbatov, Frolov, Froyanov 1988: 288].

The statement of the above-mentioned researcher was confirmed by another historian, a prominent researcher of Slavic culture and history of Kievan Rus B.A. Rybakov, «Greek Christianity in the 980s met not a simple village paganistic views, but significantly developed pagan culture with its mythology, pantheon of the main deities, priestesses and, in all probability, with its pagan chronicle of 912-980 [Rybakov 1987: 5]. The complex and long process of the Christianisation of Russia is characterised by a complex symbiosis of ancient folk religion with Christianity brought in from outside, called 'two-faith'» [Bobrova 2000: 13].

Many historians call East Slavic paganism not so much a religion as an ancient natural worldview, according to which nature, the earth, the gods and the peoples who honour them are in an inseparable single kinship.

The basis of formation of polytheistic worldview is the knowledge inherited from ancestors and tested by time and practice. In addition, honoring ancestors and traditions is a concern not only for themselves, but also for their descendants [Gavrilov 2007: 27].

In historical literature, a special place was occupied by the cult of Mother Earth, which was transformed into a symbol of holiness and wealth, purity and health, which did not disappear with the advent of Christianity, which is confirmed by the expressions: «Be as rich as the holy earth!», «As the earth is healthy, so would my head be healthy». Such veneration of Mother Earth was accompanied by many different prohibitions, violation of which entailed the wrath of the elements and punishment in the form of crop failure and famine [Zaitsev 2018: 102].

Based on non-preserved sources relating to the beliefs of the Slavs, but in a number of studies suggested that in August were made rituals of agrarian magic and thanksgiving deities: Mokosha, Khorsa, Stribog, Veles, etc. At the heart of the ancient agricultural cult of Mother Earth [Zaitsev 2018: 104], Makosh may well be understood as «mother of a good harvest», «mother of happiness» [Rybakov 1981: 408].

The deity in the Eastern Slavs fulfilled the functions of a protector and patron of women and family well-being. The image of Makosha was associated with the fertility of the earth, and patronized women in childbirth. The goddess gave strength and protected them from pain and disasters.

The change of world outlook associated with the emergence of new religious views, caused a radical change in religious ideas, naturally had its own features in many other areas, in particular, the advent of Christianity in Russia in 988 changes and the attitude to pagan patrons: pagan temples were destroyed, churches were built, started being celebrated Christian holidays.

In his time, N.I. Tolstoy noted that "paganism and its elements should not be perceived as something completely alien to Christianity, as its antipode in all respects and components. Paganism <...> in the course of centuries, even in the pre-Christian era evolved and in many respects preserved layers of different periods" [Tolstoy 1996: 160]. The most prominent church historian N.S. Gordienko noted that at first Byzantine Christianity and paganism were parallel independent religious systems, and then – up to the present time – in the form of two components of a single Christian religious and church complex, called Russian Orthodoxy [Gordienko 1986: 95].

The New Testament history of the Orthodox Church emphasises the image of the Blessed Virgin Mary, Mother of God. Its veneration was established in 431 at the Ecumenical Council of Ephesus and confirmed by the subsequent IV, V, VI, VII Ecumenical Councils. The doctrine of the Mother of God is vividly expressed in the words of Theodore, Bishop of Ancyra: "Whoever does not recognise Our Lady as the Mother of God is alienated from God" [Perevezentsev 2001: 136]. With the adoption of Christianity, the cult of the Mother of God is immediately established in Russia. Vladimir the Holy dedicates to the Blessed Virgin the main temple in Kiev, and in memory of the celebration on the occasion of the lighting of the temple establishes a holiday – the first Christian holiday of the Russian Church proper [Perevezentsev 2001: 56].

The special cult of the Mother of God in Kievan Rus emphasised that Rus, which had entered the world of Christian nations, also fell under Her gracious Protection [Perevezentsev 2001: 57]. The introduction of the Tale of Bygone Years tells us, in particular, the information about the flood singles out the Eastern Slavs in the world history: «Japheth got the northern countries and the western ones: Midia <...>, Armenia Minor and Great, Cappadocia <...>, the Slavs» [Povest' vremennyh let 1983: 124].

The authors consider «the primary importance of the cult of the Virgin Mary, which was based on Slavic ideas of a beneficent female being» [Zamaleev 1981: 27] to be a particularly vivid manifestation of the influence of the folk worldview on the understanding of Christian dogmas.

Traditionally, in folk perceptions, the Mother of God was seen as comforting, merciful, and responsive to any misfortune and relieving pain. In the cult of the Mother of God, Russians emphasized her maternity rather than her virginity. The Blessed Virgin was seen not only as the Mother of God, but also as Mother in general, the mother of every human being.

In the Russian folk tradition, the image of the Virgin Mary came closer to the image of Mother Earth, which led to the formation of the cult of the Mother of God-Earth. The Queen of Heaven was equated, and sometimes identified with the birthing and fruit-bearing earth-feeder [Baranova, Zimina 2001: 481]. In the author's opinion, these qualities make it possible to connect the image of the Virgin with the image of the Slavic Mokosha, as the functions that endowed the people of the Blessed Virgin are similar to the functions of the Old Russian goddess.

Thus, summing up the above, we note that firstly, as B.A. Rybakov wrote: «without analyzing paganism we cannot understand the ideology of Slavic medieval states and in particular Kievan Rus. If we comprehend the culture of the feudal class mainly through church literature and art (thus unjustly narrowing it down), we can understand the culture of the common people throughout all the centuries of feudalism only in the light of analyzing the whole pagan complex» [Rybakov 1981: 5].

Secondly, one of the main trends in the development of Rus' culture finds its manifestation in the fact that «as the centuries passed, Slavic paganism increasingly became an expression of the people's worldview. The Church with its international culture of theological literature, painting, temple-building and solemn and theatrical liturgical action became first of all an exponent of feudal ideology». Paganism was retained in the thick of the masses [Rybakov 1981: 6], which is evident from the intertwining of folk ideas about the world with the teachings of the Christian Church and the transfer of the functions of Mokosha by the people to the image of the Mother of God.

Thirdly, the introduction of a new religion, which corresponded to the process of feudalization of the Old Russian society, replacing the old one, which reflected the democratic life, had important consequences for the further development of the culture of Kievan Rus, contributing to its accession to the Byzantine, ancient and medieval cultural heritage [Zamaleev 1981: 22].

Fourthly, this whole process contributed to the formation of a «feudal Russian pantheon, consisting of representatives of the same class that ruled the land - princes and boyars. This pantheon, together with the pantheon of miracle-working icons, overshadowed the main Christian gods: Jesus Christ found himself in the shadow, the apostles completely disappeared from the scene, the Mother of God dissolved into dozens of «godmothers» according to the number of her miracle-working icons» [Nikolsky 1983: 56].

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