Ministry of Education of the Republic of Belarus
Educational Establishment
“Vitebsk State University named after P.M. Masherov”

THE YOUTH OF THE 21st CENTURY: EDUCATION, SCIENCE, INNOVATIONS

Proceedings of VII International Conference for Students, Postgraduates and Young Scientists

Vitebsk, December 11, 2020

Vitebsk
Vitebsk State University named after P.M. Masherov
2020

UDC [378.147.88+378.4(476.5)](062)
LBC 74.480.278я431+74.483(4Беи-4Вит)я431
Y75

Published by the decision of the Research and Methodology Council of the Educational Establishment "Vitebsk State University named after P.M. Masherov". Minutes № 1 d/d 22.10.2020

Y75 **The Youth of the 21st Century: Education, Science, Innovations :** Proceedings of VII International Conference for Students, Postgraduates and Young Scientists, Vitebsk, December 11, 2020 / Vitebsk State University ; Editorial Board: E.Ya. Arshansky (Editor in Chief) [and others]. – Vitebsk : Vitebsk State University named after P.M. Masherov, 2020. – 377 p.
ISBN 978-985-517-767-9.

The collection of articles includes the Conference proceedings submitted by the authors at the International Conference for Students, Postgraduates and Young Scientists "The Youth of the 21st Century: Education, Science, Innovations" and dedicated to solving current scientific issues in natural sciences, technical sciences and humanities. The articles may be used by scientists, teachers, postgraduates, undergraduates and students of higher educational establishments.

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DEVELOPMENT OF THE THEORY OF MATHEMATICAL MODELING AND ITS APPLICATION IN EDUCATION AND INDUSTRY

MODELING OF A COMPUTER TRANSLATOR IN THE CONTEXT OF LEARNING A FOREIGN LANGUAGE

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Computer translation has become a significant phenomenon of inter-lingual communication (everyday, scientific, educational, translation). The study of a foreign language must take into account the fact that Computer Translation forms an understanding of its possibilities and limitations, which can only be realized on the basis of an understanding of computer translation technology. The purpose: The development of tools for effective usage of computer translation in foreign language learning.

Material and methods. Using mathematical modeling, two prototypes were developed: an interactive computer model of a bilingual English-Russian translator and a computer model of a context bilingual English-Russian translator. The prototype is a translator program capable of communicating with the user using a predetermined «phrasebook» – a list of phrases and expected answers to them. In this case «phrasebook» is a model of educational phrases, collocations, glossary, containing aligned grammatical structures in the source language and their translations into the target language. Modeling was carried out: 1) based on LingoJam networking platform [1]; 2) by using standard HTML markup directly in the web page code [2].

Findings and their discussion. LingoJam is a free online service that allows you to create interactive computer models of a translator for any language pair and subject. LingoJam allows you to specify for the created translator: Name (will appear as your translator's name); Subtitle (appears below the translator's name); Description of the created translator; Language1 name (source language name); Language2 name (the name of the target language of translation, although LingoJam allows translation in both directions). LingoJam allows you to customize the work of the translator with individual tokens (prefixes, suffixes, Intrawords), use Regex (regular expressions) to create your own translation rules. The syntax used by LingoJam is that of JavaScript.

Context translator (hover translator) is an application that provides translation of the text under the mouse cursor. Such work scheme saves time, does not distract the user from work, allows to quickly catch the general sense of the text. Context translation of selected words and sentences from English into Russian can be modeled with the help of heuristic use of standard HTML tools in the computing environment of a browser. To create a working model of the translator, it is proposed to enclose the selected text in the code of the page into a container with tags with its translation (interpretation) according to the template: original text .

The translation of the phrase «Lerne eine Fremdsprache in Brest und Vitebsk» from German into English: Lerne eine Fremdsprache in Brest und Vitebsk.

This model also allows to provide word-by-word translation of linked text or serve as a context electronic dictionary. To do this, it is appropriate to apply a template of the proposed code to each structure to be translated (in this case to each lexeme). For example:

Guten Tag
Auf Wiedersehen
Danke
Entschuldigung

Didactic possibilities of such models of translators:

- personally oriented approach (combines personalized, optimally selected material that is adequate to students' level of knowledge, interests and needs);
- subject specificity (contain a necessary and sufficient set of language constructs and vocabulary units that do not allow the accumulation of redundant information, thus contributing to better learning). [3].

The creation of the proposed models of computer translators is simple and affordable for the students themselves. The creation of models of computer translators by students is of particular importance in the context of learning a foreign language. In this case, training becomes productive in combination with the production of training material. In the process of creating models of translators, as an educational task performed under the guidance of a teacher, the student will work with lexical and grammatical material, choosing synonyms, antonyms, learning the meanings of new words. The creation and evaluation of computer translator models should be led by a teacher.

Conclusion. We have developed working models of computer translators (Russian-English and English-Russian; Russian-German). They can be used as a means of learning the software topic «English (German) Etiquette for beginners» in the 4th grade of secondary school. The proposed modeling of computer translators as learning tools can be carried out by teachers both English and German language. The creation of models of computer translators can also be done by students, as a learning task in the context of learning a foreign language.

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APPLICATION OF THE CONCEPT DERIVATIVE IN ECONOMY

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Modern mathematics is characterized by intensive penetration into other Sciences. Mathematics has become for many branches of knowledge a method of precise research and a means of extremely clear formulation of concepts and problems. Without modern mathematics with its developed logical and computational apparatus, progress in various fields of human activity would not be possible.

Economics, as the science of objective reasons for the functioning and development of society, uses a variety of quantitative characteristics, and therefore has incorporated a large number of mathematical methods and models. In this work, we want certain examples to show mathematical models of different types of economic problems, as well as to delve into the term derivative in the economy as a whole.

The relevance of this topic lies in the fact that modern economics uses optimization methods and mathematical models, which form the basis of many applied sciences. The aim of this work is to find out what new opportunities differential calculus offers for economic research [1, p.3].

Material and methods. We used the basic method of mathematical modeling – a way to formally describe often poorly formalized phenomena, processes, and systems based on static data analysis. In the study of economic problems, it was necessary to analyze and solve equations that include both the system parameters and the rate of their change, the analytical expression of which is derivatives

Findings and their discussion. The use of the derivative in economics allows us to obtain the limiting characteristics of economic objects or processes that characterize not the state, but the rate of change of an economic object or process over time.

Marginal characteristics in an economy include: marginal costs, marginal revenue, marginal utility, marginal productivity, and so on. The concept of limit values allowed us to create a completely new tool for research and description of economic phenomena, through which it became possible to solve scientific problems that had not been solved before or were not completely solved. All these values are closely related to the term derivative. Limit values characterize not the state, but the process, the change of an economic object. Therefore, the derivative acts as the rate of change of some economic object (process) over time or relative to another factor under study.

Consider the situation: let q be the quantity of output produced, and TC (q) be the total costs corresponding to this output, then Δq is the increase in output, and ΔTC is the increase in production costs. The marginal cost of an MS is the additional cost of producing each additional unit of output. In other words,

MC=TC(q+Δq)-TC(q),

Where Δq=1. Using the equality ΔTC≈d(TC), we get

MC=ΔTC≈d(TC)=TC'(q)

Δq=TC'(q)

So, marginal costs are nothing more than the first derivative of total costs, if the latter are represented as a function of the quantity of output.

Many other economic values that have a marginal nature are determined in the same way.

Since resource constraints can not be eliminated in principle, the return on factors of production is crucial. The derivative is also applicable here as a research tool. Let the capital employed be constant, and labor costs increase. You can enter the following category in economic analysis-marginal product of labor MPL (marginal product of labor) - this is an additional product obtained as a result of additional investments of labor with a constant amount of capital:

$$MP_L = \frac{\Delta Y}{\Delta L}$$

If the attachments are made in fairly small portions, then

$$MP_L = \frac{dY}{dL},$$

since dY is the result and dL is the cost, MPL is the marginal productivity.

For infinitesimal changes, the marginal utility is the derivative of the total utility, which is represented as a function of the amount of product consumed:

$$MU = \frac{dTU}{dq} = \frac{TU'(q) * \Delta q}{q' * \Delta q} = TU'(q)$$

Also consider the price elasticity of resources:

$$E_p(R) = \left(\frac{dR}{R}\right) : \left(\frac{dp}{p}\right) = \frac{dR}{dp} * \frac{p}{R} = \frac{R'(p) * \Delta p}{p' * \Delta p} * \frac{p}{R} = R'(p) * \frac{p}{R},$$

which characterizes the relative change (as a percentage) in the amount of demand for a resource (for example, labor) when the price of this resource (respectively, wages) changes by 1% .

Conclusion. The research revealed that mathematics is very closely connected with other sciences, especially with economics. Obviously, the derivative is one of the most important tool of economic analysis, which allows one to deepen the mathematical meaning of economic concepts and express economic laws using mathematical formulas. Also, the use of the derivative is often used in economic problems and theories . The economic meaning of the derivative is that it acts as the rate of change of some economic process over time or in relation to another factor under research. The use of derivative or differential calculus solves many economic problems, such as, for example, the problem elasticity of demand. The most relevant use of the derivative is in marginal analysis, that is, in the study of marginal values (marginal costs, marginal revenue, marginal productivity of labor or other factors of production, etc.).

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ON PROPERTY OF GENERATED σ-LOCAL FORMATIONS

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All groups considered are finite. Let σ be a partition of the set of all primes $\mathbb{P}$, that is $\sigma = \{\sigma_i \mid i \in I\}$, where $\mathbb{P} = \bigcup_{i \in I} \sigma_i$ and $\sigma_i \cap \sigma_j = \emptyset$ for all $i \neq j$. If n is an integer, the symbol $\pi(n)$ denotes the set of all primes dividing n; $\sigma(n)$ denotes the set $\{\sigma_i \mid \sigma_i \cap \pi(n) \neq \emptyset\}$; $\sigma(G) = \sigma(|G|)$; $\sigma(\mathfrak{F}) = \bigcup_{G \in \mathfrak{F}} \sigma(G)$. For any collection of groups X symbol (X) denotes the class of groups generated by the collection of groups X. The symbols $F_{\sigma_i}(G)$ and $O_{\sigma_i}(G)$ denote the product of all normal $\sigma_i{}'$-closed subgroups of G (see [3]) and the product of all soluble normal σ_i-subgroups of G. A group class closed under taking homomorphic images is called a semiformation. (see [2]).

A formation is a class of groups closed under taking homomorphic images and finite subdirect products (see [1]).

Any function f function of the form

$f : \sigma \to \{\text{formations of groups}\}$,

is called a formation σ-function. Following [3, 4], we put

$LF_\sigma(f) = (G \mid G = 1 \text{ or } G \neq 1 \text{ and } G / F_{\sigma_i}(G) \in f(\sigma_i) \text{ for all } \sigma_i \in \sigma(G))$.

If for some formation σ-function f we have $\mathfrak{F} = LF_\sigma(f)$, then we say that class $\mathfrak{F}$ is σ-local and f is a σ-local definition of $\mathfrak{F}$ (see [3, 4]). The symbol $l^\sigma \text{form}(\mathfrak{X})$ denotes the intersection of all σ-local formations containing a collection $\mathfrak{X}$ of groups.

The main result is the following

Theorem. Let M be a semiformation and $A \in l^{\sigma}$formM. If $O_{\sigma_i}(A) = 1$, and $\sigma_i \in \sigma$, then $A \in l^{\sigma}$formM$_1$, where M$_1$ = $\{G / O_{\sigma_i}(G) \mid G \in$ M$\}$.

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ON MODULARITY OF THE LATTICE OF σ-LOCAL FITTING CLASSES

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All groups considered are finite. In definitions and notations we follow N.N. Vorob'ev “Algebra of Classes of Finite Groups" and K. Doerk "Finite Soluble Groups” [1, 2].

The problem of describing the properties of the lattice of classes of groups and subgroup systems is the actual problem of the group theory. In this field of research, we know the result of A.N. Skiba [3] on the modularity of the lattice of formations of groups. However, the question of the modularity of the lattice of Fitting classes and lattice of Fitting sets of group remains open to date (see [4, Problem 14.47]).

The purpose of this paper is to prove the modularity of the lattice of σ-local Fitting classes.

Material and methods. The lattice is a partially ordered set, in which each two-element subset has both an exact top and an exact bottom edge. A lattice L is called modular if for any $x, y, z \in L$ such as $x \leq y$ the following equality holds $x \vee (y \wedge z) = y \wedge (x \vee z)$, called a modular law.

The non-empty class of groups $\mathfrak{F}$ is called the Fitting class, if and only if the following conditions are fulfilled:

1) if $G \in \mathfrak{F}$ и $N \trianglelefteq G$, then $N \in \mathfrak{F}$;
2) if $M, N \in \mathfrak{F}$, $M \trianglelefteq G, N \trianglelefteq G$ и $G = MN$, then $G \in \mathfrak{F}$.

The symbol $G^{\mathfrak{F}}$ denotes the intersection of all normal subgroups N such that $G/N \in \mathfrak{F}$.

We write $\mathfrak{G}_{\sigma_i}$ to denote the class of all σ_i-groups and $\mathfrak{G}_{\sigma'_i}$ to denote the class of all σ'_i-groups.

Following Shemetkov [5], σ is some partition of $\mathbb{P}$, that is, $\sigma = \{\sigma_i | i \in I\}$, where $\mathbb{P} = \cup_{i \in I} \sigma_i$, $\sigma_i \cap \sigma_j = \emptyset$ for all $i \neq j$.

We call the function of the form

$f: \sigma \longrightarrow \{Fitting\ classes\}$

Hartley σ-function (or simply H_σ-function), and we put

$$LR_\sigma(f) = \left(G \middle| G = 1 \text{ или } G \neq 1 \text{ и } G^{\mathfrak{G}_{\sigma_i}\mathfrak{G}_{\sigma'_i}} \in f(\sigma_i) \text{ для всех } \sigma_i \in \sigma(G)\right).$$

In this paper we use methods of abstract group theory, in particular methods of classes theory and lattice theory.

Findings and their discussion.

We can show, that

$$\big(f_1(\sigma_i) \vee f_2(\sigma_i)\big) \cap f_3(\sigma_i) = f_1(\sigma_i) \vee \big(f_2(\sigma_i) \cap f_3(\sigma_i)\big),$$

$$\forall \sigma_i: f_1(\sigma_i) \subseteq f_3(\sigma_i) \Leftrightarrow \mathfrak{F}_1 \subseteq \mathfrak{F}_3, i \in I.$$

Let $\mathfrak{X}$ be some set. We write $Fit(\mathfrak{X})$ to denote the intersection of all Fitting classes, that includes $\mathfrak{X}$.

Let $\mathfrak{F}$ and $\mathfrak{H}$ be σ-local Fitting classes. Then:

$$\mathfrak{F} \vee_\sigma \mathfrak{H} = Fit(\mathfrak{F} \cup \mathfrak{H}).$$

Let $\mathfrak{F}_i = LR_\sigma(f_i)$, where f_i – H_σ-functions of the respective classes $\mathfrak{F}_i$. Then:

1) $\vee_{\sigma\, i \in I} \mathfrak{F}_i = LR_\sigma(\vee_{i \in I} f_i)$,

2) $\cap_{i \in I} \mathfrak{F}_i = LR_\sigma(\cap_{i \in I} f_i)$.

We proved

Theorem. Let $\mathfrak{F}$ and $\mathfrak{H}$ be σ-local Fitting classes. If $\mathfrak{X}$ is σ-local Fitting class and $\mathfrak{F} \subseteq \mathfrak{X}$, then $(\mathfrak{F} \vee \mathfrak{H}) \cap \mathfrak{X} = \mathfrak{F} \vee (\mathfrak{H} \cap \mathfrak{X})$.

Conclusion. The work shows the modularity of the lattice of σ-local Fitting classes.

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ECOLOGICAL, BIOLOGICAL AND GEOGRAPHICAL STUDY OF THE RATIONAL USE OF THE RESOURCE POTENTIAL AND ENVIRONMENTAL PROTECTION

TAXONOMIC STRUCTURE OF THE FLORA OF THE FIELD PRACTICE AREA IN ULANOVICHI VILLAGE

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The flora of any region is subject to dynamics, which has especially intensified in recent years under the influence of human economic activity. Also, the reason for the change in the floristic composition of one region or another was the withdrawal of large areas from agricultural circulation. This, in turn, led to the fact that these territories began to be occupied by plant species that had left the culture and became invasive. Thus, there is a growing tendency for the reduction of some species (primarily native) and the penetration of adventive elements into the flora of the region. Therefore, the study of flora, fixing its current state, is always remain relevant. The teachers and students of Vitebsk State University named after P.M. Masherov actively began to study the flora of the Vitebsk region, where the Ulanovichi agricultural station is located in 1980-1990. [1]. Until now, no special floristic studies have been carried out in the vicinity of the agricultural station. We carried out floristic research in this area in 2019-2020.

The aim is to highlight the diversity of higher vascular plants in the Ulanovichi field practice area, to establish the taxonomic structure of the flora of this region and to mark economically valuable species.

Material and methods. The route method was used as the main study method. The stock herbarium of the Department of Botany of the Vitebsk State University named after P.M. Masherov. In different biotopes, the general floristic composition was described, and search for rare and invasive species was carried out. For a more complete identification of the floristic composition of the study area, repeated visits were carried out to some places during the growing season. The flora list includes wild-growing species and some well-naturalized cultivated ones. The work of L.M. Merzhvinsky "Flora of the Belarusian Poozerie: Classification list of higher vascular plants" was used as a basis. [2]. The species were identified with "Key to Higher Plants of Belarus" [3].

Findings and their discussion. We found that 413 species of higher vascular plants grow in the vicinity of the Ulanovichi agricultural station. The taxonomic structure of the flora is established and an assessment of its economic importance is given. The marked species belong to different departments. Among them: Club mosses – 2 species; Horsetails – 4 types; Ferns – 5 species; Gymnosperms – 3 types; Angiosperms – 399 species.

The most numerous in the Angiosperms division are the families: Asteraceae, Rosaceae, Fabaceae, Poaceae, Cyperaceae, Caryophyllaceae, Ranunculaceae, Braccicaceae, Scrophulariaceae, and Lamiaceae. The flora of the practice area is represented by a number of useful plants. Among them, the most important are medicinal, fodder, food, decorative. Of the medicinal, the most common are *Origanum vulgare*, *Symphytum officinale*, *Hepatica nobilis*, *Leonurus cardiaca*, *Thymus serpyllum*, *Lathyrus vernus*, *Achillea millefolium*, *Agrumpens repens*, *Artemisia absinthium*, *Betonica officinalis*, *Capsella bursa pastoris*, *Chelidonium majus*, *Equisetum arvense*, *Frangula alnus*, *Fragaria vesca*), *Plantago major*, *Potentilla erecta*.

In the investigated territory, dangerous invasive plant species are very often found: *Solidago canadensis*, *Acer negundo*, *Robinia pseudoacacia*, *Heracleum sosnowskyi*, *Echinocystis lobata*, *Impatiens glandulifera* and others.

Conclusion. The flora of the investigated area is quite rich. On a small area, 413 species of higher vascular plants grow. This is due to the wide variety of natural conditions and the strong influence of human economic activity.

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THE CONTENT OF BIOFLAVONOIDS IN ALCOHOLIC EXTRACTS OF WILD PLANTS OF SHARKOVSHCHINSKY DISTRICT

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Recently, there has been a significant increase of interest in the study of free radical oxidation processes, and as a result, substances that can affect the intensity of these processes. An important role in this process belongs to the bioflavonoids contained in plants. These substances are vitamin-like compounds, they are also called substances with P-vitamin activity. The mechanisms of action of bioflavonoids are different: they can act as a trap for the resulting free radicals; inhibit the formation of free radicals by directly preventing the course of any process or reaction in the body (inhibition of enzymes), contribute to the elimination of toxic substances (especially heavy metals) [1,2].

Aim: to determine the quantitative content of rutin, kaempferol and quercetin in the leaves of dandelion officinalis and red clover.

Material and methods. As objects of research, we used the leaves of *Trifolium pratense* and *Taraxacum officinale* collected during the flowering of 2020 in village Kovshelevo Sharkovschina district.

To determine bioflavonoids, we used a generally accepted method [3,4]. The optical density of the resulting solution was measured as a function of bioflavonoids at different wavelengths (table 1). The measurement was performed in a freshly prepared extract, after 7 days and after 14 days of storage.

The percentage of flavonoids (X) is calculated by the formula:

$$X = \frac{E * V_1 * V_2 * 100}{V_3 * m * (100 - W) * \varepsilon},$$

where, E is the optical density of the test solution; E is the specific index of flavonoid absorption. V_1 is the extract volume, cm^3(50); V_2 – volume of solution for spectrophotometry, cm^3(5,1); V_3 – volume of extract taken for determination, in cm^3(0,1); M – mass of raw material in grams; W – loss in weight at drying of raw material in percentage.

Table 1-Specific indicators of bioflavonoid absorption

Indicator	Wavelength (нм)	Comparison solution	Specific absorption rate
Ruthin	363	96 % C_2H_5OH	268,4
Quercetin	430	0,05 M $AlCl_3$ в C_2H_5OH	764,5
Kaempferol	425	0,05 M $AlCl_3$ в C_2H_5OH	850

Findings and their discussion. The biological role of bioflavonoids is their participation in redox processes occurring in plants. They perform protective functions, protecting plants from various adverse environmental influences. The content of bioflavonoids in the leaves of wild plants is shown in tables 2 and 3. The effect on the body of a particular bioflavonoid is determined not only by its amount in the product used, but also by the degree of its activity.

The content of bioflavonoids in dandelion leaves during storage increased: rutin 1.5 times in a week, 1.7 – in 2 weeks; quercetin – 1.1 times in a week, 1.2 – in 2 weeks; kaempferol – 1.1 times in a week, 1.3 – in 2 weeks. The highest content of bioflavonoids in the freshly prepared extract corresponds to the routine, 1.4 times more than quercetin and 1.6-kaempferol. The highest content of bioflavonoids in the extract after 14 days of storage corresponds to the routine, 2.1 times more than quercetin and kaempferol.

Table 2 – Quantitative content of bioflavonoids in alcohol extracts from leaves *T. officinale,* M ±m

Indicator	Extracts		
	Fresh	1 week later	2 weeks later
Ruthin	10,90±0,72	16,03±0,57*	18,61±0,34*
Quercetin	7,87±0,40	8,27±0,30*	9,07±0,21*
Kaempferol	6,97±0,12	7,80±0,20*	8,83±0,12*

Note:* – $p < 0.05$ compared to fresh extracts

Table 3 – Quantitative content of bioflavonoids in alcohol extracts from leaves *T. pratense,* M ±m

Показатели	Extracts		
	Fresh	1 week later	2 weeks later
Ruthin	12,09±0,51	15,34±0,36*	19,44±1,06*
Quercetin	9,49±0,12	10,06±0,36*	11,96±0,24*
Kaempferol	10,64±0,17	11,74±0,19*	12,35±0,18*

Note:* – $p < 0.05$ compared to fresh extracts

The highest content of bioflavonoids in the freshly prepared extract corresponds to the routine, 1.3 times more than quercetin and 1.1-kaempferol. The highest content of bioflavonoids in the extract after 14 days of storage corresponds to the routine, 1.6 times more than quercetin and kaempferol. The content of bioflavonoids in clover leaves during storage increased: rutin 1.3 times in a week, 1.6 - in 2 weeks; quercetin 1.1 times in a week, 1.3 - in 2 weeks; kaempferol 1.1 times in a week, 1.2 - in 2 weeks.

Conclusion. Bioflavonoids provide effective protection of elastin and collagen (connective tissue protein of the skin) from the destructive effects of free radicals, enhance the interweaving of collagen fibers with the elastin chain. Bioflavonoids effectively reduce the fragility of blood vessels (including eye capillaries), which allows them to be used for the successful prevention and treatment of diabetic retinopathy. Bioflavonoids improve blood supply and metabolism in the Central nervous system, which accelerates the recovery of functions after damage to the Central nervous system, improves memory, vision, and hearing.

Due to the high content of bioflavonoids in the leaves of clover and dandelion, they can be used in the creation of cosmetics for problem skin, fresh can be used in food.

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THE TOTAL PROTEIN CONTENT IN THE HEMOLYPH OF *LYMNAEA STAGNALIS* AND *PLANORBARIUS CORNEUS* LIVING IN THE RIVERS OF MOZYR AND GOMEL REGIONS

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Currently, the level of technogenic load on the hydrosphere continues to be high, which causes an increase in the adverse impact on natural reservoirs and their flora and fauna. The status of freshwater ecosystems is estimated with the use of many components of the benthos, including shellfish. The high density of natural populations, lifestyle features (low mobility, feeding mainly on sedimentary detritus and periphyton), and ease of collection make it possible to use gastropods in both passive and active biomonitoring [1].

The study of protein metabolism under the influence of various environmental factors is relevant. These data will allow us to solve current and future ecological problems of the state of natural waters through the study of metabolism and its regulation in lung mollusks with different types of oxygen transport [2].

The aim of the study was to determine the total protein concentration in the hemolymph of two species of freshwater lung mollusks, *Lymnaea stagnalis* and *Planorbarius corneus*.

Material and methods. The Object of the study is pulmonary freshwater mollusks with different types of oxygen transport: copper-containing hemocyanin in pond fish and iron-containing hemoglobin in coils. Experiments were carried out on 36 pulmonary freshwater mollusks divided into two groups: 18 individuals of *Lymnaea stagnalis* (common pond fish) and 18 individuals of *Planorbarius corneus* (horn coil). Shellfish were collected in autumn (september-october) from reservoirs in two districts of the Gomel region. Each research subgroup contained 9 mollusks.

Findings and their discussion.

Table 1 – shellfish collection location

Shellfish collection area	Collection site	The name of the body of water
Gomel district	Gomel	Lyubenskoye lake
Mozyr district	village Krasnaya Gorka	Pripyat river

Determination of the total protein in the hemolymph was performed by standard biochemical reactions using sets of reagents «Analysis X» (total protein) [3].

Mathematical processing of the obtained results was carried out by methods of parametric and nonparametric statistics using the package of statistical programs Microsoft Excel 2010, STATISTICA 12.5.

The results of determining the total protein content (mg / l) in the hemolymph are shown in table 2.

Table 2 – content of total protein (mg / l) in the hemolymph of lung mollusks depending on the habitat ($M \pm m$)

Shellfish collection area (n=9)	Total protein (mg / l)	
	Planorbarius corneus	*Lymnaea stagnalis*
Mozyr district	$26,06 \pm 0,43^{1}$	$11,66 \pm 0,29^{1}$
Gomel district	$23,21 \pm 0,35$	$13,78 \pm 0,16$

Note: $^{1}p<0,05$ compared to shellfish from the Gomel district

There were no significant differences in the total protein content in the hemolymph of the coils living in the reservoirs of the Mozyr and Gomel regions. The protein content in the hemolymph of pond fish living in the reservoir of the Mozyr region is 1.2 times lower than that of shellfish from the Gomel region.

Conclusion. These values of the total protein content in the hemolymph of freshwater lung mollusks are associated with changes in the composition of the food supply, physical and physiological activity of organisms, and external environmental factors. Based on the obtained data, an algorithm for determining the ecological state of water can be created by analyzing simple and accessible methods for studying the total protein by two parameters — habitat and type of oxygen transport using two model organisms *Lymnaea stagnalis* and *Planorbarius corneus.*

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MODELING AND CONSTRUCTION OF MOLECULES AS A DIDACTIC RESOURCE FOR TEACHING CHEMISTRY

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An important role in teaching is played by means of visualization, which provide the ability to demonstrate, create an image of the object or phenomenon under study. The practice of teaching chemistry has shown that spatial imagination is of particular importance. Due to the undeveloped ability to mentally model and "imagine" various projects or structures, to see them with internal vision in color and detail, the chemical structure of substances is perceived quite difficult, as a result, difficulties arise in the study of inorganic and organic chemistry.

Therefore, the combination of modeling and construction opens up broad perspectives in the educational process, which ensures the emergence of the didactic educational system and is an important component of improving the effectiveness of training.

The purpose of our work is to develop a methodological system aimed at the systematic use of modeling and construction of molecules as a means of visualization in the process of teaching chemistry.

Material and methods. The research material is based on didactic and methodological aspects of the use of visualization in the educational process in chemistry, the use of construction and modeling methods in the study of inorganic and organic chemistry.

Findings and their discussion. As a result of the study, it was found that the most common were ball-and-stick models due to the simplicity of their production and ease of demonstration. Models are designed to develop spatial imagination, stimulate thinking, and facilitate the visualization process. They are presented to the student as a solid form of an abstract object that otherwise only a chemist could visualize. While in the textbooks of chemistry for the description of molecules using text, symbols and graphics, molecular models make them "real."

Molecular models are as vital a tool for learning chemistry as calculators are for learning mathematics. Molecular Visions models can be assembled in endless combinations, allowing the user to create not only familiar configurations, but also unknown possibilities that will allow chemists to construct new, complex and potential valuable molecules.

For the research, we used a set of "Chemical constructor". The set includes:

1. Balls. These are models of atoms of various elements. A certain type of atom (chemical element) has an individual color. The holes in the balls correspond to the valence of the elements.

2. Flexible plastic rods. They are used to model single, double, and triple bonds.

Atoms	Holes/Bond Angle	Color	Dia.(mm)	Qty
H-Hydrogen	1/-	white	17	40
C-Carbon	3/120º	black	23	12
	4/109º28			20
	2/180º			2
O-Oxygen	2/105º	red	23	6
	4/109º28			1
N-Nitrogen	3/107º	blue	23	3
	4/109º28			4
S-Sulfur	2/105º	yellow	23	2
	4/109º28			2
	6/90º			2
F-Fluorine	1/-	orange	17	6
Cl-Chlorine	1/-	green	23	6
Br-Bromine	1/-	brown	23	3
1 valence metal	1/-	silver grey	23	2
2 valence metal	2/105º		23	1
6 valence metal	6/90º		23	1
P-Phosphorus	5/120º +90º	purple	23	1
I-Iodine	1	deep purple	23	2

You can use the basic functions that are fundamental in the “Chemical Constructor”:

• Visualization of rod, ball-and-stick, scale models.

• Support for single, double and triple bonds.

• Building models of molecules of cyclic compounds.

• Visualization of atomic orbitals and electronic effects.

• Obtaining information about the length of bonds and symbols of chemical elements in a molecule.

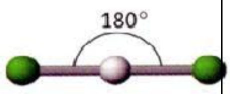
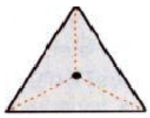
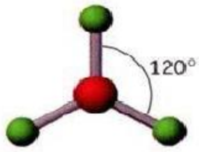
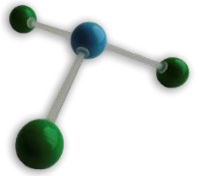
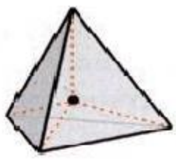
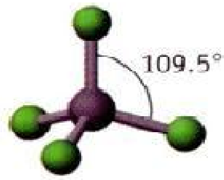
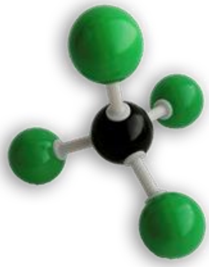
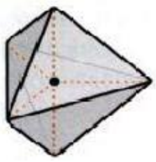
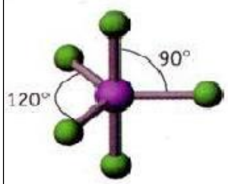
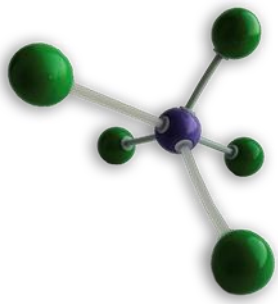
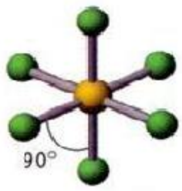
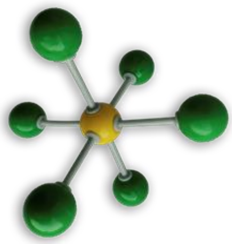
• Compliance with the rules of valences and angles between bonds in a molecule, which guarantees the reliability of the resulting models of chemical compounds.

• Conversion of graphical two-dimensional structures in three-dimensional models.

To conduct the research, we have developed a set of tasks using a set, which can be sufficiently familiar with group and individual work.

Fragment of the project "Assemble a molecule":

Conclusion. In our opinion, such a diverse application of models is fully

Name	Figure	3D-model	Example	Picture
Liner			BeF_2	
Trigonal-planer			BF_3	
Tetrahedral			CF_4	
Trigonal-bipyramidal			PF_5	
Octahedral			SF_6	

justified from the didactic point of view since it provides the necessary visual aids for the educational process. Therefore, there is an objective need to teach students to correctly identify the characteristic properties of the object under study, use modeling and construction when studying educational material, which allows avoiding fragmentation and knowledge.

THE EPIDEMIOLOGICAL ASSESSMENT OF INCIDENCE INDICATORS OF DIFFERENT FORMS OF THYROID CANCER IN THE POPULATION OF THE REPUBLIC OF BELARUS

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One of the expected adverse medical consequences of the Chernobyl accident is an increase in cancer incidence in the affected population of our country [1].

The Republic of Belarus occupies one of the leading places in the world in terms of the incidence of thyroid cancer. The problem of thyroid cancer in Belarus became especially acute after the accident at the Chernobyl nuclear power plant, when the incidence increased several times, and in certain groups of the child population by 100 times. It is believed that papillary thyroid cancer is radiation-induced, but to date there has been no study of other forms of thyroid cancer [2,3].

Purpose. Conducting an epidemiological analysis of the incidence of papillary thyroid cancer, follicular cancer, medullary cancer and anaplastic thyroid cancer.

Material and methods. Research method: epidemiological analysis. The material for the study of various forms of thyroid cancer was the data of the Belarusian Cancer Registry for 2001-2017.

Findings and their discussion. In 2001-2017, 19,693 cases (16,195 in women and 3,498 in men) of thyroid cancer were registered in the Republic of Belarus. The ratio of the number of sick men and women during this time was 4.6 / 1.

In the structure of the incidence of thyroid cancer, the main share is occupied by papillary thyroid cancer (93%), follicular thyroid cancer (1.81%), medullary thyroid cancer (2.42%) and anaplastic thyroid cancer (0, 59%). At the same time, a pronounced increase is noted only for papillary thyroid cancer (the growth rate was ARC = 1.9 (1.51-2.3)% per year ($p > 0.05$)

The analysis of gross intensive, standardized, age-related indicators of morbidity and cumulative survival of various types of thyroid cancer in the Republic of Belarus revealed a significant increase in the incidence of papillary thyroid cancer since 2001.

Between 2001 and 2017, 19,693 cases (16,195 in women and 3,498 in men) of thyroid cancer were registered in the Republic of Belarus. The ratio of sick men to women during this time was 4.6 / 1.

Figure 1 shows the structure of the incidence of malignant neoplasms of the thyroid gland. As can be seen from the figure, papillary thyroid cancer is in the first place in the structure of the disease (about 93%, both in men and women).

During 2001-2017, 18,323 cases (15,166 in women and 3,157 in men) of papillary thyroid cancer (PC) were registered in the Republic of Belarus. The ratio of sick men to women during this time was 4.8 / 1.

During the whole period there is a significant increase in the number of annually detected cases of papillary thyroid cancer in the Republic of Belarus. Thus, the number of newly registered new cases in 2001-2017 increased from 944 to 1,297 cases (from 148 to 245 cases in men and from 782 to 1,052 in women). The average annual growth rate was APC = 1.9 (1.51–2.3)% per year ($p > 0.05$).

In turn, in the structure of the incidence of malignant thyroid tumors in the population of Belarus, the number of people suffering from follicular thyroid cancer during 2001-2017 was about 1.8%, both men and women.

During 2001-2017, 357 cases (283 in women and 74 in men) of follicular thyroid cancer were registered in the Republic of Belarus. The ratio of sick men to women during this time was 0.26 / 1.

Also in the structure of morbidity of the population of Belarus with malignant neoplasms of the thyroid gland, medullary cancer during 2001 - 2017 accounted for about 2.4%, both in men and women.

In 2001-2017, 476 cases (340 in women and 136 in men) of medullary thyroid cancer were registered in the Republic of Belarus. The ratio of the number of sick men and women during this time was 0.4 / 1.

It should be noted that in the structure of the incidence of malignant thyroid tumors with anaplastic thyroid cancer during 2001-2017, the incidence of malignant neoplasms of the thyroid gland was about 0.59%, both in men and women.

In 2001-2017, 116 cases (87 in women and 29 in men) of anaplastic thyroid cancer were registered in the Republic of Belarus. The ratio of sick men and women during this time was 0.33 / 1.

Conclusion. Therefore, in the structure of the incidence of thyroid cancer, the main share is occupied by papillary thyroid cancer (93%), a smaller share are follicular thyroid cancer (1.81%), medullary thyroid cancer (2.42%) and anaplastic thyroid cancer (0.59%). At the same time, a pronounced increase is observed only for papillary thyroid cancer (the growth rate was APC = 1.9 (1.51-2.3) % per year) ($p > 0.05$) (Fig. 1).

In all forms of thyroid cancer, the incidence was higher in women than in men (statistically significant in papillary thyroid cancer, follicular thyroid cancer and medullary thyroid cancer). The incidence was also higher in urban than in rural areas (significant only in papillary thyroid cancer).

Peaks in the incidence of various forms of thyroid cancer are in different age groups. The youngest is papillary thyroid cancer (55-59 years), followed by medullary thyroid cancer (60-64 years), followed by follicular thyroid cancer (65-69 years) and the oldest is anaplastic thyroid cancer (75-79 years).

Mortality from thyroid cancer in Belarus is significantly lower compared to the incidence. At the same time, there is a decrease in mortality for papillary thyroid cancer (APC) (APC = -2.1 (-3.91-0.24)%, (p> 0.05)), for other forms of changes in the dynamics of mortality was not.

Papillary thyroid cancer in the early stages (I-II) is detected in 74.3% of cases (in stage I in 68.1%), follicular thyroid cancer - in 75.1% of cases (in stage I in 52.4%), medullary thyroid cancer - in 57.7% of cases (with stage I in 34.5%). Anaplastic thyroid cancer is characterized by late diagnosis, in stage I-II only 9.3% of cases are detected (with stage I in 0.8%). 83.9% of cases of anaplastic thyroid cancer are detected in the presence of distant metastases.

In the analysis of survival rates, it was found that the best prognosis is observed for papillary thyroid cancer and medullary thyroid cancer.

Anaplastic thyroid cancer is the most aggressive form of thyroid cancer (less than 30% of patients survive in the first year).

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ENVIRONMENTAL PROTECTION AND ENVIRONMENTAL EDUCATION AS THE MAIN AREAS OF STUDENT VOLUNTEERING

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Environmental protection is a prerequisite for ecological safety, sustainable economic and social development of the state [2]. Measures to protect the environment can be taken by individuals, organizations and government. The negative impact of the current lifestyle on the environment makes it necessary to pay more attention to the analysis of human environmental behavior and its social interaction. The main component of the Sustainable Development Concept is universal responsibility. The participation of young people in environmental protection plays an important role [1]. One of the most effective forms of work with young people to form their active life position is to involve them in the work of various public organizations.

The purpose of this work is to analyze the environmental activities of the "Environmental Patrol" group from the point of view of a public ecologist for the period of work from 2005 to 2019.

Material and methods. The analytical, comparative and classification research methods were used. The analysis of reports and published materials of the work of a group of public ecologists for 2005-2019 was carried out. The community ecologists group includes 42 students and is divided into 8 sections. The work is carried out in close cooperation with the Vitebsk Regional Committee for Natural Resources and Environmental Protection. The work experience is summarized, the main directions and forms of the organization and participation of students in environmental protection are determined. The data of personal participation of authors in events from 2016 to 2020 are also provided.

Findings and their discussion. In 2005, on the basis of Vitebsk State University named after P.M. Masherov, a volunteer detachment "The Environmental Patrol" was founded. The members of the group are students in the 1^{st}-4^{th} year majoring in Bioecology. The activities and work of the group are regulated by the regulation of the Ministry of Natural Resources and Environmental Protection on the public ecologist [3]. The main areas of work of the detachment are: volunteer work in the field of ecology, participation in actions, educational activities. The goal of the group is to assist the bodies of the Ministry of Natural Resources and Environmental Protection, to participate in active environmental protection. I am a 4th year student of the Faculty of Chemistry, Biological and Geographical Sciences of Vitebsk State University named after P.M. Masherov. I have been a member of the Environmental Patrol group since 2016 and a public ecologist since 2017.

The activity of the volunteer squad is aimed at active participation in environmental protection campaigns. The main areas of work are as follows: cleaning and improvement of the urban area; greening of the urban environment; cleaning the forest; tree planting; attracting birds to artificial nests; environmental awareness of the population; control of the sanitary state of the territory of industrial, household, residential and other city facilities; monitoring the state of vegetation in the urban environment. The work includes both practical activities and the dissemination of environmental information among the population (Table 1).

Table 1 - Areas of work of students - public ecologists

Areas of work	Examples of activities
Environmental activity	
Participation in a number of annual environmental campaigns	"Forest Week", "Earth Hour", "Clean Forest", "Car-Free Day", "Bird Day", "Let's Do It"
Participation in greening activities in Vitebsk	Planting trees in the park named after the Soviet Army; along the river embankment; on the territory of the M. Chagall Museum

Participation in grounds maintenance	Cleaning of the public garden near the shopping center "Korona"; Frunze Park, the shores of Lake Beloe
Practical solution of issues of ecology and nature protection, participation in environmental projects	"Green City" eco-project
Educational activities	
Preparation of materials in the areas of work of the group	Presentation with a report at conferences, seminars, environmental festivals and forums
Development of materials on ecology of Vitebsk and Vitebsk region	Making reports to the public and employees of organizations
Conducting environmental classes for pupil of gymnasiums and schools in Vitebsk	Work of a circle on ecology for students on the basis of the Vitebsk Zoological Park.
Discussion of issues on ecology and nature protection	participation of students in the work of the Public Coordination Council for Ecology; round table "Environmental problems of the Western Dvina basin"

Based on the results of the work, the best students are annually awarded certificates of public ecologists. In 2014, the group took 1st place in the nomination "The best commander of a volunteer squad" and 2nd place in the nomination "The best volunteer squad among students" in the Republican competition "Youth for the cleanliness of cities and villages." And also in 2017 1st place, and in 2018 2nd place in the nomination "The best volunteer squad among students" in the same annual competition.

Conclusion. The main areas of work of our volunteer team are activities for the preservation, cleaning and improvement of areas suitable for plants and animals in the urban environment and suburban areas; environmental education. The experience of work organization can be used in other institutions of secondary and higher education.

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THE INFLUENCE OF RAPESEED AND LUPINE ON THE CONTENT OF LOW DIALDEHYDE WHEN GROWN WITH WHEAT AND CUCUMBER SEEDS

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One of the main tasks of agricultural development is to increase the productivity of agricultural plants. For this purpose, green manure plants are used in crop rotation as one of the methods of allelopathic impact on cultivated plants [1]. By enriching the soil with nutrients, they, like organic fertilizers, affect the yield. One of them is a representative of the cruciferous family - rapeseed. Experimental models of the processes of joint germination of cucumber and wheat seeds with rape were created in the laboratory. It is of interest to find out what metabolic features are manifested in this case. The allelopathic interaction can be judged by the qualitative and quantitative changes in the lipid composition, including due to lipid peroxidation (LPO), due to the activation of metabolic processes with the participation of oxygen [2, 3]. The lipid degradation product is malondialdehyde (MDA).

Purpose of research – compare the effect of rapeseed and lupine on the content of malondialdehyde when they are germinated together with wheat and cucumber seeds.

Material and methods. The objects of the study were seeds of sowing cucumber (*Cucumis sativus*), common wheat (*Triticum vulgare*), rapeseed (*Brassica napus L*) and narrow-leaved lupine (*Lupinus angustifolius*).

During the study, 4 groups of seeds were germinated in equal numbers, under the same conditions (natural light, temperature 25°C, daily watering with distilled water), in Petri dishes on a filter paper substrate. Three days later, the MDA content was determined in four replicates.

The determination of the MDA content was carried out as follows: seedlings were ground in a cold 0.15M KCl solution (1:9). The samples were heated for 20 min in a boiling water bath and then cooled under running water and centrifuged for 10 min at 1500 rpm. The content of malondialdehyde was measured by the intensity of the developed color by reaction with thiobarbituric acid (TBA) on a spectrophotometer at a wavelength of 532nm ($\varepsilon = 1.56 \cdot 10^5 M^{-1} cm^{-1}$) [4].

The results were processed by the method of parametric statistics using the statistical software package Microsoft Excel 2010. The statistical significance of the differences was determined by the Student's criterion, the differences were considered significant at $p < 0,05$.

Findings and their discussion. The results are shown in tables 1 and 2.

Table 1 – Comparison of MDA content (nmol/g) during separate and joint germination of the studied plants *(M ± m)*

Separate germination			
Cucumber		Wheat	Rape
0,18±0,008		0,11±0,004	0,056±0,003
Joint germination			
Cucumber	Rape	Wheat	Rape
0,11 ± 0,005*↓	0,15±0,001*↑	0,06±0,001*↓	0,21±0,002*↑

Note. * – differences are statistically significant in relation to seeds, germinated separately. ↓, ↑ – decrease or increase in the indicator.

Table 2 – Comparison of MDA content (nmol/g) during separate and joint germination of the studied plants *(M±m)*

Separate germination			
Cucumber		Wheat	Lupine
0,18±0,008		0,11±0,004	0,088±0,002
Joint germination			
Cucumber	Lupine	Wheat	Lupine
0,13 ± 0,005*↓	0,11±0,0001*↑	0,08±0,001*↓	0,012±0,002*↓

Note. * - differences are statistically significant in relation to seeds, germinated separately. ↓, ↑ – decrease or increase in the indicator.

From table 1 it follows that with separate germination, the largest amount of MDA was observed in cucumber seedlings, then in wheat seeds and the smallest amount in rape.

When germinated with rapeseed, the MDA content in seedlings of cucumber and wheat seeds decreased by 1.6 and 1.8 times, respectively. In rapeseed, when germinated together with cucumber, the amount of MDA increased 3.7 times, and when germinated with wheat it increased 2.7 times. Thus, joint germination with rapeseed resulted in a lower accumulation of MDA in seedlings and, therefore, in a lower lipid peroxidation. Wheat and cucumber seeds, on the contrary, had a negative effect on rape seedlings, increasing the accumulation of MDA in them, and wheat was 40% more.

Joint germination with lupine (table 2) also had a beneficial effect on wheat and cucumber seedlings, but somewhat less efficiently than when germinating with rapeseed, reducing the MDA content in seedlings and wheat and cucumber by the same, approximately, 1.4 times.

Oilseed rape has a stronger protective antioxidant effect than a representative of legumes – lupine, it can be assumed due to its own lipids, which have a protective effect on the cell membranes of wheat and lupine seedlings.

Conclusion. Joint germination of wheat and cucumber seeds with green manure seeds leads to a decrease in oxidative stress in seedlings, and the representative of oilseeds, rape, has a 22% more favorable effect than the representative of legumes, lupine.

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ADAPTIVE REACTIONS AND STATE OF HEALTH OF STUDENTS IN THE URBAN ENVIRONMENT

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Environmental pollution is a risk factor for human health. This is indicated by the data of epidemiological studies, medical statistics, indicating a tendency for an increase in the incidence of diseases in the contaminated areas. The danger to health is confirmed by the data of special scientific studies aimed at quantifying the relationship between environmental pollution and its effect on the human body [1].

According to the national report of the Ministry of Natural Resources and Environmental Protection of the Republic of Belarus, the largest environmental changes constantly affecting the population are: increased demand for energy and transport, urbanization, increased mobility of people, goods and services. The imbalance of the urban environment with environmentally unsustainable transportation systems and inadequate access to public spaces and green spaces contributes to increased air pollution, increased noise and heat islands, reduces opportunities for physical activity and negatively affects the physical and mental health of the population.

With an increase in the population of any city, including the city of Minsk, the level of production activity increases, therefore the problem of human interaction with nature is relevant for improving the environment.

Over the past decade, the effectiveness of environmental protection measures has increased significantly, which ensured the preservation of positive trends in the state of the environment in terms of controlled pollution parameters.

Despite the high achievements in the field of environmental protection, the ecological situation in Minsk cannot be assessed as favorable. The main problems of the ecological situation are air, water-soil and noise pollution.

Road transport is considered one of the main sources of various pollution. According to the statistics of the Minsk City Committee for Natural Resources and Environmental Protection, the contribution of vehicles to air pollution in Minsk is more than 80% of all emissions.

Today, the ecological, sanitary-hygienic, psychological conditions of the population are deteriorating, which especially strongly affects the health of the younger generation, which is an objective indicator of the state of the environment [2].

Purpose - to study the main physiological aspects of adaptive reactions and the state of health of students living in an urban environment.

Materials and methods. A literary review of domestic and foreign scientific publications.

Findings and their discussion. Student age in the aspect of individual development is the period when the biological maturation of a person is completed and all morphological and functional indicators reach their final parameters. The basic mechanisms of the somatic and autonomic nervous systems are also being improved.

Student age is a period when the biological maturation of the organism is nearing completion and most of the morphological and functional indicators reach their final parameters. The basic mechanisms of the somatic and autonomic nervous systems are being improved.

It should be noted that the state of health during this period is a parameter that controls the effectiveness of the system of hygienic and preventive measures taken at the previous stages of the body's development. An important issue is the regulation and correction of further activities to improve the health of the younger generation.

Adaptation, as a person's adaptation to changing conditions of existence, plays an important role in his life. Maladjustment, in turn, is expressed in a feeling of internal discomfort, tension, anxiety, a decrease in self-confidence, which limits a person's ability to successfully interact with the environment and can lead to mental health problems.

Modern scientific research on adaptation processes has become the basis for formulating the concept of «ecological adaptation».

Environmental adaptation is an adaptive physiological and psychophysiological reaction of the body and personality to changing environmental conditions, the key role in the formation of which is played by the innate biological and genetic state of the higher regulatory functions of a person at the conscious and unconscious levels.

Thus, the socialization of the individual is determined by the person's ability to actively work, which is formed in the process of education and training [3].

During training at the university, the intellectual, moral abilities of a person are most actively developed. During this period, students are formed as specialists, their life beliefs and ideals are being formed [4].

Currently, there is an active study of the adaptation of the organism to environmental factors of various age categories.

The problem of adaptation is especially relevant for first-year students. To a greater extent, this problem affects girls who previously lived in rural areas. A necessary condition for the successful activity of students is the development of new conditions of life and study for them.

In the first year, former schoolchildren, accustomed to the established education system, enter a university and face the requirements depending on the specifics of the educational institution. A student in such conditions for the first time gets acquainted with the full scope of the requirements presented to him related to the curriculum.

The body adapts to high requirements against the background of a restructuring of the usual regime, which is associated with the remote location of the university from the place of residence, with a decrease in the ability to establish a correct diet, rest and independent work.

In most cases, the adaptation process has no visible consequences. However, literary sources describe potentially high psychosocial maladjustment of students. Maladjustment is especially evident in the initial period of study and is often the result of intense mental work, stress during exams, changes in the household and social environment, chronic diseases [4].

Psychosocial maladjustment has a negative character and becomes the main cause of disturbance of the most important mental processes: attention, thinking, memory.

Due to the continuing development of the body of students during the period of study, it is more susceptible to various adverse influences, which can lead to a breakdown in the adaptation process and the development of a number of diseases.

The upward trend in the morbidity of students reduces the effectiveness of the educational process, and in the future is a limiting factor in their professional activities [5].

Conclusion. The significance of such a problem as the influence of the environment on the state of students' health is very high today and requires a systematic approach to its solution.

The solution requires both large-scale scientific research and the possibility of integrating a set of practical measures aimed at optimizing the educational process, improving living conditions, nutrition, recreation for students, and improving medical care.

THE CONTENT OF SUBSTANCES OF SECONDARY ORIGIN IN HORSERADISH LEAVES OF VITEBSK REGION

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Plants are autotrophic organisms capable of accumulating the solar energy and due to this the synthesis of organic substances. The resulting substances are used for the plastic and energy needs of the plant organism, ensuring its growth and development. Plants serve as a nutrient substrate for herbivores, and the substances of secondary origin Substances of secondary origin produced by them have a stimulating effect on the organs and systems of animals. Functional substances produced in plant cells regulate the processes of germination and development of the body, participate in the mechanisms of lignin synthesis, ensure the functioning of mechanisms of adaptation to the action of anthropogenic factors and environmental factors, perform a detoxification function, protect plant cells from the action of free radicals, in particular from the action of reactive oxygen species. Plant species differ in structure; they can be divided into several groups: phenolic compounds, alkaloids, glycosides (cardiac glycosides, saponins, phenolic glycosides), essential oils and resins. A huge role among substances of secondary origin belongs to phenolic compounds [1, 2].

Aim: to determine the quantitative content of phenolic compounds in horseradish leaves.

Material and methods. As objects of study used horseradish leaves garden, collected in the flowering period 2019 in village Morozivschyna of Braslav district, village Derkovschina of Glubokoe district, village Olgovo of Vitebsk district, village Andreyevshchina of Orsha district. The study was carried out according to the generally accepted method [3].

Findings and their discussion. Phenolic compounds are involved in redox processes, are carriers of electrons and protons in the of photosynthesis and respiration (plastoquinone, ubiquinone). It has an effect on plant growth processes, sometimes activating, more often inhibiting. Phenols perform a protective function in plants: phenolic compounds give plants resistance to diseases.

Many phenols are antioxidants and protect membrane lipids from oxidative damage. Some of them are used in the food industry to protect fats from rancidity (gallic acid esters, flavonoids, etc.). The role of phenolic compounds in the process of plant reproduction is very important [4]. The results of the study are shown in the table.

Table-Quantitative content of the sum of phenolic compounds in alcohol extracts from the leaves of *Armoracia rusticana,* M ±m

District	Extracts	
	Fresh	2 weeks later
Braslav	31,18±0,93	36,38±1,90*
Glubokoe	35,78±1,54	37,73±1,29*
Vitebsk	37,22±1,93	39,51±1,12*
Orsha	45,75±1,57	49,81±1,87

Note: * – $p < 0.05$ compared to the fresh extraction

The content of phenolic compounds in horseradish leaves during storage increased as follows: Braslav district – 1.2 times, Glubokoe, Vitebsk and Orsha – 1.1 times. The highest content of phenolic compounds in the freshly prepared extract in Orsha district, which is 1.5 times more of the Braslav district, a 1.3 – Glubokoe and 1.2 times – Vitebsk. The highest content in the extract after 2 weeks of storage in the Orsha district, which is 1.4 times more than Braslav, 1.3-Glubokoe and Vitebsk.

Conclusion. Substances of secondary origin of plants are extremely necessary for animals and humans. Some of them are not produced in animals, but are extremely important for maintaining the functional activity of the body. The absence of these plant substances in the body of animals and humans can lead to various diseases in them.

Due to the high content of these substances in horseradish leaves collected in the Vitebsk region can be used in medicine for the treatment of various diseases, as well as in the perfume and food industries [4].

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THE PROBLEM OF RATIONAL USE OF NATURAL RESOURCES IN THE REPUBLIC OF BELARUS

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Relevance of the topic due to the fact, that of the stored natural and rational use of the resources at the present stage is the most important task of mankind. Natural resources are a set of objects and systems of living and inanimate nature, components of the natural environment that surround a person and which are used in the process of social production to meet the material and cultural needs of a person and society without disturbing the balance of the biosphere. In turn, the integrity and stability of the biosphere depends on the type and power of anthropogenic impact.

The purpose of the study is to assess the natural resources of the Republic of Belarus, as well as to analyze and propose comprehensive measures for their protection and rational use [1, p. 13].

Material and methods. At the present stage, the Republic of Belarus is looking for and implementing new ways of development in the field of environmental protection. Failure to comply with environmental protection measures has negative consequences in the form of various natural disasters. Therefore, in the Republic of Belarus, first of all, environmental legislation is being developed. In recent years, the country has created a regulatory and legal framework for regulation in the field of environmental protection and ecological safety. Laws have been adopted: "On Environmental Protection" (2002); "On Waste" (2000); "On the protection and use of wildlife" (1996); "On the protection of atmospheric air" (1997); "On the tax for the use of natural resources" (2002); and a number of others , as well as codes: "On Subsoil" (1997); Forest Code (2000); "Water Code" (1998); "On the Earth" (1999) [2, p. 23].

To ensure the sustainable development of the Republic of Belarus, it is necessary to carry out comprehensive measures for the rational use of all components of the biosphere to preserve intact biological diversity. For greater research efficiency, the following methods were used: observation, analysis, description and generalization of the material obtained in the process of searching and collecting material.

Findings and their discussion. The main natural resources of the Republic of Belarus: land, water, forest, mineral, flora and fauna, which are part of the national heritage of the country, a source of creation of material goods and services.

Natural potential determines the socio-economic potential, health and life expectancy of the population. Natural resources are those objects that are subject to restoration and reproduction [3, p. 18]. Consider the bowels of the Republic of Belarus. There are more than four thousand mineral deposits in the country. The currently explored reserves of mineral resources make it possible to fully meet the country's needs for potash and sodium chloride, lime and cement raw materials, building materials, ceramic and refractory clays, building stone , fresh and mineral groundwater.

Mineral resources of the Republic of Belarus are presented in the form of more than thirty types. Fuel and energy resources include: oil, peat, brown coal and oil shale. Belarusian oil lies in the south of the country. The main oil and gas territory is Pripyat Polesie. The deep occurrence of this resource complicates its extraction. Peat is ubiquitous. In terms of peat reserves, Belarus ranks second in the CIS, second only to Russia. The explored reserves of oil shale and brown coal are not used at present.

Assessing the totality of energy resources, we can say, that they can not fully meet the needs of the Republic of Belarus. The main "gold mine" is the presence of deposits of rock and potash salts, which are exported to many countries of the world. Also, the Republic of Belarus is rich in carbonate raw materials, sapropels, clays, sands and mineral waters. The introduction of new approaches to the development of natural resources (iron ore, gold, brown coal, oil shale), which were not previously given due attention, will change the economic situation in the state. It should be borne in mind the limiting influence of the environmental factor on the use of a number of resources primarily in the south-east of the country [4, p. 14].

The natural resource potential of the Republic of Belarus changes in the process of nature management, which is due to the depletion of some types of natural resources due to their exhaustion and irrational use.

Conclusion. Thus, at present, there is a problem of the depletion of natural resources, due to their irrational use.

Rational use of natural resources presupposes reasonable development, their protection, prevention of possible harmful consequences of human activity, maintenance and improvement of productivity and attractiveness of natural complexes and individual natural objects.

In connection with this very acute problem involving new kinds of natural resources in the national economy and various events, aimed at the protection and rational use of the country's national wealth.

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THE ELECTRONIC DATABASE OF THE FAMILIES *ARISTOLOCHIACEAE, NYMPHAEACEAE, CERATOPHYLLACEAE* OF THE BELARUSIAN LAKE DISTRICT PRESENTED IN THE HERBARIUM OF VSU NAMED AFTER P.M. MASHEROV

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At present, thanks to the informatization of floristic research, electronic databases are being created, which makes it possible to quickly exchange information on the species diversity of regional floras between various scientific institutions. For this purpose, in the Central Botanical Garden of the National Academy of Sciences of Belarus, a «shell» of the electronic database Microsoft Office Access for herbarium collections of the Republic of Belarus was developed. An accurate analysis of the collection of higher plants in the herbarium fund makes it possible to analyze the territorial distribution, dynamics of collection and number, phytocenotic and ecological-biological features of plants in Belarus.

When studying the flora of the Belarusian lake district, specialists work with herbarium funds, but this can take a lot of time, therefore, to solve this problem, electronic databases are being developed.

The goal is to summarize and systematize data on the diversity of representatives of three families – *Aristolochiaceae*, *Nymphaeaceae* and *Ceratophyllaceae* of the Belarusian lake district, presented in the stock herbarium of the Department of Zoology and Botany of VSU named after P.M. Masherov, with the subsequent entry of the results into the electronic database Microsoft Office Access.

Material and methods. The object of the study was the herbarium specimens of the *Aristolochiaceae*, *Nymphaeaceae* and *Ceratophyllaceae* families of the collection herbarium of the VSU named after P.M. Masherov.

When the Microsoft Office Access program is launched, the window of the electronic database «Herbarium of the VSU named after P.M. Masherov», where you can view the taxonomic composition (families, genera, species, intraspecific names), the number of herbarium sheets of each species, genus, family, as well as the number of sheets by department and class, a list of all collections, a list of labels by families, collection areas samples and composition dynamics.

The database contains the data indicated on the labels of herbarium sheets (plant name in Russian and Latin, family name, habitat, place of collection, date of collection and the names of people who collected and identified the plant).

Each herbarium specimen in the electronic database is assigned its own individual serial number. The field in which the plant names are entered contains a list that includes all representatives of the flora of Belarus.

Findings and their discussion. All information from herbarium specimens by species and genera of representatives of the families *Aristolochiaceae*, *Nymphaeaceae* and *Ceratophyllaceae*, which are presented in the stock herbarium of the VSU named after P.M. Masherov, was analyzed and entered into the electronic database.

According to the Determinant of higher plants of Belarus (1999), 2 species of *Aristolochiaceae* grow in the country – *Asarum europaeum* L. and *Aristolochia clemstitis* L.; 5 species of *Nymphaeaceae* – *Nymphaea alba* L., *Nymphaea candida* J. et C. Presl, *Nymphaea tetragona* Georgi, *Nuphar lutea* (L.) Smith and *Nuphar pumila* (Timm) DC.; There are 2 species of *Ceratophyllaceae* – *Ceratophyllum demersum* L. and *Ceratophyllum submersum* L. [1].

In the Classification List of Higher Vascular Plants for the Belarusian lake district Merzhvinsky L.M. (2000) indicated 1 species from the *Aristolochiaceae* family; 7 species from 2 genera of the *Nymphaeaceae* family and 2 species from the *Ceratophyllaceae* family [2].

In the herbarium of the department, as of 01.10.2020, there are 23 herbarium specimens of *Asarum europaeum* L. from the *Aristolochiaceae* family; 10 herbarium specimens of *Nymphaea alba* L.; 4 samples of *Nymphaea candida* J. et C. Presl; 10 samples of *Nuphar lutea* (L.) Smith; 2 samples of *Nuphar pumila* (Timm) DC. from the *Nymphaeaceae* family, as well as 12 herbarium specimens of *Ceratophyllum demersum* L. from the *Ceratophyllaceae* family.

Nymphaea alba L. and *Nuphar pumila* (Timm) DC. are the species listed in the Red Book of the Republic of Belarus [3].

The electronic database allows for various types of analysis, for example, it is easy to establish the distribution of the studied species in the administrative districts of the Vitebsk region. Herbarium was collected in the following areas: Vitebsk, Shumilino, Glubokoe, Gorodok areas – the *Aristolochiaceae* family; Rossony, Gorodok, Dokshitsy, Beshenkovichy, Senno, Vitebsk, Shumilino, Ushachy districts – the *Nymphaeaceae* family; Shumilino, Ushachy, Gorodok, Beshenkovichy, Vitebsk, Verkhnedvinsk districts – *Ceratophyllaceae* family.

In the stock herbarium there are also collections from other regions of Belarus (Grodno region of Grodno district; Mogilev region of Mogilev district).

Conclusion. Herbarium of the Department of Zoology and Botany of VSU named after P.M. Masherov is a unique botanical collection that is widely used both at the university itself for educational and scientific purposes, and in other institutions in the Republic of Belarus. The herbarium collection makes it possible to judge the flora and its dynamics of a particular region from the moment the collection was created to the present. The electronic database greatly facilitates the work of florists in obtaining data on the places of growth, occurrence, phytocenotic confinement, the number of plant species, which is very important for the preparation of new editions of the Flora of Belarus and the Red Book of the Republic of Belarus.

The herbarium fund is annually replenished with new samples, therefore it is very important to enter data on new samples into the electronic database.

The study showed that the *Aristolochiaceae*, *Nymphaeaceae* and *Ceratophyllaceae* families were studied in more detail in the following districts of the Vitebsk region: Vitebsk, Beshenkovichi, Verkhnedvinsk, Gorodok, Dokshitsy, Rossony, Senno, Ushachy and Shumilino districts. According to these data, it can be concluded that out of 21 regions, only 9 have been studied in detail, and in the rest of the regions it is necessary to carry out field collections, as a result of which new habitats of the studied species from the presented botanical families will be identified. As a result, the electronic database will be replenished, which will make it possible to more fully judge the diversity of the flora of the Belarusian lake district.

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THE PROBLEM OF THE EFFICIENCY OF AGROECOTOURISM IN BELARUS

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The tourist market is one of the most dynamically growing in the whole world. The Republic of Belarus is not an exception. One of the trends in the world and in our republic is the development of agroecotourism. There are several explanations to it. One of them is, certainly, the popularity of the whole industry as a desired service and as a job place. Another is growing popularity of environmental-friendly attitude to our nature and special interest to folklore and local history. This year one more reason has become clearly seen and it is the pandemic COVID-19. The lockdown in a lot of countries has frozen the tourist market. The first direction, the tourist agencies have been allowed to work in, is inner tourism. The sector of agroecotourism is preferable as it usually means that some group of people who are related by birth or friends can live rather separately in clean natural environment. So, nowadays agroecotourism is a very dramatically developing sector of inner tourism and it is worth studying as a profitable industry for countryside.

Material and methods. The research for the thesis is based, first of all, on the qualitative and quantitative analysis of the empirical and practical findings in public access. The method of comparison has been used for the work with the official statistical data on the tourist industry of the Republic of Belarus and, in particular, in agroecotourism. Here has been revealed the correlation of the number of tourist sector farmhouses to the profitability of the whole industry.

Findings and their discussion. According to the definition that is suggested by the Ministry of Taxation and Internal Revenue "agroecotourism is an activity directed to agroecotourists introduction to the natural and cultural potential of the Republic of Belarus and also to the national traditions when they are resting, supporting their health, staying in tourist sector farmhouses" [1]. This type of tourism includes several integral parts: folk tourism, ecotourism, active tourism and cultural and educational tourism [2]. The Republic of Belarus has enough assets to develop these tourist sectors and, therefore, to attract both national and oversees customers as here in our country there are a lot of wild nature and rather developed chain of tourist sector farmhouses. The comprehension of the necessity to develop this type of tourism is clearly understood on the highest governmental level [3].

Agroecotourism in the Republic of Belarus is developing continuously. The revenue in this sphere is growing so as the number of visits and tourists. The chain of tourist sector farmhouses is widening and by today it has covered the whole territory of the country. In 2019 the National Statistical Committee of the Republic of Belarus published the number of the tourist sector farmhouses and it was 2760 [4]. According to the republican statistical data the growth of the number of the tourist sector farmhouses is sustainable for several years in a row. Also the sector is experiencing successive years of the growth of visitors. Thus, it is necessary to admit that the majority of the visitors in the tourist sector farmhouses are the citizens of the Republic of Belarus. In 2019, according to the republican official statistical data, 465.7 thousand of visitors were Belarusians and only 49 thousand were foreigners. The guests from the Russian Federation, Poland, Uzbekistan and Ukraine prevail among foreigners.

Conclusion. Among the factors that impact on the efficiency of the sector of agroecotourism there are several ones like growing interest to environmental-friendly tourism, local history and folklore. The revenue of this industry is directly linked to the number of tourist sector farmhouses because usually businesses are targeted to serve not large groups of tourists, so the number of tourists is in positive correlation to the number of the offered services. That means that spreading of the chain along the country should be continued. The series of measures, like tax incentives or assistance in starting up businesses, will help to popularize this type of tourism among the citizens of the Republic of Belarus and also to attract foreign guests. It should be understood that the sector needs local tourists as during lockdowns or some other world problems only the citizens of the country will save the industry. Nevertheless, it is necessary to work with oversees tourist agencies and to continue to attract foreign guests, as foreign visitors enrich the budget of the country. Developing the agroecotourist sector is very important for any country as it can revitalize the economy of country communities and, that is crucial for the Republic of Belarus, can minimize the outflow of labour forces from the countryside and small towns.

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USE OF RAPD-PCR FOR MOLECULAR DETECTION AND POLYMORPHISM OF DANGEROUS MICROSPORE PHYTOPATHOGENS OF PINUS SP. IN VITEBSK REGION OF THE REPUBLIC OF BELARUS

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The invasion of pathogenic diseases of *Pinus sp.* caused by highly specialized species of fungi is alarming [1]. Some of the most dangerous species of fungal phytophatogens are: *Dothistroma septosporum*, *Lecanosticta acicola*, *Neocatenulostroma germanicum*, *Diplodia sapinea*.

Dothistroma needle blight (DNB) is a disease caused by fungi *Dothistroma septosporum*. DNB has a high level of harmfulness and is indicated in the register of phytopathogenic diseases of the Republic of Belarus as "a single occurrence". The complexity of the fight against DNB is superimposed on the ecological isolation of populations. Due to the presence of various communities, *Dothistroma septosporum* begins to exhibit molecular genetic differences over the generations, which are also reflected in their biology.

RAPD-PCR (Random Amplification of Polymorphic DNA - RAPD) is used to detect minor differences in the genomes of organisms without resorting to the whole genome sequencing.

The purpose of the research is to confirm the presence of various communities of *Dothistroma septosporum* and other microspore phytopathogens in Vitebsk region by the molecular genetic research method.

Material and methods. Fresh needles collected from different regions of Vitebsk region were used as material. The collection of material was carried out by the route method, guided by the visual presence of symptoms of phytopathogens "red band needle blight" [3]. Material collected in a period from September 2018 to May 2020. Total DNA was isolated using a method adapted to the specificity of the sample. For RAPD diagnostics, the OPA-1 primer was used. The level of DNA polymorphism was assessed as the ratio of the number of polymorphic DNA fragments to the total number of DNA markers.

Findings and their discussion. While doing the research, 22 samples were collected from different regions of Vitebsk region, guided by the visual presence of symptoms of phytopathogens "red band needle blight", followed by light microscopy of the samples for preliminary confirmation of the species causing the symptoms. For this, micro slides of the formed conidiophores were studied. The severity of the disease was assessed by the scale of damage to the crown of the tree: 5%-20% – the damage to the crown was low in severity; 20% -30% - moderate severity; 30%-55% – high severity; > 55% – very high severity [2].

After collecting and preparing the biomaterial, microbiological inoculation was carried out on an artificial nutrient medium of malt agar with the addition of *Pinus sylvestris* needles isolate to obtain non-contaminated cultures of the microspore fungus. The cultures were placed in a thermostat at 22° C, which is optimal for the development of the fungal conidia’s.

In view of the presence of a dense cell wall from chitin in the fungus cultures, a technique for isolating total DNA using mixtures of organic solvents was chosen. This method made it possible to obtain a material suitable for carrying out the polymerase chain reaction. The PCR results are shown in Figure 1,2.

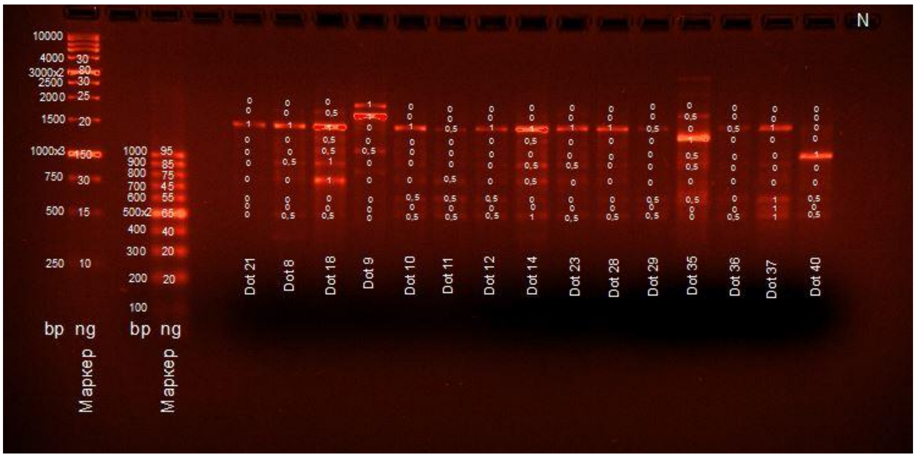

Figure 1 - Foregram amplicons of *Dothistroma septosporum* and other fungal phytopathogens

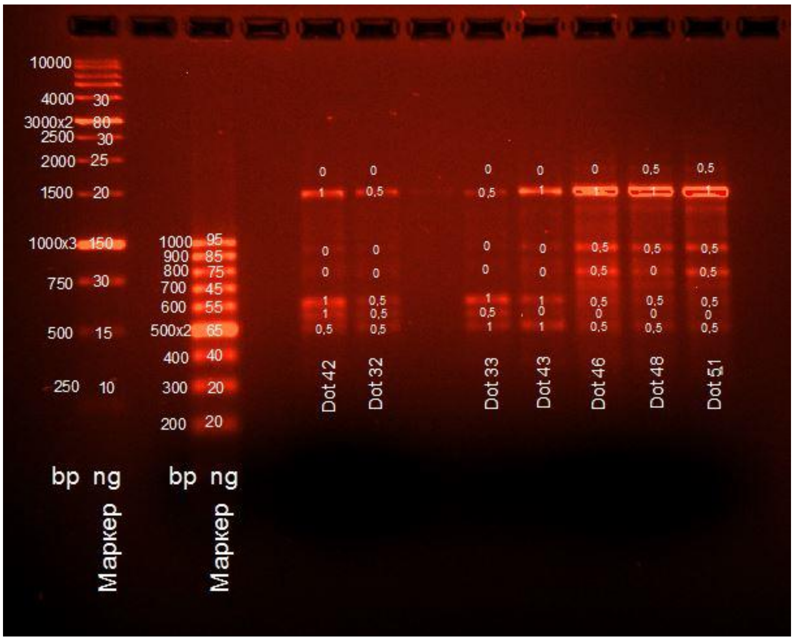

Figure 2 - Foregram amplicons of *Dothistroma septosporum* and other fungal phytopathogens

As a result of the obtained foregram, a dendrogram was built (Figure 3) using the STATISTICA 12.0 program.

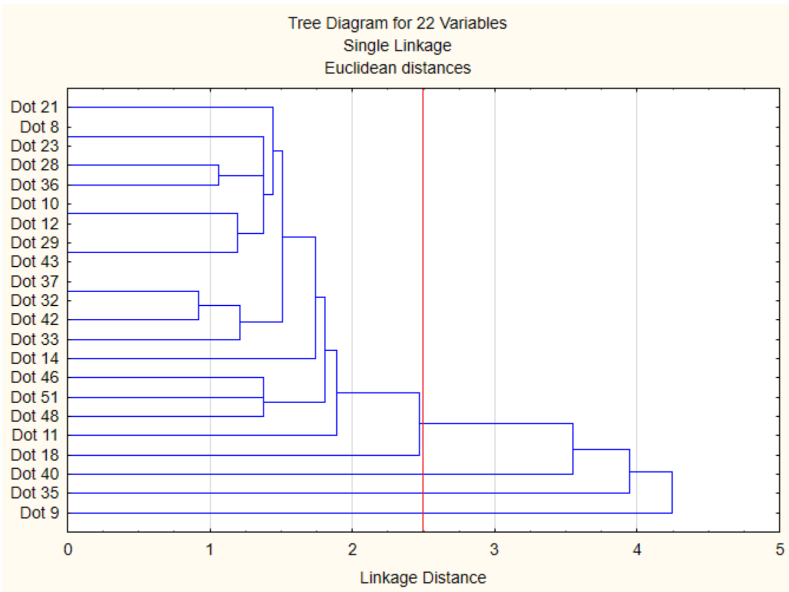

Figure 3 - Dendrogram of amplicons of *Dothistroma septosporum* and other microspore phytopathogens

The red line on the dendrogram marks the borderline between intraspecific and interspecific heterogeneity. Samples form 4 clusters: 1 – Dot 9, 2 – Dot 35, 3 – Dot 40, 4 – other samples.

Conclusion. In the course of the research, the presence of *Dothistroma septosporum* samples and the intraspecific hybridization was established. The finding of the species *Lecanosticta acicola* (sample Dot 40) was genetically confirmed which was earlier identified morphologically. Samples Dot 9 and Dot 35 are assumed to be *Neocatenulostroma germanicum*, but DNA sequencing must be used to determine the exact species of these samples.

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THE CONTENT OF CHLOROPHYLL AND CAROTENOIDS IN LEAVES OF THE DANCELER TARAXACUM OFFICINALE

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Anthropogenic environmental pollution is a factor that plants are not evolutionarily adapted. Thus for early diagnostics penury it is advisable to use bioindication methods based on indicators that directly or indirectly characterize the course of metabolic processes in autotrophic plants. In particular, the indicators of the photosynthetic apparatus of plants are informative, since the amount of pigments in tissues determines their functional state and changes that occur during growth, development, and stress [1-4].

Wild plants are easily available cheap raw materials. One of which is dandelion officinalis.

Purpose of research – compare the state of the pigment complex (content of chlorophyll *a* and *b*, carotenoids) of the medicinal dandelion (*Taraxacum officinale*).

Material and methods. The study material was the leaves dandelion of the medicinal dandelion *T. officinale* collected in the period of flowering and fruiting on the territory of 3 different districts of Vitebsk region, the research was conducted in 3 series (№ 1 – freshly prepared extracts with an ethanol content of 70%, № 2 – measurement after 1 day, № 3 – after 7 days). The concentration of pigments in the solution is calculated using the Werner formula. The total carotenoid content is calculated using the Wettstein formula [5].

Findings and their discussion. The results of photosynthetic pigment content in dandelion leaves are shown in table №1.

As can be seen from table №1, the most content of photosynthetic pigments is observed in freshly prepared extracts (series № 1). With time, the content of photopigments decreases by 1.4; 1.6 and 1.8 in extracts of the 3 series compared with 1.

Table 1 – Content of photopigments in dandelion leaves g / mg of raw materials ($M\pm m$)

Index	Braslav district		
	Series №1	Series №2	Series №3
Chlorophyll *a* content per 1 g of raw material, mg	8,33±0,13	8,08±0,07	7,03±0,14*
Chlorophyll *b* content per 1 g of raw material, mg	7,16±0,07	5,18±0,02*	4,15±0,07
Content of carotenoids per 1 g of raw material, mg	10,11±0,03	8,98±0,08	5,80±0,01*
	Gluboksky district		
	Series №1	Series №2	Series №3
Chlorophyll *a* content per 1 g of raw material, mg	8,09±0,05	6,75±0,06	6,19±0,05*
Chlorophyll *b* content per 1 g of raw material, mg	6,22±0,08	5,72±0,18	3,13±0,02*
Content of carotenoids per 1 g of raw material, mg	11,1±0,03	10,98±0,08	5,80±0,01*
	Vitebsk district		
	Series №1	Series №2	Series №3
Chlorophyll *a* content per 1 g of raw material, mg	8,38±0,10	7,38±0,01*	5,84±0,05*
Chlorophyll *b* content per 1 g of raw material, mg	7,90±0,04	6,33±0,10*	4,99±0,02*
Content of carotenoids per 1 g of raw material, mg	7,62±0,11	6,75±0,03*	5,95±0,01*

Note: * - $p\leq 0.05$ compared to batch №1 from dandelion officinalis leaves.

Markers of anthropogenic impact on the environment are the relations «$C_a : C_b$» and «$(C_{a+b}) : C_c$». When the atmosphere is polluted, as a rule, the first of the presented ratios is minimal, the second – maximum. Table 2 shows the experimentally obtained ratio of photosynthetic pigments in the leaves of the dandelion.

Table 2 − The ratio of "chlorophyll *a*: chlorophyll *b*" and "chlorophyll: carotenoids" in dandelion leaves

Sampling area	$C_a : C_b$	$(C_a+_b) : C_c$
Braslav district	8,33/7,16	15,49/10,11
Gluboksky district	8,09/6,22	14,31/11,1
Vitebsk district	8,38/7,90	16,28/7,62

From the data table.2 it follows that the ratio «C_a : C_b» in the investigated extracts in was the smallest in the Vitebsk region, while the corresponding value «(C_{a+b}) : C_c» was characterized by the maximum value, which confirms that the plants of Vitebsk are exposed to the greatest negative anthropogenic impact in comparison with Braslav and Glubokoe districts.

Conclusion. Thus, based on the analysis of the results obtained, it can be concluded that the state of the pigment complex (the content of chlorophyll *a* and *b*, carotenoids) in extracts of dandelion leaves can be a marker for assessing the degree of anthropogenic impact on the ecosystem.

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THE ECOLOGICAL FEATURES OF APPLYING X-RAY CONTRAST PREPARATIONS IN RADIATION DIAGNOSTICS

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Currently, various X-ray techniques are used to diagnose many diseases. The contribution of modern methods of radiation diagnostics to medical practice is very great. Diagnosis of most diseases is based on methods of medical imaging. The most notable advances in the field of radiation diagnostics in recent years are the development of endovascular surgery and digital radiology [1]. The approaches to the use of X-ray research methods with the use of X-ray contrast agents have largely changed, taking into account the occurrence of side reactions and complications. Despite the recent emergence of new less toxic drugs the problem of the safety of their use remains very urgent [2].

Purpose of the study: to determine the incidence of contrast-induced complications and allergic reactions in patients with different diagnoses. Evaluate risk factors for severe side effects. Suggest methods to prevent them.

Materials and methods. The objects of the study were "Medical records of an inpatient" form N 003 / y-07 and recorded information on the occurrence of side effects and allergic reactions that arose immediately as a result of X-ray contrast methods of research or with delayed consequences. An analysis of these risk factors for each age group of patients was carried out with subsequent statistical processing of the results. The assessment of indications for the use of X-ray diagnostics with contrast enhancement for patients with aggravated hereditary or allergic anamnesis was carried out.

Findings and their discussion. The study was conducted among patients with a therapeutic and surgical profile at Minsk Regional Clinical Hospital for the period from 01.07.2018 to 31.12.2019. Data from 210 patients from 13 to 81 years old were included. There are 98 women and 188 men. Patients were treated with various diseases so most of them had different risk factors for the development of contrast-induced complications, such as a history of arterial hypertension (49 patients), type 2 diabetes mellitus (23 patients) as well as kidney and urinary tract diseases pathways (57 patients), 14 patients in the past had an allergic reaction to anesthetics (novocaine). In 68 out of 210 patients, objective risk factors for adverse reactions to contrast agents were identified. However, the diagnostic efficiency of studies with radiopaque contrast (pyelography, excretory urography, cystography, myelography) was in the first place, despite the possible risks. Of 210 patients who underwent X-ray contrast, only 7 had minor allergic reactions in the form of urticaria, hyperemia and itching of the skin, which were successfully stopped after appropriate therapy. However, among the group of patients with risk factors, two developed contrast-induced nephropathy (pyelonephritis, glomerulonephritis), which increased their treatment period and hospital stay.

Conclusion. According to preliminary data out of 210 patients who used X-ray contrast methods of research, only 9 patients developed side effects and allergic reactions, despite the fact that patients with objective risk factors for the occurrence of contrast-induced complications were significantly higher (68 people). The main risk factors for the development of side effects were: a history of chronic kidney disease and, also, a large amount of injected ionic X-ray contrast agent. When using X-ray contrast agents, it is necessary to take into account the negative features of each contrast agent, its dose and methods of drug administration.

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EVALUATION OF THE EFFECT OF OPTIMIZED KVASS WORT ON THE GROWTH OF DERMATOPHYTES DURING LIQUID-PHASE CULTIVATION

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Trychophytosis is widespread and causes significant economic losses by reducing the weight yield and the quality of leather raw materials, increasing the cost of medical and rehabilitation measures [2].

All known methods for manufacturing vaccines against mycoses are based on the cultivation of fungi by superficial mode [3, 4]. At the same time, on industrial scale, this method of growing microorganisms is considered low-tech and low-profit, comparing to modern requirements of biotechnology.

Analysis of the published literature reveals that only separate studies on the deep cultivation of *Tr. verrucosum* were previously conducted. At the same time the authors note that the debris of the trichophyton fungus obtained on the proposed liquid media had low immunogenicity. Thus, at present, the development of controlled liquid-phase cultivation of *Trichophyton spp*. and the selection of a nutrient medium is of current interest.

The goal of this research is to develop a technology for cultivating the Trichophyton fungus in deep layer cultivation based on the elaboration of a new medium and optimized conditions.

Material and methods. Fungi of the genus Trichophyton were used as an object: *Tr. verrucosum* No. 130 and *Tr. mentagrophytes* No. 135.

Kvass wort preparation. We used a concentrate of kvass wort containing 65% carbohydrates. The pH value was controlled potentiometrically in accordance with the instructions for the pH meter.

The carbohydrate content was set according to Balling using a sugar meter in accordance with the instructions attached to it.

Seed preparation. The inoculum is known to be one of the most important factor of any biotechnological process of cultivating microorganisms. The optimal dose of inoculum ensures a reduction in the lag phase, an increase in the productivity of the fungus and a reduction in the time of its growth.

Optimization of the method for obtaining the seed material of the trichophyton fungus will improve the manufacturability of the production of vaccines against trichophytosis. To obtain an inoculum, we used wort agar prepared according to an optimized method [1].

The pH of the medium after sterilization was 7.1–7.4. The culture of the trichophyton fungus was grown on wort agar for 15 days. At given temperatures of (20±2)ºC and (28±2)ºC the fungus was removed from the surface of wort agar under aseptic conditions and resuspended in a dilutor of a special composition to a content of 50 million microconidia/cm^3. The inoculum was introduced into the liquid nutrient medium in a volume of 10%, 5% and 2.5%.

Preparation of the culture medium. We prepared kvass wort with a content of 1.5; 3.0 and 6.0% carbohydrates. The influence of physical parameters, temperature, quantity and ratio of trace elements, ionic power of the medium on the metabolism of carbohydrates has been unambiguously established.

To assess the effect of aeration on the development of the trichophyton fungus, different volumes of a liquid medium were introduced into the flasks and the air supply was regulated by calibrating the rotation of the stirrer in the fermentors (or the rocking platform). To work out the aeration mode, 100 cm^3 of the medium was introduced into 750 cm^3 flasks, the rotation speed of the rocking platform was 125 rpm. The quantity of fungal elements, their viability was determined according to technical specifications

Determination of mycelium dry mass. A suspension of the fungus culture in a volume of 10 cm^3 was centrifuged to separate the culture liquid. The fungus mycelium sediment was washed three times with a 10-fold volume of distilled water by centrifugation. The mycelium of the fungus was then transferred to a pre-weighed weighing bottle. The bottle with raw mycelium was dried at a temperature of (100–105)ºC to a constant weight, then placed in a desiccator for 2 hours to cool and be weighed.

Findings and their discussion. Due to the fact that until now there are just a few of isolated reports on deep cultivation of *Trichophyton spp*., we began our research by optimization of the kvass wort medium, the selection of cultivation modes and parameters in the liquid medium.

Different variations of media were prepared by adding various amounts of carbohydrates and mineral components. Their effectiveness was assessed by intensity of fungus development in them.

In preliminary studies, we have selected the optimal dose of inoculum. For this, the culture of the trichophyton fungus, grown on the optimized wort agar using a dilutor of a special composition, was removed after 15 days of growth and resuspended in a wort to a content of 50 million microconidia/cm^3. Kvass wort containing 6.3 and 1.5% carbohydrates was used as a medium.

The fungi *Tr. verrucosum* No. 130 and *Tr. mentagrophytes* No. 135 were grown at a temperature of 28°C for 72 hours and a rocking platform rotation speed of 125 rpm. The content of mycelium in percentage count, of microconidia in mln/cm^3 count and their viability in percentage rate was determined in the obtained samples of the fungus cultures.

From the data in tables 1-3, the growth of fungi is apparent to be affected by the concentration of sugars in the medium and the amount of inoculum added.

Table 1 – Influence of different amounts of inoculum on biomass yield and sporogenesis of *Tr. verrucosum* No. 130 in kvass concentrate wort medium with 1.5% carbohydrates

No of test	Amount of inoculum, %	Microconidia content, mln/cm^3	Dry mycelium concentration at the end of growth,%	Content of microconidia at the end of growth,mln/cm^3	Microconidia viability,%
1	9,88±0,42	4,9±0,21	0,45±0,025	7,5±1,68	19,5±3,36
2	5,0±0,42	2,5±0,21	0,32±0,017	6,3±1,26	13,0±2,52
3	2,5±0,21	1,25±0,11	0,24±0,025	5,8±1,68	12,3±2,1

Table 2 – Influence of different amounts of inoculum on biomass yield and sporogenesis of *Tr. verrucosum* No. 130 in kvass concentrate wort medium with 3% carbohydrates

No of test	Amount of inoculum, %	Microconidia content, mln/cm^3	Dry mycelium concentration at the end of growth,%	Content of microconidia at the end of growth,mln/cm^3	Microconidia viability,%
1	9,88±0,42	4,9±0,21	0,68±0,034	12,0±1,26	22,5±3,36
2	5,0±0,42	2,5±0,21	0,52±0,029	12,0±1,68	19,8±1,68
3	2,5±0,21	1,25±0,11	0,33±0,025	6,0±1,68	14,0±2,1

Table 3 – Influence of different amounts of inoculum on biomass yield and sporogenesis of *Tr. verrucosum* No. 130 in kvass concentrate wort medium with 6% carbohydrates

No of test	Amount of inoculum, %	Microconidia content, mln/cm^3	Dry mycelium concentration at the end of growth,%	Content of microconidia at the end of growth,mln/cm^3	Microconidia viability,%
1	9,88±0,42	4,9±0,21	0,70±0,042	14,3±1,68	23,8±2,9
2	5,0±0,42	2,5±0,21	0,56±0,021	17,8±2,9	19,0±2,1
3	2,5±0,21	1,25±0,11	0,44±0,013	12,3±2,1	20,5±1,68

The data from table 3 shows that, in case of the *Tr. verrucosum* No. 130, the highest mycelium accumulation (0.56-0.7%), sporulation (14.3-17.8%) and spore viability (19.0-23.8%) were observed in the kvass wort containing 6% sugars as well as after adding 5-10% of the seed.

The medium containing 3% sugars (table 2) and after addition of 5-10% *Tr. verrucosum* No. 130 inoculum yielded a 0.52–0.68% mycelium accumulation, spore formation reached 12 million/cm^3 with a viability of 19.8–22.5%. After addition of 2.5% *Tr. verrucosum* No. 130 inoculum to the medium with 3% sugars the mycelium accumulation reached 0.33%.

A poor growth rate of *Tr. verrucosum* № 130 mycelium was seen in kvass wort containing 1.5% sugars (table 1), when 2.5%, 5% and 10% of inoculum was added, which amounted to 0.24, 0.32 and 0.45%, respectively. In this medium, regardless of the volume of inoculum, minimal sporogenesis was also observed and amounted to 5.8–7.5 million/cm^3 with a viability of microconidia 12.3–19.5%.

Analysis of the results of cultivation of *Tr. mentagrophytes* No. 135 rendered similar data as for Tr. verrucosum No. 130 (tables 4-6).

Table 4 – Influence of different amounts of inoculum on biomass yield and sporogenesis of *Tr. mentagrophytes* No. 135 in kvass concentrate wort medium with 1.5% carbohydrates

No of test	Amount of inoculum, %	Microconidia content, mln/cm^3	Dry mycelium concentration at the end of growth,%	Content of microconidia at the end of growth,mln/cm^3	Microconidia viability,%
1	9,88±0,42	4,9±0,21	0,42±0,017	4,5±0,84	14,8±2,52
2	5,0±0,42	2,5±0,21	0,33±0,025	4,8±1,68	12,3±2,1
3	2,5±0,21	1,25±0,11	0,26±0,013	4,0±1,26	9,0±2,1

Table 5 – Influence of different amounts of inoculum on biomass yield and sporogenesis of *Tr. mentagrophytes* No. 135 in kvass concentrate wort medium with 3% carbohydrates

No of test	Amount of inoculum, %	Microconidia content, mln/cm^3	Dry mycelium concentration at the end of growth,%	Content of microconidia at the end of growth,mln/cm^3	Microconidia viability,%
1	9,88±0,42	4,9±0,21	0,63±0,025	12,5±1,68	21,5±3,36
2	5,0±0,42	2,5±0,21	0,54±0,029	13,0±1,26	18,3±1,68
3	2,5±0,21	1,25±0,11	0,41±0,017	7,5±2,1	13,0±2,5

Table 6 – Influence of different amounts of inoculum on biomass yield and sporogenesis of *Tr. mentagrophytes* No. 135 in kvass concentrate wort medium with 6% carbohydrates

No of test	Amount of inoculum, %	Microconidia content, mln/cm^3	Dry mycelium concentration at the end of growth,%	Content of microconidia at the end of growth,mln/cm^3	Microconidia viability,%
1	9,88±0,42	4,9±0,21	0,66±0,021	13,8±1,68	21,8±1,68
2	5,0±0,42	2,5±0,21	0,67±0,021	15,0±1,68	22,0±2,52
3	2,5±0,21	1,25±0,11	0,44±0,025	11,8±1,26	14,8±1,68

Conclusion. 1. The most technologically advanced liquid-phase cultivation of *Trichophyton spp*. is stated to be in kvass wort with 3% sugars.

2. Adding of at least 5% of *Tr. verrucosum* No. 130 and *Tr. mentagrophytes* No. 13 seed material to the medium from the kvass wort is highly advisable.

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ANALYSIS OF THE CONTENT OF CESIUM-137 IN AGRICULTURAL PRODUCTS OF MINSK DISTRICT IN THE PERIOD 1990–2019

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As a result of the accident at the 4th power unit of the Chernobyl NPP about 70% of the radioactive substances emitted from the destroyed reactor into the atmosphere and fell to the territory of Belarus. At the same time 23% of the territory of the republic (46.5 thousand km^2) with 3668 settlements was contaminated with cesium-137 more than 37 kBq/m^2. After the accidental release a significant part of the radionuclides accumulated in the upper soil layer. Therefore, the soil is the main source of radionuclide intake in agricultural products [1].

The long-term half-life of ^{137}Cs and soil contamination with this radionuclide as well as its spread along the food chain the final link of which is a person, determines the relevance of studying this topic [2,3].

Purpose: To analyze the content of 137Cs in agricultural products of the Minsk region in the period 1990 - 2019.

Material and methods. Fresh samples of products (not subjected to storage and processing) were studied: milk, potatoes, beets, carrots, tomatoes, cucumbers, cabbage, apples, strawberries, rye. The studies were carried out in the period May - October. The research period is related to the seasonality of vegetables. An “Adani-Rug 91-2” gamma-ray radiometer was used to study the level of cesium-137. The data obtained were subjected to statistical analysis.

Findings and their discussion. According to the current Republican permissible levels, the content of cesium-137 in milk should not exceed 100 Bq/l, potatoes - 80 Bq/kg, beets and carrots - 100 Bq/kg, vegetables (cucumbers, tomatoes, cabbage) - 100 Bq/kg, apples - 40 Bq/kg, garden berries (strawberries) - 70 Bq/kg [4].

In fig. 1. presents the dynamics of the content of cesium-137 in agricultural products of the Minsk region from 1990 to 2019.

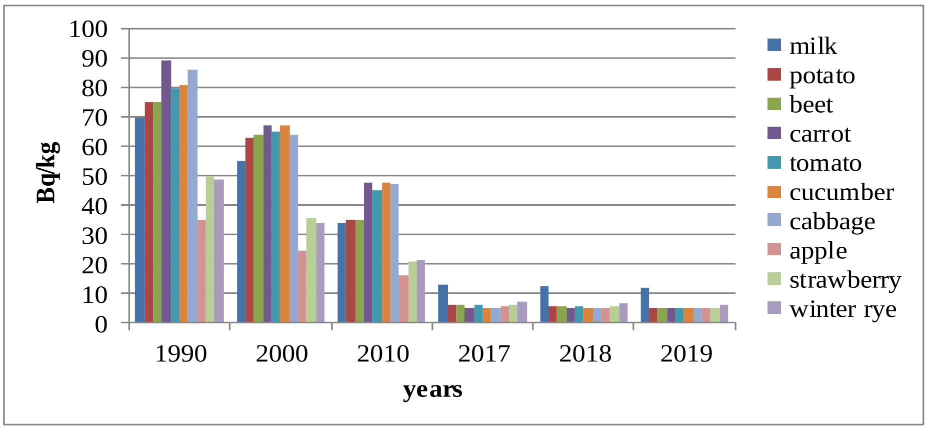

Figure: 1. - Dynamics of the level of cesium-137 content in agricultural products of the Minsk region from 1990 to 2019

Based on the research carried out on agricultural products in the Minsk region and a comparative analysis of archival data with the obtained research results, the following conclusions can be done:

1) To date, the highest level of cesium-137 content is recorded in milk; potatoes, root crops (beets; carrots), vegetables (tomatoes; cucumbers; cabbage), apples, strawberries, winter rye - contain approximately the same indicators of the level of cesium-137. But the indicators of the level of cesium-137 are not significant and do not pose a danger to the population, they are fit for human consumption.

2) The level of cesium-137 content today has significantly decreased in comparison with 1990 for all categories of the considered products (milk by 5.5 times; in potatoes by 13.2 times, in root crops: beets by 15 times, carrots 18 times; in vegetables: tomatoes 14.3 times, cucumbers 16.2 times, cabbage 17.2 times; in apples - 6.9 times, in strawberries - 8.8 times; winter rye - 7.1 times). The level of cesium-137 content decreased in all agricultural products of the Minsk region in the period 1990 - 2019.

The level of cesium-137 content decreased in comparison with 2010 for all categories of the considered products (milk by 2.7 times; in potatoes by 6.1 times, in root crops: beets 8 times, carrots by 9.6 times; in vegetables: tomatoes 8 times, cucumbers 9.6 times, cabbage 9.4 times; in apples 2.9 times; in strawberries 3.6 times; in winter rye 3.2 times). The specific activity of cesium-137 decreased in all agricultural products of the Minsk region in the period 2010 - 2018.

Conclusion. The territory of the Minsk region was slightly polluted after the Chernobyl accident, and the content of cesium-137 in the period 1990-2019 in agricultural products did not exceed the established norms.

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SUPEROXIDE DISMUTASE ACTIVITY IN THE HEPATOPANCREAS OF GASTROPODS LIVING IN THE RESERVOIRS OF GOMEL REGION

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In recent decades, a large amount of research has been carried out on the effect of stressors on the activity of the body's antioxidant system. One of the most important components of the enzymatic antioxidant system is superoxide dismutase. Together with catalase and other antioxidant enzymes, it protects cells from constantly forming highly toxic oxygen radicals. Superoxide dismutase catalyzes the dismutation of superoxide into oxygen and hydrogen peroxide and counteracts the development of oxidative stress and the destruction of cellular structures. Therefore, the study of the components of the antioxidant system is advisable in monitoring natural objects [1].

Biological systems or organisms that are most sensitive to the studied factors are selected as bioindicators. One of the most promising objects for biological monitoring of water bodies is aquatic mollusks [2].

The aim of this work is to study the activity of hepatopancreas superoxide dismutase in the lungs of freshwater mollusks of Gomel region under various anthropogenic loads.

Material and methods. Experiments were performed on 54 freshwater lung mollusks divided into two groups: 18 individuals of *Lymnaea stagnalis* (common pond fish) and 18 individuals of *Planorbarius corneus* (horn coil). Shellfish were collected in autumn (September-October) from reservoirs in two districts of Gomel region (table 1).

Table 1 – Shellfish selection locations

Shellfish collection area	Collection site	The name of the body of water
Gomel district	Gomel	Lyubenskoye Lake
Mozyr district	village Krasnaya Gorka	The Pripyat River

The method for determining the activity of superoxide dismutase (SOD) in the hepatopancreas of mollusks is based on determining the degree of inhibition by the quercetin autooxidation enzyme [3].

Mathematical processing of the obtained results was carried out by methods of parametric and nonparametric statistics using the package of statistical programs MicrosoftExcel 2010, STATISTICA 12.5.

Findings and their discussion. The results of determining the activity of SOD are presented in table 2.

Table 2 – SOD Activity in hepatopancreaselegic mollusks of Gomel region *(M±m)*

Shellfish collection area (n=9)	SOD, %	
	Planorbarius corneus	*Lymnaea stagnalis*
Gomel district	74,05±1,04	70,09±1,07
Mozyr district	68,84±1,72	65,01±0,86[1]

Note: [1]$p<0,05$ compared to shellfish from the Gomel district

The activity of SOD in *Planorbarius corneus* and *Lymnaea stagnalis* was statistically significantly different taking into account the habitat. In the reservoirs of the Gomel region, mollusks have a high activity of SOD, which is due to the fact that lake Lubenskoe in the Gomel region is experiencing a large anthropogenic load due to the close location of the private sector, the city's bypass route and the bus stop.

There were no significant differences between the types of differences in the activity of SOD in mollusks from the Gomel and Mozyr regions.

Conclusion. It was found that the activity of SOD in the hepatopancreas of *Planorbarius corneus* is higher than in *Lymnaea stagnalis*, which indicates a higher ability of coils to adapt to adverse stress factors and is associated with different types of oxygen transport (copper-containing hemocyanin and iron-containing hemoglobin).

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THE INFLUENCE OF PRE-SEEDING TREATMENT WITH EPIBRASSINOLIDE ON SOME INDICATORS OF *DAUCUS CAROTA* L. UNDER LABORATORY CONDITIONS

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Steroid compounds are widespread in nature and exhibit a biological activity. Much attention is paid to one of the representatives of phytohormones - 24-epibrassinolide, which performs a regulatory function at various stages of plant ontogenesis: growth, cell division, seed formation, biomass growth, development of protective mechanisms, etc. [2, 3]. The high biological activity of brassinosteroids contributed to the development of new drugs based on them for the needs of agriculture. The most common drug – «Epin-extra», contains 0,025 g/l, and for seed treatment, according to the instructions, it is recommended to use a solution with a concentration of 10^{-6}–10^{-7} %, although modern research shows that this substance exhibits a higher biological activity in lower concentrations [**Ошибка! Источник ссылки не найден.**].

The aim of our study was to study the effect of low-concentration 24-epibrassinolide solutions on some parameters of *Daucus carota* L.

Material and methods. The study was carried out in April 2020 on the basis of the Department of Botany and Ecology of BrSU named of A.S. Pushkin. The object of the study was solutions of 24-epibrassinolide in concentrations of 10^{-9}–10^{-11} %. The subject of the study was the reaction of morphometric parameters of seedlings, as well as indicators of sowing qualities of seeds of *Daucus carota* L. variety Chantenay Royal to the effect of

24-epibrassinolide. *Daucus carota* L. seeds were pre-soaked in solutions for 4 hours. After soaking, the seeds were placed in Petri dishes on a layer of filter paper moistened with distilled water, 30 pcs. each. As a control, we used seeds soaked in distilled water for the same period of time. The experiment was carried out in 3 repetitions. The recorded indicators were: germination energy, germination, stem length, root length. Germination of the culture was carried out according to GOST 12038-84. Registration of morphometric parameters was carried out on the 10th day of the experiment.

Findings and their discussion. As a result of the research, the ambiguous reaction of the recorded parameters to the presowing treatment of carrot seeds with solutions of 24-epibrassinolide of various concentrations is determined.

Presowing treatment of carrot seeds with solutions of the studied steroid compound had practically no effect on the recorded sowing qualities of seeds. Thus, in all variants the proportion of germinated seeds on the 5th day of the experiment was 77,8 %. On the tenth day of the experiment, a change in the number of germinated seeds was noted only in the variant with the highest concentration of epibrassinolide (10^{-9} %) – from 77,8 to 85,6 % or + 10 % relative to the control.

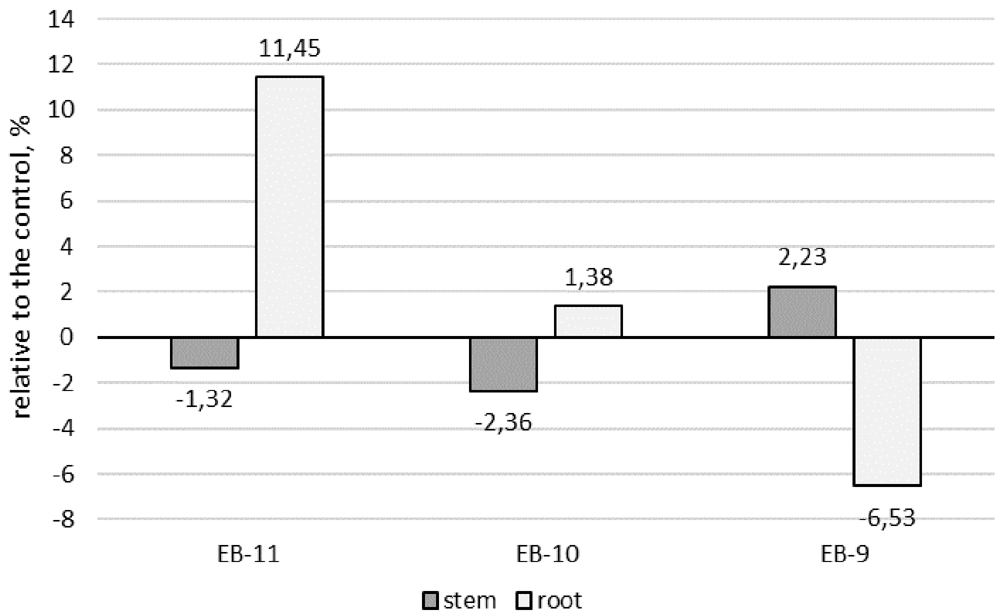

Figure 1 – Change in the length of the root and stem of carrots as a result of presowing treatment with solutions of 24-epibrassinolide

The most sensitive parameter to the action of brassinosteroid is the root length indicator. So, soaking seeds in this substance at the highest concentration (10^{-9} %) led to inhibition of root growth in length. If the average value of this indicator in the control was 31,26 mm, then in the variant after treatment with epibrassinolide at a given concentration – 29,22 mm

(-6,53 %). The use of a lower concentration of the substance (10^{-10} %), on the contrary, had a weak stimulating effect (+1,38 %). The influence of the most diluted solution of a biologically active substance was characterized by the greatest positive effect relative to the index of carrot root length – +11,45 % relative to the control.

The reaction of the stem to the action of the considered biologically active substance was less pronounced, the deviation from the control variant did not exceed 2,5 %. Thus, seedlings from seeds treated with epibrassinolide at a concentration of 10^{-9} % – 47,13 mm were distinguished by the longest stem length, which was more than the value in the control by 1,03 mm or 2,23 %. A decrease in the concentration of a biologically active substance led to a slight inhibition of growth processes in the stem. Thus, when treating seeds with solutions at a concentration of 10^{-10} % and 10^{-11} %, a decrease in the length of the stem by 1,09 mm and 0,61 mm, respectively (-2,36 and -1,32 %) is noted.

Conclusion. In general, 24-epibrassinolide at low concentrations had an insignificant effect on the recorded parameters. In this case, the growth of the root in length was characterized by an inverse correlation on the concentration of the active substance (r = -0.99), and the growth of the stem and the number of germinating seeds was positive (r = 0,74 and r = 0,87, respectively).

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THE INDICATORS OF LIPID EXCHANGE OF HEMOLIFA OF PULMONARY FRESHWATER MOLLUSCS LIVING IN THE WATER BODIES OF GOMEL REGION

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The need to assess the effects of various environmental factors on the vitality of the body has now increased. Often X two common lung freshwater mollusks *Lymnaea stagnalis* (pond snail) and *Planorbarius corneus* (horn reel) [1] are used. To assess the body's condition, the indicators of carbohydrate, nitrogen and lipid exchanges are determined, and the rate of mobilization and utilization of energy substrates is studied, under the influence of various factors [2].

It is possible to evaluate the activity of lipid exchange when establishing the content of general cholesterol, triacylglycerol, cholesterol of high density lipoproteins. Lipids play an important role in cell metabolism. Cholesterol enters the body with food, but most of it forms endogenously in the liver. Levels of cholesterol and triacylglycerol in blood are markers when diagnosing disorders of lipid exchange [3].

The aim of the work is to determine the content of lipids in the hemolymph of pulmonary freshwater shellfish of Gomel region, taking into account the habitat and transport type of oxygen.

Material and methods. Experiments were supplied on 36 lung freshwater shellfish divided into two groups: 18 *Lymnaea stagnalis* and 18 *Planorbarius corneus*. The mollusks were gathered in the autumn (September-October) from the water bodies of two districts of Gomel region (table 1).

Table 1 – Shellfish selection locations

Shellfish collection area	Collection site	The name of the body of water
Gomel district	Gomel	Lyubenskoye lake
Mozyr district	village Krasnaya Gorka	Pripyat river

The determination of triacylglycerol (TG), total cholesterol (TCS), cholesterol of HDL (CS of HDL) in hemolymphe was carried out by standard biochemical reactions using the sets of reagents of «Analysis X» [4].

Mathematical processing of the obtained results was carried out by methods of parametric and nonparametric statistics using the package of statistical programs Microsoft Excel 2010, STATISTICA 12.5.

Findings and their discussion. The contents of TG, TCS and CS of HDL in hemolymph are presented in table 2.

Table 2 – The content of total cholesterol (mmol/l), high-density lipoprotein cholesterol (mmol/l), triacylglycerols (mmol/l) in the hemolymph of *Planorbarius corneus* and *Lymnaea stagnalis*, depending on the habitat *(M±m)*

Shellfish collection area	Indicator		
	TCS mmol/l	CS of HDL mmol/l	TG mmol/l
Lymnaea stagnalis			
Gomel district	0,41±0,02	0,074±0,011	0,29±0,01
Mozyr district	0,48± 0,01	0,078± 0,014	0,34± 0,02
Planorbarius corneus			
Gomel district	0,31±0,02	0,14±0,01	0,23±0,02
Mozyr district	0,34± 0,01	0,10± 0,003^{1}	0,24± 0,01

Note: $^{1}p<0,05$ compared to the clams from the Gomel region

It is noted that *Lymnaea stagnalis* has the lowest TCS, CS of HDL and TG content in the Gomel district (table 2). Compared with the individuals collected in the Lubenskoye lake, the concentration of TCS and TG has been increased by 1.2 times in the Mozyr district. Planorbarius corneus had different patterns in the Mozyr district increasing the TG content by 1.3 times, the CS of HDL is reduced by 1.4 times compared to the Gomel region.

Conclusion. The differences in the content of general cholesterol, cholesterol of high density lipoproteins and triglycerides in *Lymnaea stagnalis* and *Planorbarius corneus* are determined, depending on the location and type of transport of oxygen.

Thus, anthropogenic changes in indicators of carbohydrate and lipid metabolism can serve as monitoring parameters for the ecological well-being of aquatic habitats of freshwater lung mollusks.

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HISTORICAL DYNAMICS AND SPIRITUAL CULTURE OF THE SOCIETY: REGIONAL AND GLOBAL CONTEXTS

ETHNOPEDAGOGIZATION OF THE PROCESS OF CIVIC-PATRIOTIC EDUCATION OF STUDENT YOUTH: MODELING POSSIBILITIES

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In the conditions of modern development of society, when the Belarusian youth undergoes various trials that modern society carries within itself, the problem of popularizing the culture and values of the nation is urgent. First of all, it means the initiation of young people to such truly Belarusian values as honor, dignity, devotion, patriotism and philanthropy. The Belarusian nation will develop progressively only if there is a continuity between generations, which would bring new positive knowledge, skills and abilities, already tested by the elder generation, to young Belarusians. Student involvement in the studying of the ethnic culture of their people, the popularization of traditional methods and means of national pedagogy in the process of civic-patriotic education will allow to form a true citizen of the state as well as to determine the direction of one’s further personal development.

So, the purpose of the article is to construct an ethnopedagogical model of civic-patriotic education of student youth, the implementation of which will contribute to the formation of the corresponding qualities of student youth.

Material and methods. The material is traditional ethnopedagogical values as a significant construct of the formation of a person's worldview and the possibility to use them in the process of civic-patriotic education of student youth. The following methods were used in the process of research: idealization; modeling; hypothesis.

Findings and their discussion. In connection with the globalization processes taking place in modern society, as well as the mass informatization in all spheres of its life, student youth faces a difficult choice: either to be included in world processes or to preserve their national identity. Despite holding particular activities on civic-patriotic education, its effectiveness is lost not only due to the lack of systematic approach and common national idea, but also due to the infiltration of a constant flow of controversial information into the young minds of our youth.

We assume that the inclusion of an ethno-pedagogical component in the programs of civic-patriotic education of student youth will contribute to the formation of their national identity, self-awareness as a representative of their nation, acceptance of traditional values, and restoration of intergenerational ties.

This assumption becomes the basis for the construction of a scientifically grounded ethnopedagogical model of civic-patriotic education of student youth. When developing the model above, we rely on ethnopedagogical (G.N. Volkov, A.P. Orlova, M.I. Stelmakhovich, E.I. Syavavko, I.E. Khanbikov, A.F. Khintibidze, E.L. Christova); axiological (B.M. Bim-Bad, B.T. Likhachev, V.A. Slastenin) and personality-oriented (I.Y. Lerner, M.N. Skatkin) approaches.

We refer to the structural components of the model: the goal to form civic-patriotic qualities of students through ethnopedagogization of the educational process at the university / faculty; contents, including activities for the formation of national identity (particularly national holidays, trainings, organization of family participation events, creation of a memorial book of their ancestors, organization of an interview with a family member, of whom the student is proud, photo contests "My family through the prism of centuries", charity events, volunteering); conditions – present desire among students to participate in the implementation of the model, the organization of a favorable and creative environment to achieve the desired goal, cohesive team of interested students, i.e. activity group; organization of partial self-government and support of the initiative of the created student activity group; availability of certain financial resources to encourage the winners and prize-winners of competitions, to create props, attributes for folk syncretic and calendar-ritual holidays.

The procedural side of the model will be represented by the following components, which jointly represent a complex integrative education: axiological (represented by traditional ethno-pedagogical values, that are selected, discussed, critically evaluated and become components of the human spiritual world); culturological (reflects various cultural spheres in which human life takes place, that includes various traditions of national culture from family to social and actions to preserve, revive, retransmit them); moral and ethical, which are understood as the formation of a civic position and the accumulation of experience through experiencing and living through emotionally intense situations, the development of a humane attitude and tolerance towards other people, as well as adequate self-esteem.

The result of the formation of civic-patriotic qualities of student youth through the ethnopedagogization of the educational process at the university / faculty will be concluded in positive dynamics in the positive national identity formation (from realizing oneself as a representative of one's nation to accepting its traditional culture, values and transmitting the latter in their social environment).

Conclusion. Thus, reaching the implementation of a scientifically based ethnopedagogical model of civic-patriotic education of student youth will contribute to the formation of civic-patriotic qualities of student youth through ethnopedagogization of the educational process at the university / faculty. However, for its implementation, it will be necessary to rebuild the process of civic-patriotic education, develop a plan and contents for a number of activities, build a favorable environment, and to create capable and initiative student activity group.

THE FORMATION OF THE MILITARY EDUCATION ON THE TERRITORY OF BELARUS AFTER THE DEVISION OF THE POLISH-LITHUANIAN COMMONWEALTH

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Before the division of the Polish-Lithuanian Commonwealth on the territory of present-day Belarus there were: Nesvizh Cadet Corps (1747-1755), Nesvizh Knights' School (1767-1772) and Grodno Cadet Corps (1774-1782). After the division of the Commonwealth (1772-1795) the territory of modern Belarus became part of the Russian Empire. The annexed territories had populations with different social layers, nationalities and religious confessions. Therefore, the formation and development of military education is considered in the context of the development of military education in the Russian Empire. The specificity of the Belarusian provinces was that representatives of the gentry, that is, the noble class, were a significant part of the local population. After the division of the Polish-Lithuanian Commonwealth, a significant part of this estate occupied the line of opposition to the new government, at the same time, part of the gentry saw for themselves a good opportunity to strengthen their material and social position due to servicing in the imperial institutions of power, primarily in the army. Thus, the legal rules of Russian legislation provided an excellent opportunity for local gentry to make a military career, although it was plain. At the beginning of the 19th century. in the Russian Empire, a fairly harmonious system of military educational institutions was already formed.

By the beginning of the 19th century there was Shklov Noble School on the territory of modern Belarus (since 1799 it has received a new name - the Shklov Cadet Corps), founded by the favorite of Catherine II S.G. Zorich in 1778. It was intended for teaching literacy and military affairs to children of poor nobles, regardless of nationality and confession. The founder applied the principles of the Charter of the Imperial Gentry Land Cadet Corps to the structure and management of the institution. By 1799, the building was transferred to the jurisdiction of the civil administration, more than 260 people were trained [1, p. 56-65]. In 1800 the Shklov Cadet Corps, being in the status of a state military educational institution, was transferred to Grodno and was renamed as the Department of the Grodno Cadet Corps as an auxiliary educational institution under the 1st Cadet Corps in St. Petersburg. In 1812, in connection with the approach of Napoleon's troops, some of the pupils were transferred to Tver, then to Yaroslavl and Kostroma. And in 1823 it was transferred to Moscow, where until its abolition in 1918 it was known as the 1st Moscow Cadet Corps [1, p. 60-79].

After the end of the Patriotic War in 1816, the Mogilev Officer School was established in Mogilev at the headquarters of the 1st Army. The purpose of the establishment of this military educational institution was to train combat officers who performed quartermaster functions: organizational issues for the deployment of troops, the arrangement of maneuvers, the education of combat officers and other organizational issues [3, p. 119]. The Mogilev Officers' School improved its qualifications and was engaged in the retraining of combat officers. For the period of nine years, it trained 325 officers [2, p. 118].

In 1835, the Polotsk Cadet Corps was founded training 400 people. In 1838 it consisted of two preparatory and four general classes. Upon completion of the training course, the cadets were sent to the capital's Noble Regiment to receive special (military) education. Firstly it happened in May 1839. The students transferred from the Polotsk Cadet Corps to the Noble Regiment were awarded the most flattering and gracious reviews of the Emperor [3]. However, in 1865 it was decided to reorganize the Polotsk Cadet Corps into a military gymnasium.

In 1841, on a petition and at the expense of the noblemen of the Vilna, Grodno, Minsk, Bialystok provinces and the Kingdom of Poland, the Brest Cadet Corps was founded for 400 students (cadets). From 1857 it was named "Aleksandrovsky", in honor of Alexander II, the chief of the cadet corps in Russia. The opening of the cadet corps allowed the nobles to assign their children (aged 9.5-11.5 years) to training, avoiding the difficult service of privates. [4, p. 22]. General subjects were taught for the gymnasium course, drill, horse riding, rifle shooting, fencing, gymnastics, swimming, music and dance.

In 1854, in connection with the outbreak of the Crimean War and the declaration of martial law in the Brest Fortress, it was transferred to Moscow, then to Vilna, where in 1863, in connection with the reform of military educational institutions, it was finally disbanded. In 1882, the military gymnasiums again returned to the status of corps and the principles of military drill training.

Despite the development of the military education system in the first half of the 19th century, there was an acute shortage of professional officers in the army. In 1861, the Minister of War D.A.Milyutin, together with the chief head of military educational institutions N.V. Isakov, began a large-scale transformation in the system of training officers. The plan for reforming military education in terms of the system and basic provisions of military educational institutions was to distinguish between general and special military education by transforming special classes of cadet corps into military schools, and general classes into military gymnasiums; further to create a network of cadet schools in the military districts and close some military educational institutions [5, p. 12]. Thus, the main contingent of military officers should have been provided by cadet schools created under the formed military districts. So, for example, for the entire period of existence of the Vilna infantry cadet school, 1,060 people were trained [7, p. 116]. It is worth noting that the cadet schools carried out serious ideological and educational work with the students, training them to be loyal cadres, officers of the imperial army. In addition, it should be noted the presence in Mogilev of a military orphanage as a branch of the Imperial military orphanage (based on garrison schools) [8, p. 23-24 rev.]. Soldiers' children were accepted here without distinction of religions and age restrictions, especially orphans. Up to 50 people were selected from the soldier's pupils, and they continued their studies in the Imperial Military Orphanage and were subsequently in demand for teaching vacancies as they had aptitude and aptitude for science [9, p. 2].

Conclusion. Thus, the formation of military education on the territory of Belarus after the division of the Polish-Lithuanian Commonwealth, played an important social function, which served to strengthen the foundations of the existing monarchy by forming a significant layer of officers from the gentry; until the 19th century, the division of military educational institutions took place according to the class principle: garrison schools and cadet corps; in the second half of the 19th century, there was a regulation of the training of future officers in military educational institutions, which contributed to the strengthening of the vocational guidance of students for military service. During their existence on the territory of Belarus educational institutions trained several hundred competent specialists, some of them made a good military career, others became notable in the civil service.

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FACTORS OF THE DEVELOPMENT OF THE FOREIGN POLICY OF THE REPUBLIC OF BELARUS IN THE EURO-ATLANTIC DIRECTION (1991 – EARLY 2000S)

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After the Declaration of independence the Republic of Belarus became an independent actor in international relations. The Euro-Atlantic region is one of the strategically important areas of the Belarusian state's foreign policy. Study of the theoretical and historical foundations of Belarus' interaction with the Euro-Atlantic region contributes to improving the mechanisms of cooperation.

The aim of the work is to examine the factors influencing the formation of foreign policy of the Republic of Belarus at the Euro-Atlantic area in the period from 1991 to early 2000s.

Material and methods. The research was carried out on the basis of available sources and literature. The methodological footing of the work is based on the principles of historicism, objectivity, consistency, general scientific methods (analysis, synthesis, comparison, generalization, deductive, logical) and special historical methods (historical-comparative, historical-typological, historical-genetic).

Findings and their discussion. The main reason for establishing international contacts with the countries of the Euro-Atlantic region since 1991 was the desire of the Belarusian leadership to gain recognition of a young state. The issue of the Republic's possession of nuclear weapons became the starting point for the development of relations between Belarus and western countries, primarily the United States. The USA interest in a dialogue with Belarus on this issue can be traced back to the signing of the Bialowieza Agreements [1, c. 206–207].

Another issue that played a role in establishing relations between Belarus and the world's leading states was the issue of Chernobyl disaster consequences. This problem was relevant for European countries. This is confirmed by the invitation of Belarus to participate in the international environmental forum in Sweden on September 2–3, 1990, i.e. before the formation of the independent Belarusian state [2, c. 9]. On October 26, 1991 at the 46th session of the UN General Assembly, The Minister of foreign Affairs of the Republic of Belarus, Pyotr Kravchenko, declared environmental safety to be one of the priorities of the foreign policy of the Republic of Belarus [2, c. 276–285]. The urge of Belarus to contribute to the solution of this problem was supported by the international community, which eventually led to the adoption of resolution No. 58/119 on the Chernobyl disaster, including the Belarus' proposal to declare April 26 as the International day of remembrance for victims of radiation accidents and catastrophes [2, c. 139–140].

Since 1994, there has been a change in Belarus' foreign policy priorities. Cooperation with Russia and the CIS is becoming more active. One of the reasons for this turn was the experience of low-dynamic development of relations with the Euro-Atlantic area from 1991 to 1994. (limiting contacts with Europe on socio-cultural, trade and economic issues, and the dependence of the dialogue with the United States on the process of Belarus' nuclear disarmament). In addition, having received international recognition by that time, the Belarusian leadership strived to increase the country's prestige. This goal was met by positioning the Republic as a state that can «strengthen peace and security in Europe» [4, c. 33]. The experience of disarmament should have allowed Belarus to become the initiator and driving force behind the creation of a nuclear-weapon-free zone in the central and eastern European region, which would have helped to strengthen the country's image and remove the threat of tension in Belarus' relations with the North Atlantic Alliance [5, c. 60]. The second most significant reason was the constitutional crisis in Belarus during 1996, which led to a deterioration of relations with the West. Alexander Lukashenko's regime was accused of authoritarianism, human rights violations and «attacking» democratic institutions in the country [5].

The development of the foreign policy strategy of the Belarus was built during the geopolitical processes in the Post-Soviet Region, the clash of interests of two leading world powers (the United States of America and the Russian Federation) for establishing their sphere of influence. By 1994 western political discourse has expressed concerns about the growing threat of «Russian interventionist policies» [7]. The deployment of American troops in Afghanistan and the expansion of NATO to the East determined Russia's choice in favor of priority cooperation with neighboring countries. For Belarus, the goal was to protect itself from the advance of the Alliance's troops in the Belarusian direction.

Conclusion. On this basis, the main factors that influenced the development of the foreign policy of the Republic of Belarus in the Euro-Atlantic direction during 1991–1994 were: 1) the necessity to obtain international recognition of an independent Belarusian state; 2) to solve the problem of finding nuclear weapons on the territory of the country; 3) to minimize the consequences of the Chernobyl disaster for Belarus and the European region. Since 1994 other factors had an impact: 1) the clash of interests of the United States and Russia for establishing their sphere of influence in the post-Soviet region; 2) the expansion of NATO to the East; 3) the constitutional crisis in Belarus; 4) the experience of low-dynamic development of relations with the west in 1991–1994; 5) the implementation of the goal set in the previous period to gain international recognition of the Republic of Belarus.

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THE PROCESS OF TRANSFORMATION OF THE TYPE OF SOCIAL CHARACTER OF A PERSON IN MODERN SOCIETY

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The process of transformation of a person's personality into an object of investment and trade, the value of which is directly determined by its exchange value, intensified as a result of the transition of society from an industrial type to an informational one, which attracted the scientific attention of psychologist and philosopher Erich Fromm, whose concepts and theories remain relevant today. The purpose of this article is to interpret Erich Fromm's concept of “market” personality orientation in relation to modern society.

Material and methods. When writing this article, we used the method of theoretical analysis of Erich Fromm's scientific works such as «Escape from freedom», «To Have or to Be?», «Man for Himself», «The Heart of Man», which made it possible to decompose his theory into separate elements, further analysis of which made it possible to draw a conclusion about their actual correspondence to modern society.

Findings and their discussion. The objective process of the transition of human society from one qualitative state to another is identical to the concept of social evolution. In other words, society has made a huge leap forward from an industrial to an informational type. This phenomenon undoubtedly entailed a number of fundamental transformations in all spheres of public life - culture, labor, economics, politics, social relations. The essence of a person begins to spontaneously reorganize in accordance with the dominant social attitudes of modern society. Under the auspices of these factors, there is a process of active formation of a new type of social character of the individual - the personality of the "market" orientation.

This term was introduced into scientific circulation by Erich Fromm. Before giving a subjective assessment of the correspondence of human reality to the specified type of social character, it is necessary to analyze its nature in as much detail as possible and extrapolate positive and negative features to the social and economic values of modern society.

As mentioned above, the social attitudes prevailing in society directly affect the process of forming the social character of a person. Erich Fromm in his book «Escape from freedom» notes that the prevailing part of human character traits is not based on a physiological basis, but is a manifestation of his social breed and has an acquired character [1, c.31]. The feature noted by Fromm allows us to draw a fair conclusion about the direct influence of society on the process of forming the main features of a person's social character.

Erich Fromm in his work "To have or to be?" states that this phenomenon is named a market character, because in this case a person feels like a commodity in the "personality market" [2, c.165]. In other words, the concept of "market" orientation is identical to a certain psychological attitude aimed at a person's conscious attitude to himself as an abstract set of personal qualities that are aimed at maximizing the value of exchange value in the "personality market". The attitude to other people is similarly formed through the prism of commercial benefits and the functioning of the market mechanism.

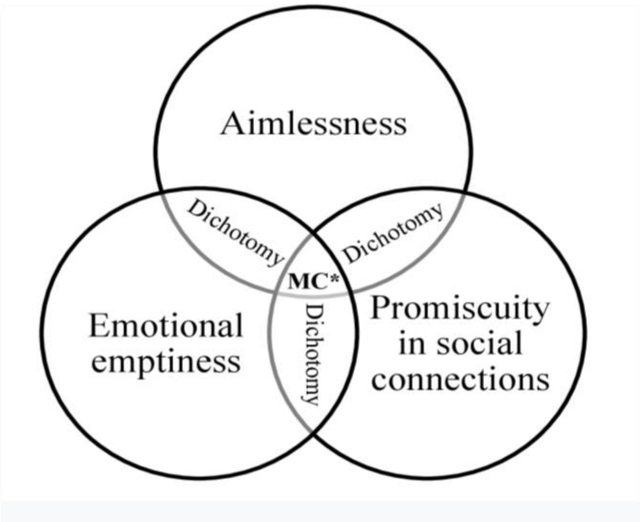
Developing Fromm's idea that an individual undergoes the process of entering the “personal market” under the guise of a product, the permanent goal of which is the most profitable exchange of oneself in the market [3, p. 90], it is fair to draw a parallel in modern society, each member of which strives to occupy high position in the social structure through well-paid jobs, prestigious education, power and quality education.

Continuing the idea of Karl Marx about the alienation of labor, Erich Fromm in his book "The Soul of Man" notes that the transformation of socio-economic factors that took place in the social system was the consequence of the total and comprehensive alienation of labor among the proletariat [4, p. 398]."White-collar workers", deprived of tools and means of production, are forced to offer themselves in the "personality market", the laws of functioning of which are identical to the laws of functioning of the commodity market. The material well-being of "goods" represented by employees in the "personality market" is directly proportional to the amount of demand in this market from" buyers "- other participants in the "personality market".

Fromm calls the features of the "market" personality *promiscuity in social connections, aimlessness, emotional emptiness* [2, c.166-167].

It is unacceptable to consider the criterion of promiscuity in social relations as a manifestation of reduced social responsibility of a person. The personality of the "market" orientation in his social circle sees potential "buyers", with continuous communication with whom, you can get benefits. Individuals with a "market" orientation are not characterized by psychological self-torture with philosophical and religious dogmas in order to search for the meaning of life. Its meaning is an endless movement forward. The "market" character, with its inherent structure of the psyche, blocks a certain group of emotions, which, in his opinion, prevents him from functioning in accordance with the mechanism of the “personality market”. Acting on the rational level and avoiding any attachments that do not fit into the framework of the concept of "market" orientation, a person, like a robot, performs the functions that are prescribed to him by his "exchange value". The described process is the content of the concept of emotional emptiness.

Fromm's concept of "market" character was decomposed into separate elements by the method of theoretical analysis. The specificity of this concept is reflected in the original diagram, which interprets the unity of all elements of the theory as the starting point of the personality of the "market" character. In the case of rejection of at least one element of the theory, the concept of "market" orientation becomes impossible to apply in relation to a person. The caused dissonance, rather, forms the basis of the phenomenon of personality dichotomy.



***MC** – Erich's Fromm «Market» character fig.1.

The problem of the "market" character of modern man needs further understanding and will be subjected to empirical analysis in our subsequent works in order to statistically confirm the hypothesis that market strategies prevail in Russian society.

Conclusion. Analyzing sociological studies in Russia aimed at identifying the level of employment and unemployment, one can come to the conclusion that a huge share of the working population of Russia is realizing its potential in the field of trade. People working in this field fit all the criteria of Erich Fromm. Perhaps we will never be able to find out the true essence of these people, because enslaved by the idea of the eternal pursuit of happiness, people forget who they really are. However, one thing is known for certain - the theory of the "market" orientation of the individual remains relevant today, confirmation of which can be found in the social reality of modern society that surrounds us.

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INNOVATION IN THE FIELD OF IT-SERVICES AND IT-PRODUCTS OF BELARUS

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The Belarusian IT-market is relatively young, since half of Belarusian companies have been on the market for no more than 5 years. There are several large companies that are export-oriented in programming in Belarus: Gamestream, Sam Solutions, Belhard, Science Soft, IBA, Belsoft, EPAM.

In 2013, the Bloomberg consulting agency published a rating of countries with the highest level of innovative development (Bloomberg Innovation Index). The Republic of Belarus took 49th place. On the one hand, this can be considered a success, since it entered the top 50 most innovative countries. On the other hand, if you look at the same rating in 2012, then Belarus has slowed down, dropping from 20th place to 49th.

If you look at the new 2019 Bloomberg Innovation Index ranking, which lists the 60 most innovative countries in the world, Belarus is not at all among them, although Russia took 27th place, Ukraine 53rd.

The main purpose of the report is to identify the essence of innovation in the modern information society on the example of the developing IT-sphere in Belarus.

Material and methods. Using the comparative method, let's look at the position of the IT sphere in Belarus in comparison with other countries.

The position of the IT industry in Belarus is ahead of the general indicators of the economy. Thus, in the International Telecommunication Union: ICT Development Index 2017, Belarus with an index of 7.55, which is in 32nd place in the rating, is ahead of Russia with an index of 7.07, which is in 45th place, and Ukraine with an index of 5.62, which is in 79th place.

In the Republic of Belarus, the share of the information sector in the total export of services is growing - 23.7%, although it is almost two times behind the world powers. According to Belarusian researchers, the share of value added in the information sector also lags behind the world level - 3.1%, although due to profit and high wages, the share of value added in the gross output of the ICT-market in Belarus reaches 70%. Over the past 7 years, the share of Belarus in the total volume of the world ICT market has increased 3.5 times.

M. Castells argued the existence of a new economy in the information age based on the results of innovation, which are data on increasing the competitiveness of firms and increasing labor productivity. Innovation in all its manifestations is a function of three main factors. Let's consider them.

1. Generation of new knowledge in the field of science, technology and management.

2. Highly educated self-programming workforce.

3. The presence of entrepreneurs who are ready to take risks and invest in start-up business projects so that the latter can later turn into a real business.

The IT-market of information technologies in Belarus is fully consistent with the above criteria and can serve as an example of innovative economic development. Features of behavior of producers and consumers, features of activities within the information market (network nature, competition, etc.) and the construction of an institutional and innovative infrastructure, consisting of 3 elements: 1) a clear technological "road" map for the development of basic products; 2) management of patent-licensing activities; 3) financing a network of small innovative firms, make it clear how to operate within the information market for its development.

Findings and their discussion. In general, on the way to the formation of a developed information market, the Republic of Belarus has good results, which pushes it towards the creation of a developed information society.

Due to the success of IT projects with Belarusian roots, such as EPAM, Wargaming with its game World of Tanks, Viber messenger, MSQRD application and others, in recent years the world media have increasingly begun to refer to Belarus as an "IT country" and "Silicon Valley of Eastern Europe". Innovation in the field of IT services in Belarus is due to the possibility of developing young people in this area and thanks to state support of the IT sector of Belarus, 65 international treaties on the avoidance of double taxation and the Decree of the President of the Republic of Belarus "On the Development of the Digital Economy", signed on December 21, 2017.

Conclusion. We are currently witnessing a structural transformation in the IT sector around the world. A new and very strong growth cluster is emerging in the IT services sector that harnesses the power of the global economy.

Thanks to such significant factors as a developed infrastructure, geographical and cultural proximity of Belarus to Europe, significant tax preferences and a high level of education, Belarus is developing, improving and creating everything new and new in the field of information services and products. For example, some of the most popular applications in the world are being developed in the High Technology Park, namely: World of Tanks, Viber, MSQRD.

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TOTAL POPULATION INCOME AS A CATALYST OF TOURIST DEMAND

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The growth in the population aggregate income in the region is largely determined by the development level of its economic activity. An important role in enhancing the business activity of business entities operating in the region is played by the aggregate income of the population, which stimulates the demand for goods and services. *The purpose* of the article is to assess the impact of the dynamics of the aggregate income and expenses of the population of the Vitebsk region and to predetermine the possibility of the growth of tourist services in the region.

Material and methods. The article uses the data of the National Statistical Committee of the Republic of Belarus, applied methods: descriptive and analytical, comparison, analysis and synthesis.

Findings and their discussion. The trends in the development of the economy affected by the crisis are the changes of proportions, which are appeared in a decrease in domestic demand for goods and services. This entails a reduction of goods and services consumption and, as a consequence, a reduction in incentives for organizations to increase production volumes. Stimulating domestic demand is not possible in the context of declining total disposable incomes of the population.

We were conducted research on the dynamics of the population real disposable average per capita money income, which in 2019 in the Vitebsk region increased at a slower pace than in all regions of the Republic of Belarus, and amounted 2.8% compared with 2015. For the same period this indicator in Belarus was 9.6%, and in Minsk - 14.0%. It should be stated with confidence that regions with high growth rates of disposable cash income can be suppliers of tourist demand in the direction of not only outbound, but also the development of domestic tourism. According to the structure of households consumer expenses, the items: “culture, recreation and sports”, “hotels, cafes and restaurants” (including public catering) are quite high in Minsk (6.9%), Gomel (6.6%) and Vitebsk region (6.0%). The highest expenses for other services in terms of structure are in the Grodno region.

Nevertheless, the average per capita money income of the population in the Republic of Belarus increased at a slower pace than the average per capita income of the population of the Vitebsk region in 2019 in relation to 2018, 12.9% and 14.7%, respectively.

Having studied the structure of the household expenses, we have identified the following proportion (Table 1).

Table – 1. Structure of the household expenses by main groups of consumer expenses in the Republic of Belarus and Vitebsk region in years 2019, in percentage of the total

Regions	food purchases [1]	alcoholic beverages and tobacco products’ purchases	non-food products’ purchases	services’ payments
Republic of Belarus	38,7	2,8	32,8	25,7
Vitebsk region	39,3	2,9	32,9	24,9

Source: own development on the base of statistical data [1, p.214].

1) Including catering

The data in Table 1 indicate about the predominance in the structure of household expenses on the food purchases. A fairly high indicator of expenses on the non-food products purchases, which stimulates production. A negative fact is that the population of the Vitebsk region exceeds expenses on alcohol and tobacco products. The reserve for the expenses growth for payment of services may be a reduction in expenses for alcoholic beverages and tobacco products while promoting the healthy lifestyle, which will entail an increase in expenses on recreation and tourism.

However, the disposable resources of households in 2019 compared with 2018 in the Vitebsk region increased by 8.1% only and in Belarus by 11.5% per month. The activity of the population tourist movements in Belarus is of interest.

Taking into account the fact that the total disposable expenses are divided into consumption and savings, it is possible to assume an increase in the demand for tourist services, which in turn will stimulate an increase in revenue from the goods sales of business entities in the visiting places for tourists and excursionists. The dynamics of tourists and excursionists number who visited the Republic of Belarus and sent along routes within the country will be shown in Table 2.

Table – 2.The dynamics of tourists and excursionists number who visited the Republic of Belarus and sent along routes within the country in years 2017-2019, in thousands of people

Regions	2017	2018	2019	absolute growth	growth rate,%
Republic of Belarus	1259,5	1373,3	1512,4	139,1	110,1
Vitebsk region	139,5	134,1	135,0	0,9	100,7

Source: own development on the base of statistical data [1, p.580].

As we can see from the data in Table 2, the dynamics of tourist inbound and internal flows for the three years is positive. However, the growth rate of the number of tourists to the Republic is higher and amounts to 10.1%, but in the Vitebsk region it is 0.7% only. In other words, the low level of tourist flows to the Vitebsk region will not contribute to the growth of proceeds from the sales of goods and services in the industries related with tourism.

The research is shown a high level of the population poverty in Vitebsk region, 6.6% of the total Belarus population (5.0% in the Republic) [1, p. 222]. Revenue from the sales of goods, works, services in the Republic of Belarus increased in 2019 comparison with 2018 on 46643.8 million rubles or on 15.5%. The specific weight in the republic revenue, Vitebsk region was 8.8%, with an increase of 8.6% in 2019, or on 2439.2 million rubles [1, p.597]. Moreover, this increasing was due to the cities of Vitebsk and Novopolotsk.

Conclusion. Summing up the research, the several conclusions can be drawn. It is necessary to position the Vitebsk region as an attractive region for tourism. It is the population disposable income can stimulate an increase in proceeds from the sales of goods and services. Changes in the proportions of consumption and savings can create opportunities for cross-sectoral interaction. Therefore, based on the research, the size and dynamics of the total disposable income of the population are important, as well as demand stimulating for recreation and tourism, which in turn will enable economic activity of economic entities in the regions and will entail an increase in the income of the population, which will be a catalyst for tourist demand.

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TV PROGRAM "VREMIA ART": FROM THE HISTORY OF THE PROJECT DEVELOPMENT

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Over the years, world-famous artists, musicians, writers and composers have worked in Vitebsk. Today the city is the center of the cultural life of the entire Vitebsk region, the musical capital of various festivals and creative projects. For decades, various art schools, whose students are known throughout the world, have passed here.

The creation of the educational program "Vremia Art" by the Vitebsk TV and radio company has become a kind of guide for the entire population to the world of various types of art, the world of famous artists, photographers, and writers.

The aim of the work is to analyze the weekly educational program of the TV channel "Vitebsk" "Vremia Art", which tells about the art and cultural events of the city.

Material and methods. The material of the study was the issues of the program "Vremia Art" for 2014-2020, published on the Youtube channel of the TV and radio company "Vitebsk". Methods of comparison, observation and analysis were used.

Findings and their discussion. TV and radio company "Vitebsk", established in 1960, already in the first years of its existence, aired not only short news releases, but also concerts and literary programs. With the appearance of the TV and radio company in 2014, a TV channel of its own production, and therefore with the need to fill in the broadcast, residents of the city and region were able to watch a wide range of different thematic author's programs created by employees of the Vitebsk Studio.

The first issue of the educational program "Vremia Art" was aired on October 31, 2014, the authors and presenters were already experienced journalists Anna Rustikova and Tatiana Ivanovskaya. For each program, a creative team consisting of presenters, cameramen, designers, and editing directors chose a relevant topic (festivals, anniversaries, theater premieres, concert performances at the philharmonic hall, vernissages), which were discussed in a cozy studio by event organizers, heads of creative associations, and famous artists, sculptors, graphic artists, scientists, and representatives of various types of arts. Not a single cultural event in the region has been left without the attention of the "Vremia Art" team.

"Vremia Art" is a regular program that has a title, story structure, general theme, idea, content, design, presenters, audience, and constant timing. The hour-long program, in addition to a conversation with the guest in a modern studio, includes a whole range of independent categories. The pictorial history of one painting, both by the world's most famous authors and local artists, is revealed in the section "Fleits". The "Forzats" section deals with books that are presented not only by experienced writers, but also by reading enthusiasts. The category "Slajd" is about famous photographers and their works, "Persona" is dedicated to famous personalities from the art world, "Diez" - musical stories of famous hits. The program is filled with interesting interviews, various types of of photography, portrait essays — everything that makes the viewer return to its releases again and again.

During the six years of the program's existence, about three hundred issues were broadcast, and more than a thousand representatives of art and culture became its participants. Residents of the entire Vitebsk region use their TV screens to become virtual participants of exhibitions, presentations and performances on a weekly basis, and the publication of issues on the TV and radio company's Youtube channel provides viewers with access to them at any convenient time.

Conclusion. The "Vremia Art" program of the TV channel "Vitebsk" tells a wide audience about the most important cultural events of the city of Vitebsk every week, covering exhibitions and creative projects in various television formats. High-quality video content, a well-thought-out storyline, professional interlocutors and extraordinary information guides are the key to the success of "Vremia Art". The six-year history of this project, the number of its participants, as well as feedback from viewers confirm its relevance and relevance.

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PRIMARY SOURCES FOR STUDYING SOVIET WOMEN`S SERVICE IN THE ARMY AND PARTISAN DETACHMENTS DURING WORLD WAR II: POTENTIAL OF UKRAINIAN ARCHIVES

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The study of the peculiarities of the Soviet women's service in the army and partisan detachments during World War II through the prism of gender methodology is still relevant today. Because the historiography of the problem is still filled with a number of stereotypes, especially in texts of the scholars in the post-Soviet space. The documents of the Ukrainian archives for studying the specified issue were used much less often than, for example, materials of archives of the Russian Federation. There are several reasons for this. Among them are problems associated with the low level of implementation of digital technologies in the activities of Ukrainian archives, along with a higher number of thematic primary sources in Russian archives. As a result, limited in budget and time researchers, planning business trips, often made a choice in favour of Russia. Nowadays, Ukrainian archives are gradually putting online their finding aids systems and some documents. It allows researchers from around the world to get acquainted with the archival documents, stored in archives of Ukraine.

The purpose of this study is a brief overview of the potential of Ukrainian archives for studying the combat experience of Soviet women during World War II with an emphasis on the possibilities and features of remote access to the finding aids systems and some documents.

Material and methods. Qualitative data collection tools are the basis of this study. The general scientific and specially-historical methods were applied (induction and deduction, analysis and synthesis, generalization, critical analysis of sources).

Findings and their discussion. The descriptive lists 2 and 3 of the Fund 4620 of the Central State Archives of Supreme Authorities and Governments of Ukraine are of particular interest in the context of our study [6]. Unfortunately, they have not been digitized yet, but they contain information about the Heroes of the Soviet Union V. Gromova, L. Shevtsova, women who served in the 8th Air Army (L. Alisova, S. Glekel, O. Donets, etc.), as well as other documents.

The Funds of the Partisan Resistance Movement in Ukraine during the Second World War, which are kept in the Central State Archives of the Supreme Authorities and Governments of Ukraine, are of paramount importance [7]. The archive almost completely digitized the descriptive lists of all funds related to the partisan movement. Partisan detachments funds provide information on their personnel, activities, awards, etc.

A significant number of photographs covering the Soviet women`s service is collected in the Central State CinePhotoPhono Archives of Ukraine after H. Pshenychnyi. Here one can find photos of L. Pavlychenko, M. Dolina, L. Kravets, M. Grigorieva, K. Raudina, A. Yurchenko, O. Yachmeneva, N. Angelina, as well as many other female participants of the military campaign of 1941-1945. Despite the existence of a separate digital project dedicated to the Second World War in this archive [1], women's combat experience is practically not covered there. Currently, to access the mentioned above photo documents, one has to visit the archive in person.

The regional archives also contain many documents in which one can find information about women who served in the army during World War II. In the State Archives of the Odesa Region such documents are stored in the funds P-92 Documents and materials on the history of the Second World War; P-12219 Collection of photographic documents of the archive of the Odessa regional committee of the Communist Party of Ukraine; R-1234: Fund of the Odessa City Executive Committee, Regional Committee of the CP(b)U, etc [2].

The State Archives of the Kharkiv Region keeps the funds P-193 Collection of documents on the formation of partisan detachments in the Kharkiv region; P-11585 Collection of documents of city and district commissions for the issuance of partisan tickets; film documents of the Great Patriotic War of the Soviet Union (1941-1945); audio documents on the history of the Armed Forces and the Great Patriotic War, in particular, the memoirs of the outstanding pilot, Hero of the Soviet Union V. Gryzodubova; the story of Major L. Pashkova about Kharkiv Komsomol members who died during the war; photographic documents of the Great Patriotic War (1941-1945). Unfortunately, no descriptive lists of these funds have been digitized and posted on the official website of the archive yet [3].

The State Archives of Mykolayiv region keeps the fund P-10 Mykolayiv Region during the Great Patriotic War of 1941–1945, the descriptive list of which is fully digitized in pdf format [5]. The rest of the regional archives usually also have separate funds dedicated to the Second World War. They provide information on women-inhabitants of the regions who served in the military. Digitized descriptive lists and files of the funds may be found on the official websites of the archives.

Among the main problems that accompany the digitalization of archival documents in Ukraine, and affect the work of researchers of women's participation in World War II, the following should be mentioned. In Ukraine, there are no mandatory requirements of the form of presentation of the finding aids systems, as a result of which the archives present them in the most convenient for them way, which is not always suitable for the researcher. For example, while in the Central State Archives of Public Organizations of Ukraine the descriptive lists of the funds are presented in the form of html-pages with the ability of the search by keywords [7], the State Archives of Mykolayiv region presented descriptive lists of funds as unrecognized digitalized pages in pdf-file [5]. The latter option significantly complicates the search for the necessary documents.

Unfortunately, the navigation of official websites of Ukrainian archives usually does not contain English or Russian translations. The lack of translation of websites into other languages, primarily English, significantly narrows the audience of these digital resources. It complicates the work of foreign researchers, unfamiliar with Ukrainian language.

It is also worth noting that currently the priority for digitization are the documents for genealogical research, such as metric books, revision lists, etc. The World War II documents, especially those, which cover both male and female combat experience, currently are not the first to be digitized.

Conclusion. Documents of Ukrainian archives have great potential for the studying Soviet women`s service in the army and partisan detachments during

World War II. With the gradual digitalization of Ukrainian archives` funds and finding aids systems the opportunities for the researchers became wider, they can work remotely with the finding aids systems, some primary sources and order the copies of documents via e-mail.

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DETERMINATION OF THE SOCIAL ROLE OF LANGUAGES AND THEIR FUNCTIONING, LITERATURE, BELARUSIAN FOLKLORE IN THE CONTEXT OF EUROPEAN AND WORLD CULTURE CHANGES

ETYMOLOGY OF SOME FOLK PHYTONYMS IN RUSSIAN LANGUAGE

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The etymology and history of phytonyms have always been of great interest to study. Almost all plants in the Russian language have both scientific and folk names. The folk names of plants reflect certain qualities of plants, convey the system of human ideas about the world.

The purpose of the research is to study some folk Russian phytonyms and identify motivational features of their nomination.

Material and methods. The research material were etymological dictionaries, reference literature on pharmacology. The following methods were used: wordformation, comparatively comparative, linguistic and cultural.

Findings and their discussion. Finding out the etymology of folk phytonyms causes certain difficulties, since different plants with similar characteristics may have the same names (for example, reed: this is often the name of all plants that grow in a swampy area), and theplant, possessing many different characteristics may have several folk names (for example, nettle can be called strehkuchka, zhiguchka, and kostryka).

The number of motivational features that affect the nomination of plants is rather small. In this article, we have identified and considered several main features that underlying the national nomination of plants.

The main feature is the appearance of the plant, its size, color, shape of plant parts, surface features, i.e. morphological and physiological features of plants.

For example, Nymphaea alba (white water Lily) is usually called "jug", "samovarchik", "bells". The phytonym originated from the similarity of the shape of the fruit with small vessels. Tussilago farfara L. (Podbel) it has a well-known folk name "mother-and-stepmother". The phytonym is associated with the peculiarity of the leaves of the plant, the upper surface of which is glossy and cold ("stepmother"), and the lower part is soft and warm ("mother"). Because of the shape of the leaves, Podbel is also called "horse hoof", "buttebur".

One of the motivational signs is also the flowering time of plants. For example, Aster is often called "Sentybrinka", "Octybrinka". Begonia (бегония) is often called "winter-and-summer, winter-summer, Zimolet, Zimoletka".

The occurrence of folk plant names contributes to their therapeutic effects, toxicity, the name of the disease for which the plant is used, the names of diseased organs. For example, Highlander is often used to treat stomach problems, that is why it is called "zheludnik, animal root". Celandine was used when it was necessary to remove warts, hence the name "warthog".

The toxic effect of plants is reflected in the following phytonyms: death bells (Foxglove), sleepy stupor, mad cherry (belladonna), arsenic, drunken grass (thermopsis), mad grass (henbane).

Conclusion. Most folk phytonyms reflect various characteristics of plants, their medicinal properties, and ways to influence people. The peculiarity of such phytonyms, on the one hand, is that one plant, having several bright features, can have several names, and on the other hand, plants of different species, genera, having the same characteristics, can have the same folk names. Folk names often reflect ancient ideas about the world of plants and, in this regard, are of significant historical value. Therefore, we must not allow them to be forgotten.

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POINTS OF CONTACT IN THE LIFE AND WORK OF ANNA AKHMATOVA AND LI QINGZHAO

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Anna Akhmatova and Li Qingzhao are the brightest representatives of women's poetry. Their works are compared with the poems of the ancient Greek poetess Sappho, while calling Akhmatova the Sappho of the twentieth century, and Li Qingzhao is the second greatest poetess after Sappho in the history of mankind. In this regard, it is interesting to consider the parallels that exist in the fate and work of Anna Akhmatova and the Chinese poetess.

Material and methods. The research material was the biographical data and poems of Anna Akhmatova and Li Qingzhao. Research methods are descriptive and comparative.

Findings and their discussion. A. A. Akhmatova (1889 – 1966) is a unique poetess who «taught women to speak» and created a unique style in poetry:

I don't need those martial odes
And the beauty of elegiac ideas.
For me, everything in verses should be untimely
Not like other people do [1, p. 320].

She wrote her first poem at the age of eleven, and throughout her life she did not stop practicing this «craft». With her work, Akhmatova refuted the belief that a woman cannot be a poet. Her brilliant talent was able to make many critics evaluate the literary potential of women poets differently. V. F. Khodasevich, exploring issues related to women's poetry, characterizes Anna Andreevna as one of the «brightest stars in the sky of women's poetry» [2, p. 12]. Her works are distinguished by sincerity, autobiography, laconicism and restraint. In the poems of Akhmatova, relating to the early stage of her work, the theme of love dominates; in the later works of the poetess, in addition to personal experiences, reflections on the tragedy of nations, spiritual and philosophical lyrics, the problem of the poet and poetry are deeply felt and presented.

The ancient poetess Li Qingzhao (1084 – 1155), also known under the pseudonym Yi An, was and remains the most revered and beloved in China for almost nine centuries. She was born into the family of a noble official and poet. From a young age, Li Qingzhao began to write poetry, took part in poetry tournaments. At the age of eighteen, she married an engraving painter, who was also a wonderful poet. However, years of serene joy soon gave way to years of longing and sorrow. Tragic events have taken place in the country. It was invaded by nomadic tribes, and the family was forced to wander the country.

The last years of her life, Li Qingzhao lived in the capital as a hermit, having received the nicknames «Distracted Yi An» and «Hermit from Jiankang» from her contemporaries. A study of Li Qingzhao's life and comparing it with Akhmatova's biography revealed many similarities. For example, the youth of the two poetesses passed quite calmly. Li Qingzhao and Anna Akhmatova survived the death of their husbands and found themselves in the whirlwind of history. All this influenced the development of the theme of their work. If at the first stages of creativity their poems were more devoted to love between a man and a woman, personal experiences, the definition of self-worth and a woman's place in the world, then the works of a later period speak of love for the Motherland and grief and sorrow for its suffering:

Where are you, the land, my dear forever?..

We are destined to live in separation.
No, I can't forget you,
Wine will not help here either! [3].

It should be noted that the poems of Akhmatova and Li Qingzhao are characterized by such features as sincerity, openness, laconicism:

Mild sunshine. Soft breeze
Spring comes to my door.
I put on a spring dress
There are no worries in my soul [3].

Conclusion. Thus, the parallels found in the fate and work of Anna Akhmatova and Chinese poetess Li Qingzhao make it possible to speak of the need for further in-depth research of the artistic heritage of these authors in a comparative aspect.

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MORAL IMPERATIVES OF A MAN AT WAR IN V. BYKAU'S STORY "GO AND DON'T COME BACK"

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Vasil Bykau is one of the most famous and talented Belarusian writers of the XX – early XXI century. Most of his works are devoted to military themes. Vasil Bykau is rightly called a bright representative of the so-called lieutenant generation in literature. He began with an artistic study of the psychology of war veterans, their fates, then the subject of his interest were the guerrillas and the inhabitants of Nazi-occupied Belarus.

War is always a terrible and ruthless phenomenon for all mankind. V. Bykau tried to prove that under the influence of incredibly difficult circumstances people in war begin to perceive the world differently, that ordinary trifles there acquire great power, that war can significantly change a person's previous views of the world and attitudes towards other people.

The purpose of the work – is to reveal the moral imperatives of a man at war in V. Bykau's story "Go and Don't Come Back".

Material and methods. V. Bykau's story "To go and not to return" was chosen as a material for comprehension. Research methods – specifically-historical, descriptive.

Findings and their discussion. "Go and don't come back" is a story with two images at the center: partisan liaison Zoska Nareika and partisan Anton Golubin, who were even overwhelmed by love for a moment. Each of the heroes of the work during the military trials behaves in accordance with their moral imperatives. If you trace the plot line of the story, you can see how different these people are, how polarly diverge worldviews and actions, their attitudes towards people. Zoska and Anton are in an equally difficult situation, which gives reason to think in their situation only about how to survive, how to get rid of the persecution of enemies. Zosya needs it to successfully complete a combat mission, and Anton needs it to just save his life. Each of the heroes hoped for a lucky chance and believed that soon there would be a moment when a new, relatively safe life would begin.

Zoska's moral imperative is to take responsibility for herself and other people, because the fate of other people depends on her fulfillment of the task. Anton's moral imperative was to survive. For this purpose Golubin is ready to be savage with conscience, love, constantly to adapt to changing circumstances. As a well-known literary critic rightly remarks in this story: “Heroes are faced with a choice - death or life at the cost of betrayal. It's not just about victory, but about its price and its meaning. " [2].

An extremely important plot feature of this story by Vasil Bykau is the test of the main characters in unfavorable conditions of the military couple for honesty before themselves and the Motherland. Each of them throughout the work has its own truth and tries to prove by certain actions the rationality of personal views on life. On the example of the fates of Zoska and Anton V. Bykov shows that it is very difficult not to lose a decent human face in the ever-changing and dangerous time of the struggle against the Nazis in the occupied territories. No one knows what will happen tomorrow, or in a few days. Under different circumstances, a person must understand that falsehood, deception will sooner or later become well-known and may have negative consequences in the future, because "everything will pass, one truth will remain" [3].

If we analyze the characteristics of the main character of V. Bykau's story "Go and Don't Come Back" by the partisan of the third platoon Anton Golubin, we can see how slippery his personality is in terms of morality and qualities. The narrator noted about Golubin: *“... By nature he was a man of character, he had enough endurance. Ambushes, battles, danger hardened him even more and he could not even remember the case when he was confused or at least too scared ”* [1, p. 152]. Anton is skeptical about the possibility of bad consequences for his actions and thus convinces the young guerrilla to trust, feel protected and cared for by him. Against the background of feelings that gradually began to arise between Zoska Nareika and Anton Golubin, Zoska begins to rethink his previous ideas about people. Outwardly, Zoska is a weak girl, but as it turns out, she has a strong spirit. Anton decides to leave the partisan detachment because he does not believe in victory over the Nazis. He dreams of living in peace. He likes Zoska. The pragmatic Anton decides to make Zoska hostage to his plans: the enemies trust the family more than the single person, because there is someone to worry about. He convinces Zoska of the correctness of his decision to abandon the struggle and coexist peacefully in the territory occupied by the Nazis: *"And I tell you: it's time. It is no longer possible to stay in the detachment "* [1, p.197]. For Zoska, this is an unexpected and unpleasant proposal: *"But what do you offer? Go to the Nazis? What is it? It is worse than even death "* [1, p. 198]. Anton believes that it is time to arrange a personal destiny, because then it may be too late: *"But we have no choice… They are bastards, but they will win"* [1, p. 198]. The path of betrayal together with constant doubts, the search for the most rational realization of the plan leads Golubin to terrible results: Anton turns into a murderer. Completely opposite worldviews of the main characters cause them to have a negative and negative relationship. Despite their former friendship, confession of love, they are unable to agree with each other's moral choices. Anton insists on his, Zoska from the beloved girl for him turns into a dangerous witness to his betrayal. Anton becomes an enemy for Zoska.

Each of the heroes of the story makes his choice, starting from his vision of further personal life. After Anton Golubin had thoughts of leaving the partisan detachment, his behavior and his characteristic features of fighting the enemy changed their direction: he became more cruel, impatient, hypocritical. The desire to survive turns Anton into a beast. At the end of the story, Anton catches up with Zoska and shoots her to hide the traces of his betrayal: *"The shot, flashing red light, blinded him for a second, Anton lowered his rifle and stared into the darkness. Zoska lay motionless on the snow with a dark spot, arms outstretched. Without taking his eyes off her, he reloaded his rifle, but the second shot was probably not needed"* [1, p. 247].

Zoska Nareika is an extremely honest, sincere and bright image in Vasil Bykau's story. This is a little girl in a big world who first learns feelings unknown to herself. An open mindset, firmness and tenacity of character help her to overcome many obstacles and failures. The hope for the benevolence of fate and people inspires Zoska Nareika to boldly go through any trials, to do everything in her power to fight the enemies. Her life views are filled with bright thoughts about a quick victory over the Nazis, about meeting her mother, about true love. Unlike Anton Golubin, Zoska never had the idea to side with the Nazis, to question the futility of the struggle. Zoska is an example of true faith in oneself, in the power of other, real, guerrillas who are prepared for any consequences of wartime and will never risk betraying their homeland. The heroine bravely withstands all bullying, threats, violence by Golubin. In the most intolerable conditions, she tries to choose not only the mind but also the heart, based on their own feelings and sensations. It is in this that the specificity of the spiritual composition is manifested, the connection of the psychological state with the intentions and life views of Zoska, which gains a moral victory, although it may perish.

Conclusion. Vasily Bykov analyzes the moral imperatives of man in war through the destinies of heroes who adhere to diametrically opposed ideas about the meaning of human life, happiness, and honor. The content of the work, the writer argues that the key to victory – the strength of spirit.

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NAMES OF BELARUSIAN STUDENTS OF THE FACULTY OF HUMANITIES AND LANGUAGE COMMUNICATIONS VSU NAMED AFTER P.M. MASHEROV

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The article analyzes the names of students of the Faculty of Humanities and Language Communications of Vitebsk State University named after P.M. Masherov. The semantic features of surnames are considered through the semantic field. This approach is followed by the Russian onomast V.I. Suprun. In his work "The onomastic field of the Russian language and its artistic and aesthetic potential" [3], he developed a field model for describing the onomastic space of the Russian language, which involves the identification of nuclear-peripheral relations between the components of the field. In Belarusian linguistics, this principle is followed by G.K. Semenkova, who is researching the names of residents of the Vitebsk region [2, p. 108]. As scientists noticed, the main difference between the semantic field and lexical-semantic groups is that the elements of the field are united by one family, and members of the lexical-semantic groups - by several families [1, p. 144].

The purpose of the article is to reveal the peculiarities of the structure and composition of the semantic field "Surnames of Belarusian students of the Faculty of Humanities and Language Communications of Vitebsk State University. P.M. Masherov".

The relevance of our research is seenin the need to trace how the linguistic phenomena inherent in the anthroponymic systems of Vitebsk and Belarus are showed in a narrower space - in the onomastic field of one faculty.

Material and methods. The material for the study was the surnames collected from the lists of Belarusian students of the Faculty of Humanities and Language Communications of the Vitebsk State University named after P.M.

Masherov. On the whole, 180 units were involved in the study. The main research methods are the descriptive method and the system analysis method.

Findings and their discussion. In the semantic field "Surnames of Belarusian students of the Faculty of Humanities and Language Communications of Vitebsk State University named after P.M. Masherov" includes all the names of Belarusian students studying at the faculty. The following parts are distinguished in the composition of the field: the core, the perinuclear space, the periphery.

The core includes surnames of an appellative nature, in which it is easy to distinguish the original name. Such a name is the name of a person by occupation, external features, mental capacity, character traits and etc. We include the following units in the core: *Orel* (surname; russian translation word eagle) < *Orel* (nickname) < Eagle (appellative), *Bondarenko* (surname) < *Bondar* (master of making wooden utensils; russian translation word cooper), *Badgers* < *Badger* (nickname) < badger (appellative), *Volkov* (surname) < *Wolf* (nickname) < wolf (appellative), *Golovach* (surname) < golovach (a man with a large head), *Sinishin* < sinisha (a man who in ancient times dyed cloth blue), *Likhachev* (surname) < *Likhach* (russian translation words reckless man) (character trait), *Rozhkov* (surname) < Rozhok (russian translation word horn) < horn (appeal). Quantitative calculations showed that appellative names prevail in our material (68% of all collected).

In the near core research area, the researchers include surnames formed from their own names and their forms. Core space units "are more semantically complex as they originate from their own names. And most of the Slavic names of Greek, Hebrew, Ancient Roman, Latin, Syrian, Egyptian origin ... The names of the core space do not have such a transparent inner form as appellatives, because for most native speakers the names such as Valery, Constantine, Mikhail, Semyon, etc. are not associated with the meanings that they contain in the source language "[1, p. 145].

Let us consider the analysis of some of the surnames that we included to the core zone: *Alekseenko* < Alexey, *Borisevich* < Boris, *Viktorchik* < Victor, *Grishanov* < Grishan < Grisha (from Grigory), *Davydov* < David, Danilov < Daniil, Danil, *Ivashin* < Ivasha (colloquial form of the name Ivan), *Kirillov* < Kirill, *Markevich* < Mark, *Sakhno* < Sakhno (form of the name Alexander). Quantitative calculations showed that the abominable surnames account for 45 (25% of all collected).

On the periphery, there are surnames formed from the names of geographical objects [1, p. 145]. Let me describe some of them: *Ostrovsky* (surname) < Ostrov (a village in the Brest region), *Galkovsky* (surname) < Galkovo (a village in the Tver region of the Russian Federation), *Kovalevsky* (surname) < Kovali (a village in the Mogilev region), *Kozlovsky* (surname) < Kozlovo (villages in Gorodok, Orsha and other regions of Belarus), *Kuchinsky* (surname) < Kuchino (village of Orsha district, Vitebsk region), *Nedvetsky* (surname) < Nedved (village of Klimovichsky district, Mogilev region), *Poplavsky* (surname) < Poplavy (village of Mogilev region), *Rogachev* (surname) < Rogachev (city in Gomel region), as well as Gurchinsky, Podberetsky, etc.Ottoponymous units in our research are 12 (7%).

During the analysis, the following surnames were identified, which are carried by two or more people: Volkov (3), Borovtsov (2), Kovalevsky (2), Kozlovsky (2), Petrov (2). It is interesting that on the territory of the Vitebsk region "the surname Volkov belongs to those that have the greatest number of surname bearers" [1, p. 120]. At the Faculty of Humanities and Language Communications, this surname also has the largest number of surname bearers.

Conclusion. Thus, among the analyzed 180 surnames in the core of the semantic field "Surnames of Belarusian students of the Faculty of Humanities and Linguistic Communications of Vitebsk State University named after P.M. Masherov" includes 123 surnames (68% of all collected), in the near-core zone – 45 (25%), in the periphery – 12 (7%). As you can see, the composition and structure of the semantic field "Surnames of Belarusian students of the Faculty of Humanities and Language Communications of Vitebsk State University named after P.M. Masherov" corresponds to the composition and structure of the semantic fields "Surnames of the inhabitants of Belarus", "Surnames of the inhabitants of Vitebsk region". The difference appears only in the number of components that make up the fields. In all three fields, the majority are components of the nucleus, in second place in terms of quantity are units of the pericorezone, the periphery includes the smallest number of components.

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SEMANTIC MODELLING TROUBLESHOOTS FOLK ETYMOLOGY AND WORD CORRUPTION

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Historical research of lexis can greatly contribute to the extensive study of word meaning, analogies, patterns of derivation and give an account for a variety of issues aroused in synchronic linguistic studies. Providing the derivational models possess ultimate productivity capacity, then the semantics of the lexeme would enable us to foresee a semantic derivation paradigm which would be the same for a thematic class or subclass [1].

The purpose of the article is to discuss the forecasting and system force of derivational models illustrated with folk etymology and random semantic shifts. Retrospective diachronic approach adds **relevance** to the study.

Material and methods. The study of English substantive lexemes with a quantitative meaning was conducted diachronically to identify and single out top derivational models. The method of continuous sampling was used to select lexemes with an integral seme denoting vague and fuzzy number. The lexemes underwent thoroughly analysis with the help of definitions, component, and corpus analysis.

Findings and their discussion. One of the most productive derivational models is the model of semantic shifts, which is contingent on etymology and internal form and occurs by analogy. For example, when for some reason the society has lost the touch with the etymology of a word, this can result in *folk etymology*, i.e. the convergence of word meanings with others related somehow, us. due to the similarity of meanings, forms or various associations [2].

Folk etymology can be detected only in exceptional cases. It affects exotic words, technical terms, cognates or borrowings, loan words which are for some reason incomprehensible for speakers. No surprise that the workings of such etymological process turn out to be "the same for different cultures" [3]. Cases of active usage of folk etymology in language are few. It is assumed that a word to some extent is able to restore its lost, faded or almost extinct meaning by analogy due to its internal form and models of semantic derivation. Word evolution by analogy is considered rational, justified, while folk etymology has irrational beginnings and "acts at random" [3].

In the history of English, there were cases when due to folk etymology the word "lost" its connection with its internal form, but over time it "leveled up" its evolution by analogy, i.e. models of semantic derivation.

For instance, let us consider the semantic changes of the English lexeme *tempest*. The lexeme *tempest* is a cognate of the Latin lexeme *tempestās* [4], so the assumption was that the lexeme would start evolving by analogy and follow the pattern typical of lexemes denoting air movements, like in the semantic derivational model : 'wind, thunderstorm → sudden gusts → riots → a number or mass of people (disap.)'.

However, the lexeme *tempest* possesses the following derivation model impacted by folk etymology 'stormy wind, gust → sudden movement→ period of time → storm → disturbed crowd (disap.)' [4].

The semantics of the English lexeme *tempest* comprises the seme 'wind, air masses' and the extra semes 'downpour, downfall' and 'thunderstorm', attested in 13 c. The lexeme develops a new meaning, i.e. 'violent commotion, tumult' just during the next century [4]. As a result of folk etymology and its similarity to the Latin word *tempus* 'time', the semantics of the lexeme takes on a new meaning ‘time, period’, but this meaning soon becomes irrelevant, outdated, and no further development would proceed. Gradually, the semantics of the word “aligns” and starts evolving according to the foreseen and desired model. Thus, the lexeme denotes such a phenomenon as *thunder-storm,* attested in 16 c., which testifies the return to the etymological roots of the donor language, and the next century witnesses the metaphor as a mechanism enabling a quantitative nomination of a number of people with a negative meaning. i.e. ‘a confused throng; tearing crowd’ [4].

Conclusion. Thus, in case native speakers and the whole society does not approve of folk etymology with the time, then the semantics of lexeme tends to evolve according to the derivational model moulded by its internal form, its etymology and certain attributes of a lexical-thematic group it belong to. It is noteworthy that such a semantic derivational modelling is capable not only to determine the semantic evolution of words but also its further functional properties and compatibility as if programmed by a system [5, 6].

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ENGLISH WORDS IN MODERN FRENCH ADVERTISING SLOGANS

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This article is devoted to the study and analysis of the vocabulary of modern advertising slogans in French magazines to identify borrowings from the English language in them. The advertising text is an extensive, constantly changing basis for the development and replenishment of the vocabulary of the language. The influence of advertising affects not only the sphere of trade and the market economy, the political and cultural life of society, but the use of language and, indirectly, the development of its system as well. People consume information about the product or service offered to them in different forms of the text:

1. an ad is an advertisement of a thing or service;
2. announcement - advertising information about the content of a newspaper or magazine issue or TV/ radio program;
3. annotation - a short advertising text about a book or movie.

The distinctive characteristics of any advertising text are compactness, clarity of expression, focus on instantaneous perception of information by the recipient and attractiveness (emotionality).

The most powerful form of a selling proposition is a *slogan*. A slogan is a short message or motto that reflects the unique quality of the product, service, the direction of the firm's activities, often in a direct, allegorical or abstract form. The purpose of the slogan in the advertising material is to attract the attention of the buyer or client and encourage him to take action. The slogan is also one of the components of the advertising strategy of the company, which allows in a short, witty, often humorous, form to inform the consumer about the profile of the company, to initiate into its market strategy, maybe to reinforce his first impression received at the very first meeting (the name of the company) [1]. The slogan reflects the basic concept of the brand. When creating a slogan, it is important to make it noticeable, interesting, even unexpected and easy to remember. A good slogan provides maximum information with a minimum of words. A well-made slogan is information that can motivate a consumer to make a purchase or use a service. A good slogan is structured, rhythmic and easy to understand.

The use of borrowings from the English language greatly facilitates the task of creating a bright expressive slogan. Most of the English words are international and widely used by the public, which makes them an indispensable tool for creating advertising texts. Primarily, English borrowings are used in advertising only as a marketing method. At the same time, they might have a significant indirect impact on the vocabulary of the language which adopts them.

Due to its awareness and remarkability these lexical formatives are actively used by firms and advertising companies. And modern French advertising keeps up with this trend.

Material and methods. The research was based on the material from French online magazines «Air France», «Elle» and «Vogue» using linguistic, componential and contextological methods.

Findings and their discussion. The use of lexical units of one language by another is a frequent phenomenon in the modern world in various kinds of discourses: from popular and political to educational or advertising. Borrowings are used with the aim of compensation of a nonexistent lexical unit in a language, in the case when it is impossible to find an appropriate equivalent, to make the expression expressive. As a rule, in advertising slogans borrowings play the role of additional emotionality of the statement. The use of foreign vocabulary in advertising slogans implies the inclusion of foreign words, parts of words or morphemes, as well as word-formation models for creating new words on their basis.

During the research, we identified the following French advertising slogans with English borrowings:

Le nouveau *Cool* c'est le confort (Citroen, car manufacturing firm);

Vous rêvez de la *first*? (EY, audit and consulting company);

Veritable *Star*, reconnue depuis plus de 30 ans maintenant dans le monde… (Plaimont, wine company);

The new fragrance, le nouveau parfum (Valentino, parfume brand) ;

Offres *Trendy* des conditions exceptionnelles sur les plus grandes marques (EspaceTopper, furniture manufacturing company);

Brain Storming. Transparence moderne et shampoing en barre, pour une cheveleure de rêve, eco-responsable qui plus est (Paravel, travel bag manufacturing company) ;

Look à plein régime (Rayvoltbike, a premium vintage e-bike Spanish company);

Des lignes clean, de l'or en touches. Fatou incarne la tendance bourgeoise *edgy* de la saison (Tara Jarmon, clothing company);

La collection "Coco Neige" de Chanel interprète un vestiare d'hiver *outdoor* qui donne envie de grands frimas (Chanel, clothing company).

As it can be seen from the above examples, English words used in French advertising slogans are represented by different parts of speech: nouns adjectives verbs and even ordinal numbers.

Conclusion. Thus, it should be noted that often the slogan contains in its text elements of foreign speech, words of foreign origin, which are perceived as elements of another language system. Foreign lexical units give the text a peculiar "local flavor", carry an additional stylistic nuance, and allow the creation of unique verbal combinations.

The use of lexical units of foreign origin in advertising slogans is not a productive language technique. This is due to the difficulty of creating a stylistically and grammatically adequate phrase, as well as the requirement for a creative, competent approach on the part of the creator.

Nevertheless, the analysis of the use of foreign words in advertising texts from a linguistic point of view is important for understanding the functioning, development and interaction of languages.

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AUDIO DESCRIPTIVE COMMENTARY AS TRANSLATION TOOL FOR VISUALLY IMPAIRED PEOPLE

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Audio description has already gone far beyond the cinematography and formed a part of government policy which aim is to create an inclusive environment for visually impaired people.

Full or partial loss of vision is a huge problem for a person, especially for a child, who finds it really difficult to satisfy their cognitive abilities without a visual contact with the object of interest. So, the auditory channel of perception, where comprehension ofthe outside world occurs through sounds, is the only way for the blind to stay in touch. Any object or phenomenon can be described in words, and a visually impaired person perceives this information, conjuring up a picture through thedescription in mind.

The article considers some peculiar properties of audio description as part of translation studies. The purpose is to state the key aspects to be considered for a translator acting as a commentator to enhance the life of the visually impaired and blind.

Material and methods. Experience and best examples of audio-description as translation activity served as basis for the research. Through extensive theoretical analysis, overview and synthesis of various scientific sources, the key aspects have been singled out.

Findings and their discussion. Like any other type of audiovisual translation, audio description should be extremely clear and comprehensible for the target audience. If a translator describes everything he sees without highlighting key points, the description will turn out to be accurate to the fact that all the elements are described, but incomprehensible and unacceptable from the point of view of the end-user. An overly detailed description blurs the scene and confuses the audience. However, at the same time too brief descriptions can lead to the same result. That's why the audio descriptor should focus on the significance of the information to help the viewer to keep track of the plot. From a practical point of view, the audio descriptor must know what information needs to be added, changed or removed during the translation process. Accurate observation and classification, selection and consideration of the information in the description is essential for an audiovisual message to be understood by the blind or impaired. Thus, in order to make a correct and understandable comment on what is going on the screen, the audio descriptor can follow certain guidelines:

1) first, the commentator should study the video fragment thoroughly, highlight the main information. Here, theme and rheme relationship is of great use.

2) during the credits, audio descriptor introduces the main characters, giving only their key characteristics, which are essential for understanding the plot.

3) it is necessary to describe everything according to a clear scheme: the place of action, time and what is on the screen.

4) there's no need to interpret the behavior of the characters in one's own way and present the conclusions or opinions. The translator must be impartial and objective.

5) it's better to use a monotonous or smooth intonation pattern so that not to spoil the atmosphere of the film.

6) descriptions should fit among dialogues: the commentator needs to comply with timing between the lines of characters.

7) it isn't advisable to repeat the information contained in dialogues and non-verbal sounds.

8) read the title, opening and ending credits (if it's possible).

9) the simpler the better: it's better to use present tense for narration, to avoid long complex sentences and metaphors to make the speech comprehensible.

The process of text edition is of great importance. To have enough time for comment and to make everything understandable, audio descriptor should change the text by making some transformations. Usually some insignificant words and fragments that will not affect the audience's understanding of the plot are omitted. If a large piece of information needs to be mentioned, the commentator can compress the text, that is, reduce the number of words by omitting some inessential pieces of it. If a description is blurred or incomprehensible, there is room for additional explanations and constructions that link statements with each other.

The profession of audio commentator appeared relatively recently, but interest in it is growing based on the demands of modern society. The blind themselves use the word "watch", when they speak about films, because thanks to the inclusive nature audio descriptions, they consider themselves to be fully integrated into the society people. Another study suggests the peculiarities of audio-visual description in a non-native language where other factors, like crosscultural and idiomatic character of languages, should be considered. Thus, a translator as a follows the same guidelines though has to comply with other aspects related to translation.

Conclusion. Despite the fact that the profession is relatively new, it has already developed many nuances and rules that must be followed. In order to become an audio descriptor (both, translator and commentator) a person needs to have certain knowledge in the field of world cinematography, be able to carry out audio commentary in different versions, including prepared and direct audio commentary on TV shows, sports competitions, public events; have a good command of the language, have a large vocabulary, be able to see the picture as a whole, remove inessential details and comment on the most important things; use only precise and colorful wording, etc.

It should be noted that modern life involves ensuring equal access to culture for all citizens. The introduction of the service of audio commentary with simultaneous translation allows the visually impaired be informed and feel inclusive with the fast-paced world. It can solve the issue of adaptation for blind people on the emotional and artistic level of perception, which will engage them as full-fledged members of society.

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THE ROLE OF THE DIALOGUE OF CULTURE IN TEACHING FOREIGN LANGUAGES

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Nowadays a successful and fruitful contact with representatives of other cultures is achieved through practical skills in intercultural communication. The role of language in overcoming barriers in communication between representatives of different cultures is of great importance: it is impossible to understand the peculiarities and profound meaning of another culture without knowing its language well.

The aim of the research is to study the role of the dialogue of culture in learning a foreign language.

Material and methods. The methodological basis of the research is as follows: the works of local and foreign linguists on the question of the relationship between language and culture: “The role of culture in language teaching. Dialoge on Language Instruction” by Krasher I.,“Culture and learning foreign languages” by Elizarova G.V, “Социокультурный подход к обучению иностранным языкам” by Safonova V.V. and others.

The descriptive research method and the method of organization theoretical material have been used in this paper.

Results and discussion. In the process of communication language performs not only the function of encoding information, but also plays a role in obtaining new information about the world, storing and transmitting of this information. Owing to these functions language is an important instrument not only for learning about another culture, but also for its interpretation and adaptation.

People involved in teaching foreign language understand that there is an interaction between language and culture. Furthermore learning a foreign language is impossible without knowledge of culture, because then the language training will be inaccurate and incomplete. Mastering a foreign language is not only a manipulation of syntax and vocabulary, but also an involvement in the cultural customs, traditions and way of life of the people of another country. According to Bada, "the need for cultural literacy arises mainly from the fact that most language learners, not having the right cultural elements, face great difficulties in communicating with native speakers" [1, p.6]. For example, to successfully learn English, you should be able to think in this language, understand the culture and mentality of English speaking countries such as the United Kingdom of Great Britain, The United State of America, New Zealand and etc. In addition to this information, special knowledge about the organization of British or American culture, interpersonal relationships, adaptation to the environment are all necessary when you are learning English.

On the other hand there is no gainsaying the that even understanding a foreign cultural environment does not guarantee fluency in the language. In practice the vocabulary of our language reproduce what we choose to refer to phenomena. The full meaning of a typical individual dictionary is the experience of a student who has determined a connection with this meaning and the cultural environment in which they grew up. In particular, the word “friendship " will not represent the same thing for people who lived in two different social societies.

The interaction of culture and language is generalized in the works of famous philosophers such as Humboldt, Chomsky, and Saussure. However, the most extending linguists dealing with the interaction of culture and language are Sapir and Wharf. Their theories are based on statements: a) we appreciate categorical terms and differences in our own language; b) a meaning that is represented in one language cannot be found in another language due to cultural differences.

A significant number of linguists have recognized the fact that the forms and ways of using language reproduce the cultural values of the society in which the language is used. To learn a language, it is not enough to be linguistically competent. People learning a foreign language should be aware that behavior and intonation that is appropriate in their society may be perceived differently by members of the target language community. For successful communication, language use must be associated with other culturally acceptable behaviors. Students study a language only when they learn a language together with cultural norms. Some teachers introduce students to ideas and or subjects specific to cultural studies, but not familiar to the students. In this way, students get initial information about objects and ideas that they could include in their worldview.

Have a look at the example of cooking utensils. Students are considering the use of any item for cooking. As a result, students come to discuss the food product in the geography, target culture, growing season and so on. In this case they act as researchers who study and understand the target culture in relation to their own culture.

In a particular culture with any type of interaction there are various options for successful behavior.

Teachers should enable students to observe, explore and analyze the interaction of cultures from their own point of view, so that they can emphasize their own opinions in the society of the language being studied.

The teaching of culture is not just the transmission of information related to a particular people or country. It is absurd to say that culture is a repository of facts and experience that is resorted to when necessary. After all, learning a foreign language is not only a way of communication, but also a way of manipulating sounds, grammatical forms, as well as reflecting or violating socially accepted norms in our own culture and the culture of the language being studied.

Conclusion. To draw the conclusion, one can say that in the process of enculturation, a person develops a culture and learns to speak a certain language. The influence of language and socio-cultural factors during the study of a foreign language is a clash of cultures and society. Therefore, students must understand and study cultures.

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THE ROLE OF AUTHENTIC TEXTS IN FORMING STUDENTS' SOCIO-CULTURAL COMPETENCE

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Issues related to the formation of socio-cultural competence have always held a special place in the practice of teaching foreign languages at school. As one of the components of communicative competence, socio-cultural competence, along with language, speech, educational and cognitive, strategic, discursive and compensatory, is an important part of foreign language education.

In modern education, socio-cultural competence is considered as a tool for «educating an internationally oriented person who is aware of the interdependence and integrity of the world, the need for intercultural cooperation in solving global problems of humanity» [1, p. 8]. It is in the socio-cultural component that the role of language as a means of interethnic communication is manifested. The learning process becomes focused on teaching language through culture and culture through language. For this purpose, materials containing information about the cultural features (traditions, national character traits, standards of behavior, etc.) of the countries of the target language are extensively used in the classroom. The main source of such information is authentic texts, which are one of the main means of forming students' socio-cultural competence.

The purpose of the paper is to identify the role of authentic texts for the formation of socio-cultural competence of students during English lessons.

Material and methods. The research was conducted on the basis of Vitebsk State Institute for Educational Development. To achieve the main goal of the survey, we used the questionnaire method among the English language teachers. The number of respondents was 12. Besides, conversation and theoretical analysis were also used as additional methods of conducting the survey.

Findings and discussion. A text that was not created specifically for educational purposes is considered to be authentic. An authentic text may include signs, newspaper articles, diagrams, diary entries, brochures, air and train tickets, letters, advertising brochures, radio and television news programs, ads, etc.

Authentic texts are characterized by the presence of various lexical and syntactic components: emotionally charged words, phraseological units, neologisms, dialectisms, polysemous words, incomplete syntactic structures, non-expanded sentences, etc. Also, such texts often contain non-equivalent vocabulary, the realities of everyday life, and colloquial cliches. All these tools allow students to immerse themselves in the process of reading in the real situation of English-language communication, to penetrate into a different national culture.

As part of the study, English teachers were offered a questionnaire containing questions about the role of authentic texts in the formation of students' socio-cultural competence and methods, as well as techniques for working with them.

To the first question, "is it important to form students' foreign-language socio-cultural competence?" 100% of the survey participants answered positively.

When asked what tools you use to develop socio-cultural competence in the classroom and outside of school hours, 75% of the respondents said that they use video materials, 67% use audio materials (songs, podcasts), 67% – newspaper articles, 42% – advertising brochures, 33% of the survey participants said that they use brochures, signs.

The study also showed that the absolute majority of respondents (83%) use authentic texts while working with students and consider it an important part of teaching a foreign language at school. The responses also show that 67% of teachers have difficulty finding authentic materials when preparing for classes, which may be due to the insufficient number of available learning resources that correspond to the level of students and the topics studied in the secondary school course.

Analysis of the answers to the question about the methods used by teachers when working with authentic texts in the classroom showed that 83% of teachers prefer reading and translating the text, 75% offer tasks to choose the correct or incorrect statement in accordance with the text, 58% use retelling or reviewing the text read, 42% of teachers noted that they consider role-playing games based on authentic text to be the most effective.

When asked what modern technologies, methods, and techniques are used when working with authentic texts, 50% of respondents said that they use project technology, 33% use interactive teaching methods, and 25% use integrated lessons.

It should be noted that there is no mention of information and communication technologies (ICTs) in the responses of teachers, which mainly ensure the implementation of a modern approach to teaching English. By introducing ICT in the process of working with authentic materials (including texts), not only does learning approach the realities of modern communication, but also increases the interest and, consequently, motivation of students to learn a foreign language. There is an intensification of the process of mastering the English language, which contributes to a deeper understanding and solid assimilation of socio-cultural information contained in authentic texts.

Conclusion. The data obtained in the course of the study indicate that the formation of socio-cultural competence remains one of the most important tasks in teaching a foreign language in a modern school. The use of authentic texts helps, first of all, to bridge the gap between the language taught in school and the language in which people communicate in real life, as well as to increase the interest and motivation of students to the learning process in General. Video and audio materials, as well as newspaper articles, were the most popular means of forming socio - cultural competence among teachers. Despite the fact that the survey confirmed the need to use authentic texts when teaching English, not enough attention is paid to modern forms of working with them.

Thus, working with English authentic texts as a means of forming sociocultural competence of students, allows: to expand the understanding of culture of the target language; to improve proficiency of students language and verbal means of intercultural communication; to look at their culture through the prism of comparison with the culture of the target language; to foster tolerance to the effects of foreign cultures and the peculiarities of their representatives; to increase interest of pupils to study language and culture.

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ON THE ORIGIN OF SOME ANIMAL-RELATED IDIOMS IN THE FRENCH LANGUAGE

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The article studies the national and cultural peculiarities of some French phraseological units with an animal as a central component by defining their origins. The attention is drawn to such idioms in which their meaning and roots are not clear and may be revealed through the etymology. Quite often these phraseological units have a specific connotation connected with national traditions, customs, literature, or with the way an animal image is regarded by native speakers. The aim of the study is to find out the features that reflect important for the French people cultural heritage in idioms containing animals.

Material and methods. The research is conducted on the material of a number of idiomatic expressions presented in French monolingual dictionaries (phraseological and etymological). Methods used in the article are the method of phraseological identification and the analysis of phraseological units.

Findings and their discussion. The results of the research have shown that there are a lot of idioms in which the origin goes back to some historical events and facts, nevertheless, they are widely used in the modern French speech. For example, "*parler français comme une vache espagnole*" ("to speak French like a Spanish cow"), quite popular saying, meaning someone who speaks the language poorly, has been known since 1850 or even earlier [1]. It comes back to the times when France had difficult relationships with Spain, so the initial word "basque" was later transformed into "vache" ("cow"), but kept its offensive meaning. The historical connotation in the expression "*chat fourré*" ("cat's fur") is, on the contrary, humorous – it was used to make fun of judges and the officials that had fur on their formal clothes. The idiom "*payer en monnaie de singe*" ("to pay in monkey's coins") with the meaning "to cheat/to get away with paying" has its roots in the Medieval period when the king Louis IX issued a decree according to which crossing over the Petit Pont [the bridge in Paris] was free of charge for those magicians who made their trained monkey do dome tricks for the tax collector.

Another major source of set phrases is found in works of literature, from ancient fables to modern French authors. Thus, the expression "*se confesser au renard*" ("to trust in a fox") – which means "to trust an unreliable person" – came into the language from the "Reynard the Fox", a literary cycle of medieval stories about anthropomorphic animals.

The fables of the famous Jean de La Fontaine derived from ancient authors such as Aesop and had a lot of animals in their plot. And later these images stayed as fixed in the French linguistic culture and were reflected in the following set expressions: "*tuer la poule aux œufs d'or*" ("to kill the hen that laid golden eggs", i.e. "to fail in a successful case"), "*les oreilles d'un lièvre*" ("hare's ears", i.e. "precautions"), "*antre du lion*" ("lion's lair", i.e. "a dangerous place"), "*insouciant comme une cigale*" ("careless like a grasshopper").

Etymology of a set phrase "*moutons de Panurge*" comes from a character called Panurge in the novel "Gargantua and Pantagruel" by François Rabelais. The expression "*revenir à ses moutons*" ("return to one's rams") is originated from "La farce de Maître Pathelin", a piece of literature written in 15th century.

The well-known French expression "*avoir le cafard*" ("to have a cockroach") that means "to be depressed" was invented by Charles Baudelaire. There's an opinion that the word "cafard" has Arabic origin and it has both meanings of an insect and of melancholy, and then it was borrowed to French by the writer.

Also we have found a number of idioms that have the origin in traditional views and customs. There can be mentioned an old expression "*entre chien et loup*" ("between a dog and a wolf"), i.e. "at dusk" that appeared from people believing that during this time of a day the two animals cannot be distinguished.

Another example, "*promener qn comme le bœuf gras*" ("to walk someone like a fat bull") goes down to the tradition to walk the fattest bull with fine ribbons down the streets decorated on the days before the Lent period. The idiom "*un froid de canard*" ("it's cold of a duck"), i.e. "really freezing" is connected with the pointing that late autumn, the appropriate period for duck hunting, is on [1].

Some expressions are connected with the images of animals that are the most significant for the local culture. The important symbol for the French is a rooster (*coq* in French). It is a bird that embodies the national idea of self-presentation. So, it is no wonder that a rooster as a central component is presented in much more phraseological units than any other bird. The idea of being the best person in a certain place is given in the expression "*être le premier coq du village*" ("to be the first rooster of the village"). The ironic idiom "*être cocorico*" refers to the French being as proud, vain as a rooster and feeling inferior to other nations.

The group of set expressions which were borrowed also is of interest for studying. The majority of them are traced from Latin, that is explained by the genealogical close bonds between the French and Latin languages and historical links between the Roman and Gaul peoples. We can name such of these expressions: "*jouer les oies du Capitole*" ("to act as the geese of Capitole"), i.e. "to warn about danger" is derived from a known Roman legend; "*jeter quelqu'un aux lions*" ("to throw someone to the lions"), i.e. "to kill, destroy something unworthy" is associated with the Roman emperors' way of killing the first Christians. The idiom "*avoir un bœuf sur la langue*" ("to have a bull on the tongue"), i.e. "to sell one's silence"/"to hold one's tongue" is attributed with the appearance of Roman silver coin that had an image of bulls on it. And there is another phraseological unit "*finir en queue de poisson*" ("to finish with a fish tail"), meaning "to end to nothing" that comes from the views of ancient people about mermaids that looked like beautiful girls but with fish tails. Though the creatures are mythological, the idea of them is simple and clear for all the people of European culture.

Conclusion. Knowing the origins helps to memorize set expressions and also find out unique historical cultural practices they are originating from. Studying French idioms with zoonymic component we have managed to see the variety of cultural and historical notions and ideas that are embedded in phraseology which is still used nowadays. Among them religious traditions, mythological views and folk beliefs, literary characters and specific historical events. That is why looking at the origins of phraseological units may be quite informative, as they are one of the best ways to align language learning experience with the knowledge of history and culture.

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ETYMOLOGY OF SOME EPONYMIC MEDICAL TERMS

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Special attention is paid to eponymic terms, as they are used in all areas of medicine. Most of the classical eponyms that came into use in the XVI-XIX centuries are still used today. There are also new terms that reflect the stages of development of medicine, the status of a country or a scientist in new discoveries.

The purpose of the research is to study and analyze eponymic terms, identify the features of their formation and use in anatomical and clinical nomenclature, classification and methods of their functional use in modern medical terminology.

Material and methods of research. The research material were etymological dictionaries, reference literature on pharmacology. The following methods were used: word formation, comparatively comparative, linguistic and cultural.

Findings and their discussion. Eponym – from the Greek "giving the name", a person who gives something its name [1]. Eponyms are the cultural and historical part of the professional language of medicine. Currently, it is difficult to find a field of medicine where eponyms are not used to some extent. It is recordedin Russian dictionary literature about 20,000 dictionary entries with eponymic terms with 9,000 eponyms, related to the field of medicine. Eponyms are terms that contain a proper name (an anthroponym or a toponym), as well as a common name in the designation of a scientific concept. The medical term is the result of theoretical generalization, and should most accurately reflect the essence of the described phenomenon [5,2], therefore, eponyms are not very informative, often complicated, form numerous synonymous series, many do not have transcription, and are difficult to transliterate. They only mark a scientific concept, but do not display details or characteristics of an object or phenomenon. But, nevertheless, eponyms are considered the most numerous layer of medical terminology. Eponyms can be combined in groups: bibleisms, mythologisms, indicating the names of literary heroes, the initials of physicians and scientists.

Morphological eponyms reflect the main stages of science development, the struggle of opinions and views, the formation of the scientific world view of man and his place in nature.

Most mythologisms appeared in medical terminology during the Renaissance, the active use of the Latin language. Anatomical names often used the names of goddesses and gods, such as Achilles tendon (tendo Achillis), the horn of Ammon (cornu Ammonis), the bridge of Venus (mons Veneris), etc.

Mythological eponyms can be found in clinical terminology: the term “psychiatria” psychiatry comes from the name Psyche, meaning the human soul, ”hygiena" hygiene, from the name of the daughter of Asclepius Hygeia. In clinical terminology, there are often eponyms-mythologisms in the names of symptoms and syndromes, for example, IO syndrome, tachykinesia (astate of increased motion activity). Many mythological eponyms are used in pharmaceutical terminology innames of medicinal plants, for example, wormwood (Artemisia), the plant of the goddess of hunting Artemis, the drug "Adonis-Brom" from the Greek (Adonis), the name of the son of Kinir and Metarma, etc.

Bibleisms appeared in medicine in the middle ages, when the names of diseases were associated with the names of saints, for example, the illness of St. Moor (gout), Anthony's fire (gangrenous disease), named after St. Anthony, an Egyptian monk who lived in the III-IV centuries. Sick people applied to his relics [8, p.187]. In clinical terminology, the eponyms, denoting symptoms and syndromes are found, for example, job's syndrome – a hereditary disease with a defect of humoral immunity, etc. There are also biblical terms in anatomical terminology, for example, Pomum Adami (prominentia laryngea) Adam's Apple.

Some medical and clinical terms are derived from the names offictional characters. For example, Alice in Wonderland syndrome (illusory perception of space and time, depersonalization, Werther's syndrome (pre-suicidal state), which occurred on behalf of the hero of Goethe's novel "the Sufferings of young Werther".

The names of scientists, physicians, who described a phenomenon, make up the largest group of eponyms. Despite D.S. Lotte's suggestions to limit the use of eponymic terms [4, p. 18], eponyms are a part of science, so it is impossible to refuse them. Often the eponym refers to only one person, although the scientific discovery is the result of group work. In some cases, the term contains two names, this occurs when the disease was diagnosed and described by two scientists, independently of each other, for example, Itsenko-Cushing's disease.

Some diseases in different countries have their own eponyms. For example, temporal arteritis (Horton's disease) in France is maladie de Horton, in Germany it is known as Morbus Horton, but in the United States under this name the disease is practically unknown. Transliteration and transcription of eponyms have a number of difficulties. For example, in Germany ankylosing spondylitis is written Bechterew's disease, in other countries Behterew's, and sometimes Marie-Strümpell disease. In addition, one eponym can denote two completely different diseases: de Curwen's disease is considered to be a disorder of thyroid function, and tendo vaginitis. In pharmaceutical terminology, eponyms are present in the names of plants and medicines, for example, cinchona (Cinchona succirubra), from the name of the Countess Chinchon, recovered from malaria using the bark of this tree, Burov's liquid (liquor Burovi), Fowler's arsenic solution (liquor arsenicalis Fowler), Lugol's solution (solution Lugoli). Eponyms are also widely used in anatomical terminology, for example, the Cooper's (upper pubic) ligament (ligamentum pubicum superius).

By structure, an eponym is a combination of two terms, which includes a proper name and a word with a general meaning. In clinical terminology – syndrome, disease, reaction, method, operation, reflex, for example, Quincke's edema, Beck's operation, Bekhterev's disease, Romodanovsky's method, inanatomical-duct, canal, sinus (Arnold's artery, Bell's nerve, Botallov's duct), in the pharmaceutical-solution, ointment, drops, tablet, collection, for example, Lassar's paste, Zdrenko's collection.

Conclusion. Eponymic terms are widely used in medical terminology, carrying the names of people for future generations. Two-component phrasesare predominant. The use of eponyms provides rapid understanding, memorization, conveys the continuity of knowledge, reflects the stages of development of science, the formation of the scientific worldview of a person. Eponyms are convenient to use, as they replace long descriptive concepts, speeding up and facilitating the work of a specialist.

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THE PROBLEM OF PERSONAL QUEST IN THE NOVEL BY MURIEL SPARK "THE PRIME OF MISS JEAN BRODIE"

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In the modern English literary process, the work of Muriel Spark occupies a special place. She proved herself as the author of numerous serious novels of religious and philosophical sentiments, a talented satirist, the creator of detective stories and everyday sketches. The relevance of this work is determined by the fact that, despite the large number of studies devoted to the novel, the problems of the work have been studied little.

Object of our research is to determine the main motives for the behavior of the heroine Sandy Stranger in the novel by M. Spark "The prime of Miss Jean Brodie".

Materials and methods. In accordance to the aim and tasks set in the work, the main methods used in the study are cultural-historical and hermeneutic. The material for the research was the novel by Muriel Spark "The prime of Miss Jean Brodie".

Findings and their discussion. Six girls, students of the Marcia Blaine school, appear in front of us at the beginning of the novel. They are united by belonging to the "Brodie clan", whose head is their teacher – Miss Jean Brodie. She is a dominant character representing a particular social type. Having developed her own non-traditional methods of education, not corresponding to the approved curriculum, but only introducing her own hobbies and views into children's minds, the teacher actively used them in various areas of academic process. Jean is the old maid of Edinburgh. Realizing by the age of forty-five that she had achieved nothing in life, Miss Brodie decided to fulfill herself at the expense of the girls. For each of students their own special model of behavior was selected. And they had to follow it. The teacher believed that only her teaching and upbringing methods, as well as personal convictions could create the "cream of society".

Using various means, she strove to create an indestructible clan. Despite the teacher's confidence in her charges, she was devoted to Sandy, whom she considered her "right hand". Thus, Miss Jean Brodie's plan failed. She became a hostage to her own ideas. The pursuit of personal authority, the establishment of strict control over other people led her to another loneliness. It should be noted that by betraying Jean Brodie and destroying her rigid framework, Sandy did not become happier and freer. A few years after the "release" she made the decision to go to a monastery and became nun Elena, irrevocably surrendering herself to the subordination of the church, despite her past achievements in gaining independence and individuality. We believe that the starting point of this series of events is the incredible similarity between Sandy and Jean Brodie, which was the result of the girl's strong love for her mentor. However, this love took a peculiar turn. “Young Jean Brody” from childhood tried to imitate her teacher, evaluating her position in life as an ideal to strive for. In this pursuit, Sandy also adopted the desire to gain power over others. An example of this is the relationship with Mr. Lloyd, an art teacher with whom Miss Brodie herself was madly in love. We believe that the girl realized that Jean's aspirations for the art teacher and Roses, for whom she chose the path of “great lover”, would not come true, so she gradually entered this role in order to fulfill the teacher's dream at least half. Sandy felt sorry for her, because the student knew how much pain the destroyed plan would cause her. But lost in love for Jean, as well as in the desire to be like her, the girl tried to replace Miss Brodie. However, the teacher's authority was too strong, as well as Sandy's “borrowed” desire to win, so she decided on radical measures – betrayal. It is possible that the reason for the above actions may be the desire to demonstrate her own individuality, which she was deprived of when she joined the Brodie’s clan. But ironically, the girl possessed her to a lesser extent than the other members of the “clan”.

One of the possible reasons for Sandy's departure to the monastery is jealousy, a peculiar desire to be like the person whom her teacher loved so much – Mr. Lloyd. Her desire grew stronger with every new conversation Miss Brodie had about him. A possible reason could be that she did it contrary to the views and beliefs of Miss Brodie. After all, Catholicism presupposes the recognition of its sinfulness, and based on the analysis of Jean's religion, she denied any involvement in the word “sin”. It is possible that the girl did it to prove to herself that she was not like Miss Brodie. We assume, Sandy could also have noticed, thanks to her ability for accurate analysis of the psyche, that she gradually took over the personality of the teacher, and deliberately punished herself in order to atone for her sins and avoid the consequences that overtook Jean. The girl forever cut herself off from the world that she was so eager to know, killed all hope for expanding the narrow framework in which she was placed by the society. After all, it was this pursuit of life that ruined Jean Brodie. She voluntarily signed up for the suffering of being confined within the walls of the temple. It is necessary to note her demeanor during the visit. The girl struggled to grab onto the grate separating her from the outside world, as if trying to get out of the cage into which she had driven herself. We suppose that Sandy’s decision could also be influenced by the resentment against the teacher: “If you yourself did not betray us, it is impossible for us to betray you. The word “betrayal” is not good...” [1]. The girl was sure that Jean Brodie devoted herself entirely to her clan. But with age came the realization that the teacher did everything for only one person – herself. And for Sandy, who was confident in their unity, it was incredibly painful to find out the truth. Perhaps the main reason is a combination of the above.

After the betrayal of Miss Jean Brodie, the girl took her place as the head of the clan and the walls of the temple did not become an obstacle for her. Nun

Elena was not much different from Miss Jean Brodie's teacher. The girls went to her monastery to receive help and consolation. After all, firstly, she was brilliant in psychology, and secondly, it is always pleasant to visit the ministers of the church: “this evokes religious feelings and spiritual cleansing, with which it is good to return home” [1]. But they received nothing, except for evasive short phrases, unable to direct them on the right path. She did not fulfill her functions either as a clan authority or as a nun. What mattered to her was not trust, but the fact that they came to her for advice, showing a certain degree of dependence on her personality, for which she fought so hard in her youth. The same phenomenon was characteristic of Miss Brodie. The teacher didn’t tell them what the curriculum required of her. She was interested in girls not as individuals, but only as objects that can be used for her own purposes. It was more important for her to know that she was the center of their life and the core of the clan.

Conclusion. Analyzing the structure of human psychology, Muriel Spark most vividly showed, using the example of teacher Jean Brodie and Sandy, the type of people who are realized by centralizing their power and subordinating a certain group of individuals. All their actions – Sandy and Jean Brodie – were undertaken based on their own interests, and thus it is impossible to gain authority in the group and build an auspicious climate in communication. The principles by which they were guided are similar to those of a totalitarian regime, and it ultimately fails. It is impossible to subdue people by taking control of all spheres of their activity, and hope for a carefree government. In the end, the exact same person may appear, eager to take a place on the throne, or a group of people who can realize their control. Therefore, Miss Brodie's policy was doomed to failure from the very beginning.

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COMPARISON OF POSITIVE EVALUATIVE CONNOTATIONS OF ZOOMORPHISMS IN THE RUSSIAN AND ENGLISH LANGUAGES

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Nowadays we see a rapid development and transformation of the lexical side of a language. Evaluative lexicon is often an example of such changes. Its structure is directly related to the speaker's attitude to the phenomenon of reality and is built on associations, which are undergoing modifications. In this sense, zoomorphisms represent a special layer of the vocabulary of any language.

Zoomorphisms are a complex of linguistic units, reflecting the world of fauna, used to evaluate human activity or appearance [1]. The image of a person is an important element of the linguistic picture of the world, and an attempt to create the concept of "man" on the basis of zoomorphic components allows us to distinguish universal and ethnospecific features for each language. The coincidences, discrepancies and the specifics of using zoomorphisms for characterizing a person give us an opportunity to see the differences in the linguistic picture of the world with its objectivity and integrity for each language, which determines the relevance of the chosen topic.

Object of the research is positive evaluative zoomorphisms of the Russian and English languages.

Material and methods. The main methods used in the study were cultural-historical, comparative, hermeneutical and descriptive. The material for the research were positive evaluative zoomorphisms of the Russian and English languages, selected by means of continuous sampling methods from such dictionaries as the Oxford Dictionary, Cambridge Dictionary, Urban Dictionary and The Large Explanatory Dictionary of the Russian Language by Kuznetsov.

Findings and their discussion. In this study, we divided the zoomorphisms of the Russian and English languages into two groups: zoomorphisms used as terms of endearment addressed to a man, a woman or a child; zoomorphisms used as assessment of a physical or mental feature of a person [1]. The first group is mostly spread in the Russian language. Such groups of words are mostly used in relationships of close people and are formed with the help of a diminutive form which is built by special suffixes *(-ochk-/-echk-*, *-ushk-/jushk-*). But there are also examples of the use of the basic forms of zoomorphisms in this context. In English, this group is not so widespread. One of the explanations can be the peculiarity of the word-formation system, namely, its analytical nature. However, it should be noted that there are nevertheless diminutive words, formed with the help of special suffixes, as well as the main form in addressing a man, woman and child. Zoomorphisms such as *begemotik, burunduchok, babochka, belchonok, vorobejchik, gusenichka, galchonok, gusenok, delfinchik, dikobrazik, drakonchik, ezhik, ezhonok, zhuchok, zyablik, lisenok, lan, lvenok, motylek, myshonok, solnyshko, svetlechok, slonenok, homyachok,* have one common semantic connotation: terms of endearment addressed to a man, a woman or a child. These examples have no English zoomorphic equivalents. In the case of addressing a person in the English-speaking country, it is more appropriate to use the following words: *honey, lovely, baby, sweetheart, sweetie, sugar, dear, darling, poppet, love, boo and others*. When choosing a lexical unit, communicants from this language environment often give preference to a group of words denoting fruits or sweets. Nevertheless, there are zoomorphisms in the Russian system that have equivalents in English, used when referring to a man, a child and a woman. Russian *zajka, zajchik, zajchonok* are equivalent to the English zoomorphisms such as *bunny, a honeybunny*. *Zajka, zajchik, zajchonok* have the following semantics: 1) "terms of endearments in addressing to a child, a man or a woman": *Ложись спать,* ***зайчик*** ('Go to bed, bunny') [4]. English *bunny, honeybunny* have the following semantics: 1) "used as terms of endearment in addressing to a child, a man, a woman". In a colloquial speech a word *bunny* is used to emphasize the beauty of one's girlfriend: *Man, I love my* ***bunny*** [3]. If to compare meanings of these examples, we can say that they are equal in their semantic structures and match in both languages. Russian *kotenok, kotik* and English *kitty* are in a special group of zoomorphisms that can be considered equivalent in their evaluative connotations but with some differences in the rules of their addressing. But English *kitty* is not used towards a man. For example, in the USA it is a very popular means for man to name their girlfriends: ***Kitty****, we are leaving for France in 4 weeks* [2]. It is also used in addressing to a child. As for Russian variants, they are used in addressing to everyone. Furthermore, it is one of the most popular zoomorphism among people. The second group of the evaluative lexicon is also represented by various examples. When compared Russian *orel* and English *hawk* we found out that they are different in their evaluative connotations. *Orel* is positive, *hawk* is negative one. The first one has the following semantic structure: 1) "a strong bird of prey of the hawk family with a curved beak, living in mountainous or steppe areas"; 2) "used as a symbol of a brave, strong, courageous person". E.g.: *Положим, он не* ***орел****, но он человек добрейший, другим никому зла не делает, прекрасный семьянин* ('Let's say, he is not so brave but he is a kind person, he did no harm ever to anyone and he is a great family man') [4]. According to this we see that the Russian equivalent does have a positive evaluative meaning. The English *hawk* has the following semantic structure: 1) "a strong fast bird of prey" (= a bird that kills other creatures for food); 2) "a person, especially a politician, who supports the use of military force to solve problems"; 3) "someone who believes that the government should take strong action in controlling the national budget, inflation", etc.: *The* ***hawks*** *on the committee are worried that 6 per cent growth could trigger inflation* ('Ястребы в комитете обеспокоены тем, что 6-процентный рост может спровоцировать инфляцию') [2]. Russian *tigr* has as its equivalent English *tiger*. When comparing their meanings, we found out that they do have matching evaluative connotations. Both positive and negative. It should be taken into account that for the Russian zoomorphism it is more characteristic to be used in a negative sense. The superior feature of this animal's image is fierce behavior. The semantics of *tigr*: 1) "a large predatory mammal of the cat family Panther, orange-yellow with black stripes"; 2) "a strong and imperious man"; 3) "a strong and aggressive person". Frequently, this zoomorphism is popular for women to use it also in a colloquial speech to emphasize sexual energy of man expressed by his strong and imperious character. It has a positive meaning. For instance, *«Ты* ***тигр****! Настоящий тигр!»* ('You are a lion!') [4]. However, it is also possible to meet examples where forms in a negative connotation are used. *«Успокойся, **тигр**! Он ни в чем не виноват»* (‘Calm down, tiger! It is not his fault’) [3]. As for *tiger*, it has the following connotations: 1) “a large wild animal of the cat family with yellowish-orange fur with black lines”; 2) “used to refer to someone who is very determined and strong”; 3) “a very energetic or persevering person”; 4) “a fierce, belligerent person”. Examples of usage: 1) *The meekest, most submissive wife of today is a **tiger** by her grandmother's standards* (positive) [3]; 2) *You are just another fierce **tiger*** (negative) [3].

Conclusion. Zoomorphisms of the first group are the most spread ones in the Russian language. Often, Russian lexical units do not have equivalent evaluative connotations in English due to the peculiarities of the morphological system. Zoomorphisms of the second group are spread in both languages. There are examples that coincide – fully or in partly – in their meanings regardless of the fact that their number is very small. But there are lexical units that do not have mutual elements in their semantics. It is explained by different cultural traditions and mentality of people of two societies, as well as by geographical position. All these features as a whole compile a different image of the same animal in two languages.

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ARTISTIC FEATURES OF "SONNET TO FORM" BY VALERY BRYUSOV

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The relevance of this research is also due to the fact that interest in the literature of the turn of the XIX-XX centuries has again sharpened.

The form of a sonnet, for all its complexity, severity and conciseness, has the ability to remarkably reveal all the richness of a particular poetic language. The variety of rhymes, the rarity and value of all pictorial poetic means, the flexibility of its rhythms, the ability to obey various stanza types - all this appears with exceptional completeness in this most demanding of poetic forms.

The canonical combination of two quatrains and two terzets "seems to inspect all the metric-linguistic riches of the whole poetry" [1].

In 1894, the direction of symbolism was born in Russia, at the origins of which was Valery Bryusov. The manifesto of the Symbolists and the almanacs "Russian Symbolists" was published at the expense of Bryusov. "Sonnet to Form" is a poem about the embodiment of the ideas of symbolism in poetry. The genre of this poem is philosophical lyrics, it is a kind of poetic manifesto, an artistic declaration of the principles of symbolism.

The purpose of our research is to reveal the artistic features of the "Sonnet to Form" Bryusov.

Material and methods. The material for our research is V. Ya. Bryusov's poem "sonnet to form", and the methods are structural-typological and descriptive.

Findings and their discussion. This sonnet is a program work by V. Ya. Bryusov:

There is some subtle, imperious connection
Between the flower's perfume and silhouette,
Such is the diamond's invisible perfection
Until the facets make it animate.
So are the images of ever changing fancies,
That, like the clouds, in the heavens race,
Turned into stone, they exist for centuries
In a fulfilled, exactly chiselled phrase.
And I belief, that all my dear dreams,
That have attained the world of word and light,
May find for them the long-awaited brims.
And may my friend, in every poem's site
Take full delight in sweetness of a rime
And in beauty of its letters' streams [2].

Since the "sonnet in form" is a kind of hymn to symbolism, we can trace here all the characteristic features of this direction: we capture the essence with the help of innuendo and hints, mysterious and mysterious images. The praise of a sonnet comes through an analysis of its structure.

The first image that Bryusov uses is the image of a flower, which we can associate with the ingenious poetic matter, based as it were on two important components, without which it cannot exist: the contour and the smell (for us, this is the form and content of the sonnet). In continuation of this, Bryusov convinces us that the form and content themselves are not yet a work of art. To become such, they must be filled with meaning, get "processing", "a kind of cut", and therefore it is here that the image of a diamond is very revealing. It all starts with the ideas that have appeared in the mind of the author. Images of changeable fantasies are transformed into words and phrases that form an ideal poetic form – a sonnet, the perfection and capacity of which is unlimited.

Bryusov uses a special tone, which gives his reflections on the form of the majestic pathos. It helps to create a certain inspired mood, which is imbued with the poet's message to the reader. It is also necessary to put some emphasis on the paths found in the poem. They characterize poetry in General and sonnet form in particular. The metaphors in the sonnet are amazing in their correlation with reality and the creative process: fantasies "run" as well as clouds; dreams "reach" the word and the light (the idea of generating thought); a friend-reader who is mentioned by the lyrical hero is able to "revel" in the sonnet. On a friend, as well as on a lyrical hero, the ideal form has a magical and mysterious effect. The vocabulary used in this poem is literary and bookish, which further emphasizes the tradition, harmony and beauty of the sonnet form.

Conclusion. The artistic features of "Sonnet in form" are the unique image system, the use of stately intonation, the unexpected and unusual tropes, the bookish nature of syntax, and the poetization of form as a means of expressing content.

1. Problems of poetics: a collection of articles; edited by V. Ya. Bryusov. – M.: L. ZIF., 1925. – 117 p.
2. Russian sonnet: XVIII – early XX century / comp.: V. S. Sovalina, L. O. Velikanova. – Moscow: Moskovsky Rabochy, 1986. – 266 p.

THE IMAGE OF THE GHOUL IN RUSSIAN LITERATURE OF THE XIX CENTURY

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Monsters, vampires, ghouls are the mythical embodiment of the dark forces, over which the forces of good won the victory. With the emergence of the author's fairy tale in the 19th century, literary monsters were reborn. Tales of creatures capable of taking the guise of objects, animals and people can be found in fairy tales and legends of almost any country. In the literature of Western Europe, images of werewolves, vampires become characteristic of Gothic literature ("The mysteries of Udolpho" by A. Radcliffe, "The Castle of Otranto" by H. Walpole, "The Monk" by M.G. Lewis, "Frankenstein" by M. Shelley, "Melmot the Wanderer "Ch. Maturin).

Russian authors try to use the artistic possibilities of Slavic mythology. Moreover, the expansion of cultural ties and the study of the traditions of Western European literature lead to active inclusion of the Gothic canons and related to its images in the classical Russian literature of the 19th century.

The relevance of the study of images of ghouls, vampires in Russian literature of the XIX century is due to the importance of the works of the classics as the basis for many works of fiction of the XX-XXI centuries.

Purpose: to study the image of a ghoul and a vampire in the works of Russian classics of the 19th century in the context of world literature.

Material and methods. Conclusions about the diversity of representation of images of vampires and ghouls are made on the basis of the works of A.S. Pushkin, V.I. Dahl, A.K. Tolstoy.

Results and their discussion. The image of a ghoul in the 19th century can be found in the works of A.S. Pushkin, A.K. Tolstoy, V.I. Dahl.

The concept of "ghoul", as a synonym for a vampire, probably appeared in the Russian literary language thanks to the poem by Alexander Pushkin "Ghoul", written in 1836 as "Songs of the Western Slavs". Pushkin's motive was inspired by Prosper Merimee's ballad "Vampire".

The inspired poet turns to traditional Slavic beliefs about fearsome creatures that turn into wolves at night and hunt humans. The author describes the horror of a man who passed the cemetery at night: frightened by a possible attack of a ghoul, he was going to eat a handful of the grave earth, which, according to legend, could save a person from this creature. Pushkin's "Ghoul" parodies the scheme of a fantastic story with a real denouement.

In general, the East Slavic legends about ghouls resemble the general European ideas about vampires in many ways, but they also differ from them in a number of essential features. Moreover, many researchers of Slavic mythology (for example, E. Prokofiev) emphasize the importance and correctness of the use of the nomination "ghoul" - from the word "drink", "revel".

According to popular belief, people who died "an unnatural death" became ghouls – murdered, suicides, etc. Ghouls, according to mythology, live in cemeteries.

Just such a plot is described in the story of Vladimir Ivanovich Dahl "The Ghoul", which in most cases recalls scary tales about the dead. At the same time, Dahl avoids blood-physiological detailing when describing the ghoul.

Dahl's ghoul is a handsome man who has fallen in love with a young maiden, but he is far from being as grateful and noble as many heroes of Western European literature. In the work of V. I. Dahl, the ghoul is deprived of psychological and moral problems, for him the path to spiritual transformation and healing is impossible.

Several stories dedicated to ghouls were created by A.K. Tolstoy. So the story "Ghoul" was written under the influence of the story "Vampyre" by John William Polidori, which was published in Russian translation in Moscow in 1828. In the 1830s, the story "The Family of a Ghoul" was written, which was published only after the death of the author.

A distinctive feature of the images of ghouls in A.K. Tolstoy becomes their description in the context of ordinary, contemporary life of the author. Moreover, all events are described from the position of guesses, assumptions, and an unhealthy psychological atmosphere. This fact supposes the "co-creation" of the reader, who chooses how to evaluate the reality - the unreality of what is being described himself.

At the same time, A.K. Tolstoy did not take these stories seriously enough, did not consider the images being worth careful studying, since the fact that the author did not want to include these stories in his complete works and did not republish them.

Conclusion. The basis set by the classics of Western European Gothic literature, Russian literature of the 19th century, is actively developing in the 20th and especially the 21st century. Since the end of the 1990s, the series "Patrols" by S. Lukyanenko, "If I were a vampire" by A. Kosh, "By the Will of the Gods" by Y. Tsyplenkova have been published. The themes of vampirism, the images of ghouls remain quite relevant and have great artistic potential.

LINGUISTIC REPRESENTATION OF EMOTIONS IN FILM DISCOURSE

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The psycho-emotional sphere of human activity, which embraces emotions and experiences, has long been subjected to constant research by scientists in various fields.

The person touching every boundary of all things is always in the spotlight of linguistic research model. Any person can not only experience certain emotions, but also express them in speech. Emotionality, in turn, is rated as information filtering. Emotions are most often conveyed not only by language, but also by linguistic means. And the necessary models for the representation of emotions are established by the purpose and components of the communicative situation. Language, therefore, is the most significant medium for exchanging information.

Cinema is considered to be audiovisual discourse. It remains a focus of attention among the components of information abundance due to the audiovisual nature which makes a powerful effect on its audience.

From a linguistic point of view, a film discourse acts as a special, audiovisual type of text that is analyzed taking into account all the parameters of the communicative situation. Each film is exceptional in its own way, as it is a living example of film discourse, the so-called ‘speech immersed in life’.

The aim of our research is to study various cinematic representations of emotions from the point of their communicative persuasive potential to the audience.

Material and methods. The research was based on the material from Mike Newell’s and David Yates’ films “Harry Potter and the Goblet of Fire” (2005), “Harry Potter and the Order of the Phoenix” (2007). To gain the mentioned aim we have used the following methods: descriptive method, contextual analysis, logical and semantic analysis, interpretation method.

Findings and their discussion. Film discourse is a rather complex phenomenon, in which features of various discursive practical activities are reflected. However, one of the leading parameters of English-language discourse is its increased *emotionality*. Taking part in different situations of the communicative act, the characters of the films try to express their own point of view and their awareness of the opponent, the content of the conversation or the situation in general, using all the linguistic means of expressing emotions. As a result, there is a widespread use of negative emotions; such emotions are most common in colloquial speech. The consequence of aforesaid is the observation of psychologists, who explain this fact by the desire to free themselves emotionally, therefore the interlocutor is subject to harsh criticism, rather than to delight or approval.

The study of the material has shown that the expression of the communicant's negative emotions towards the opponent or the content of the conversation can be demonstrated using lexical means and means of artistic expression; grammatical means are rather rare. There are also situations when the communicant tries not only to show his general negative expression to the subject or opponent, but also to convey the shade of his feelings, significantly to strengthen or, on the contrary, to weaken the negative attitude. It is in such cases that he resorts to combining the language means of different levels.

It has been identified that positive emotions are accompanied by a rush of feelings and do not always involve any external manifestations. Any event desired by the communicant generates a positive emotion, regardless of whether it concerns the communicant himself or other opponents or objects.

In the search for ways to represent emotions, of course, it is impossible to limit ourselves to certain emotions, so we resort to considering synonymous series of emotions that are closest to them.

Below we will consider how emotions are conveyed in the investigated films.

Disturbance (anger):

1. *What's got your wand in a knot?*
2. *Bloody hell, Harry.*
3. *Merlin's beard.*
4. *I don't give a damn what your father thinks.*
5. *Tonks, for God's sake.*

This group of emotions is characterized by numerous uses of phraseological units and lexical substitutions. Despite the figurative meaning of some expressions, the use of this method preserves the full meaning of the emotion.

Delight (joy):

1. *Excellent! Amazing!*
2. *Hooray!*
3. *Yeah, brilliant punch, Big D.*
4. *Sounds great, guys.*
5. *This is really advanced stuff, guys.*

The representation of this category is manifested in the expression of a whole spectrum of emotions, thanks to the numerous uses of adjectives and interjections. This method of application depends on the need to enhance the emotional transmission in the sentences.

Shame (awkwardness):

1. *I'm hopeless.*
2. *I look like a bloody idiot, that's why.*
3. *I assure you, my Lord, I have never renounced the old ways.*
4. *You can't do this.*
5. *I can't feel so angry all the time.*

The use of negative constructions emphasizes the awkwardness experienced by the character. The use of qualitative adjectives and the reception of irony have also been determined, which increases the feeling of uncertainty that permeates the hero.

Fear (panic):

1. *Who are you? What do you want?*
2. *Someone's coming.*
3. *If you do anything to us, I'll break it.*
4. *He's gonna get us all killed just because he can't face the truth.*
5. *Let's get out of here.*

The emotion of fear is characterized by the active use of verbs of motion and, less commonly, verbs of desire, which reflect the state of anxiety or worry in connection with the impending danger.

Sadness (disappointment):

1. *I put you in terrible danger this year, Harry, I'm sorry.*
2. *I'm sorry I can't be of more help.*
3. *It's my fault.*
4. *You did everything you could.*
5. *I do feel very sad about it sometimes, but I've got Dad.*

The emotion of sadness is transmitted by qualitative adjectives, in most cases these are the adjectives 'sad, 'sorry, 'upset'.

Conclusion. Thus, we can conclude that the transmission of emotions is complex and implemented by a whole set of means. As the intensity of the communicant and the speech rate increases, the voice raises, and then the stress enforces, which makes it possible to recognize a particular representation of an emotion. It can be stated that elements of all the levels of language system contribute to the implementation of emotions, starting from the phonetic level and ending with expressive means and stylistic devices.

1. "Harry Potter and the Goblet of Fire" [Electronic resource]. – Mode of access: https://fenglish.ru/movie/harry-potter-and-the-goblet-of-fire/. – Access date: 19.10.20.
2. "Harry Potter and the Order of the Phoenix" [Electronic resource]. –Mode of access: https://fenglish.ru/movie/harry-potter-and-the-order-of-the-phoenix/. – Access date: 21.10.20.

SPECIFIC FEATURES OF THE HERO'S IMAGE IN THE TURKMEN EPIC “GOROGLY”

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Naturally, each nation differs from its own culture, traditions, and especially literature. And, of course, there are a number of works that have a pronounced national color. Especially you should pay attention to folk art.

“Gorogly” is a heroic epic of the turkmen nation. The study of character in this piece is important and relevant because it allows to understand the specificity of the national distinctness and turkmen heroic epic in the context of the world epic tradition.

Material and methods. The material of the article is a poem “Gorogly”. Research methods include cultural-historical and hermeneutic.

Findings and their discussion. Based on the plot of the work, Gorogly has not only heroic courage, but also other behavioral traits: mercy, nobility, boastfulness, cunning. Features of the character of the Turkmen hero are shown in different episodes in the work itself.

Such traits of character are revealed especially vividly in the Chapter “The old Woman”. Gorogly had many enemies who always wanted to defeat him, even the padishahs (sultans) of other countries did not treat him so well, at the same time they were afraid and always tried to get rid of the hero. But they all knew that the war with him did not end well.

One padishah planned to take away the most precious thing from Gorogly – Gyrat horse. And announced a reward for it. No one thought of what the old woman would be able to do. Here it should be noted that the old woman knew: in Gorogly is mercy and kindness. The cunning old woman knew that Gorogly would believe her and bring her home, so when she saw him, she began to complain about life. And here the hero's generosity and kindness are shown. Seeing this old woman, the wife of Agayunus peri warns that she will destroy him or Gyrat. Gorogly was angry at his wife's behavior. And these words of the main character show his character: “you can not take care of her, we will take care of ourselves!” [1, p. 641]. So he brought her to meyhana's room and took care of her. Such actions of the Turkmen hero show what real dzhigits (young men) of the Turkmen nation were like.

Such traits as loyalty, humanity, inflexibility, endurance, the ability to resist all evil and inhumane, national pride and dignity were also revealed in the figure of the main character. The specificity of the character of the Turkmen hero is reflected in the Chapter “Bezirgen”.

Bezirgen was brave and bold a dzhigit as Gorogly. One day, Gorogly accidentally shoots Bezirgen in the middle of the night, mistaking him for an Ottoman merchant. He is very sorry for what happened. Before death Bezirgen bequeathed to bury him so his body is not lying on the road. And the most important thing is that he had a sister, Aysoltan. Bezirgen asks him to save her from the scourge of dev Karahan. Gorogly fulfills all his requests flawlessly. He buried his friend, read a funeral prayer not far from the fortress, in the direction of Kibla, built a chapel and erected a Bunchuk. And then the hero saved his sister from dev Karahan and took her for his own. Not every person of those times could have done this. He was true to his word.

The image of Gorogly is a generalized Gorogly of a national hero. On the one hand, Gorogly is strong and has a sharp mind. On the other hand, he can be described as a very boastful person. This quality is shown in the chapter “Harmandali”.

Harmandali was the only daughter of Arslan Bay. When she was fourteen, her father wanted to marry her off. But he respected his daughter's opinion. Harmandali ordered to announce to the people: “Khansha Harmandali has appeared. If there is a bakhshi who will compete with her and defeat her in singing, if there is a hero who will compete with her and defeat her in the fight, she will marry him and give him the crown and treasury. If she wins – she will remove the head of that bakhshi, that hero” [1, p. 697-698]. Bakhshi and heros came to her, and she won over all of them, and they lost their heads. For three years, she built a minaret (tower) of three hundred heads. One day, Gorogly hears about it and immediately wants to go after her. Agayunus peri tries to persuade him to not go. But after hearing a woman's name, Gorogly loses his mind. His wife was convinced that Gorogly would not change his mind. In addition, Agayunus peri knew he could not win Harmandali. And gives him advice. In the city of Bostan lives pir Ashyk Aydyn. He will have to serve pir Ashik Aydin for a month or forty days and receive his blessing. Otherwise, he may not win a victory, but disgrace himself. Gorogly doesn't listen to her and loses. Here the main character, because of his self-confidence, boastfulness, and disdain, finds himself at the end of his rope. He always said: "Women have long hair, but their minds are short" [1, p. 641]. Gorogly did not compare himself with any woman, did not even listen to his wife.

Conclusion. Based on the above, we can say that Gorogly is an image of a national hero who embodies the Turkmen national ideals of heroism and courage.

Gorogly is a representative of the Turkmen nation and a person who is inspired by national ideas. In this image, the people realized not only their long-lasting dreams of good and justice, but also the negative character traits of the hero can be identified. Like boastfulness, self-confidence, arrogance, disdain. It should be noted that this is the main feature of his character.

He is the link of all actions, which combines versatile character traits, and this helps him to go on the right path.

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EDUCATIONAL SUMMARY AS A TOOL FOR CLOSE READING OF LITERARY WORKS

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Informatization is accompanied by a reading crisis as the most important cultural phenomenon. The skills of reading aloud, slow reading, poetic reading, in-depth reading are being lost. Skimming and the exploratory reading of summaries (brief retellings of texts) claim total domination. It is forecast that Homo legens («reading man») becomes an endangered species against the background of psychophysiological shifts in perception, attention, memory [1]. However, any crisis is a challenging time, characterized not only by increased risks, but also new opportunities. Summary, as a mass market product of information technologies, can and should become a tool for thoughtful, slow, close reading. This goal can be achieved by shifting from the practice of reading summaries, to the active involvement in summary creation based on close reading of literary works.

Material and methods. Classic literature and contemporary fiction were used as materials. The software and hardware tools of the online platform Briefly.ru were used to create and post a summary.

Findings and their discussion. Snow and Connor define close reading as «an approach to teaching comprehension that insists students extract meaning from text by examining carefully how language is used in the passage itself» [2, p. 1]. Snow and O'Connor caution against reliance on close reading as a teaching strategy but suggest that it should be «embedded within the larger motivational context of deep comprehension of complex and engaging topics» [2, p. 6]. Models of close reading should aim to develop engaged readers who are able to comprehend, compose, converse about, and evaluate complex texts in thoughtful, critical ways. Close reading should: provide opportunities for multiple readings and discussions; give attention to language as a meaning making resource; integrate writing as a means of extending understanding and expanding repertoires; support the reader to find text-based evidence in response to text dependent questions. The process of writing a summary usually begins with the close reading of a text. When you close read, you observe facts and details about the text. You may focus on a particular passage, or on the text as a whole. Your aim may be to notice all striking features of the text, including rhetorical features, structural elements, cultural references. Making these observations constitutes the first step in the process of close reading [3].

To examine the interrelationship of close reading and summary creation processes, we used Briefly – an online wiki platform for creating summaries (https://briefly.ru/) where any authorized user can be involved not only in the creation of brief retellings, but also in the correction of wiki pages made by other users and in making additions to the content of pages, as well as removing content if it does not meet the wiki service requirements. The creation of correct, structured and informative material is the result of repeated polishing of the summary. On Briefly you can find out who the author of the summary is and learn about the interests and achievements of this author. Wiki technology creates favorable didactic conditions for the development of written and spoken language of pupils and students. It is important to choose a work of fiction to contribute to the creation of a wiki page with a brief retelling of the author's text. In our case, a summary [4] based on the Russian translation of Jack London's short story "The White Silence" made by Anna Sergeevna Eleonskaya in 1946 was created.

To work on a summary, we learned about the author's biography. When we were reading the work for the first time, we used a reading technique called scanning to understand the author's main idea. When we were re-reading the work, we highlighted significant information, paid attention to the most important events forming the basis of the work, linguistic means, literary allusions. Then we made a condensed version of the author's work; material was presented in a logical sequence, using simple sentences, avoiding complex structures, dialogues and details. To convey imagery, quotations from the literary work were used.

A summary posted on Briefly is estimated on the basis of linguistic (grammatical, lexical, stylistic) correctness, the contents and the structure of the retelling. Working on summary develops an ability to describe events, communicate and summarize information, record the necessary information from what was read, describe literary characters and draw conclusions. Along with the development of reading and writing skills, such verbal communication skills as participation in a conversation, statement of facts, finding and asking for information are being acquired.

Conclusion. The learning task of creating a summary based on modern software-hardware platforms motivates students to do the close, slow, in-depth reading. The creation of a summary provides opportunities for taking a fascinating journey into the world of literary works, makes it possible to enrich the literary and linguistic practice of pupils and students and make it more varied. Network technologies allow the creation of reader communities where everyone can express their own opinions, evaluate facts and events, thus developing their writing and speaking abilities.

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THE ROLE OF INTERTEXTUALITY IN MODERN FANTASY NOVEL "GOOD OMENS"

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Over the past few decades, there has been an ongoing debate on the definition of "intertextuality". In general, intertextuality implies the interrelationship between texts, especially works of literature. It also means the way similar or related texts influence, reflect, or differ from each other. Intertextuality produces meaning. Knowledge does not exist in a vacuum, and neither does literature [2, p. 84].

The study of the phenomenon of intertextuality in literary texts, especially in fantasy novels, is the most promising at the moment since new and more advanced means of communication are emerging; and the number of books and articles published every day is growing. This has led to the fact that the flow of information received by a person in the modern world has dramatically increased. Consequently, the number of borrowings that require research and interpretation has also increased.

In this regard, the aim of our research is to identify intertextual connections in the novel.

Material and methods. Our research material is a novel "Good omens" written by Terry Pratchett and Neil Gaiman. The methods of the research include contextual analysis, descriptive research, interpretation method.

Findings and their discussion. The novel is humorous urban fantasy; it was published in 1990. It contains many references both to classical works such as the Bible, and to the modern ones such as The Lord of the Rings. The novel itself is similar in structure to the Bible: it is divided into seven parts named after the days of the week. Just as in the Bible, God created the Universe in seven days, so the novel also takes place in seven days.

The plot of the book is also based on the Bible: an angel and a demon are trying to sabotage the coming of the End Times (the Apocalypse). At the same time, there are such characters as the God, the Antichrist, angels, archangels, demons, the Four Horsemen of the Apocalypse, (Conquest, War, Famine, Death) in "Good Omens".

The authors of the novel use references to specific biblical passages, in some cases even quoting verses directly as they also refer to common biblical knowledge and popular versions of these myths that are known throughout the Christian world.

We may notice a reference to Revelation 6:1-8 in the following quotation:

"Message for you, sir."

FOR ME?

"Yes, sir." He wished he still had a throat. He could have swallowed, if he still had a throat. "No package, I'm afraid, Mister ... uh, sir. It's a message."

DELIVER IT, THEN.

"It's this, sir. Ahem. Come and See." [1, p. 63]

The original one is *"And I saw when the Lamb opened one of the seals, and I heard, as it were the noise of thunder, one of the four beasts saying, Come and see."*

Paying attention to the names of the main characters, once again we can notice references to the Bible: the main character, the Antichrist, is called Adam Young, who was named after Adam, the first man created by God. The angel Aziraphale and the demon Crowley are trying to sabotage the Apocalypse.

"'I'll call him Dog,' said his Master, positively." [1, p. 49]

There we can see a nice resonance with the biblical Adam giving names to all the animals in God's creation (Genesis 2:19).

Aziraphale was the guardian of the Eastern Gate of Eden, the demon Crowley, originally named Crawly, was the serpent who tempted Eve to eat the apple. These two are the representatives of Heaven and Hell on Earth, they have become used to living their comfortable lives and have, in a perverse way, taken a liking to humanity. They are good friends and despite the fact that they represent the polar opposites of Good and Evil, they decide to work together and keep an eye on the Antichrist, destined to be the son of a prominent American diplomat stationed in Britain, and thus ensure he grows up in a way that means he can never decide between Good and Evil, thereby postponing the end of the world.

According to Terry Pratchett, the name of the angel is fictional: *"It was made up but... er... from real ingredients. [The name] Aziraphale could be shoved in a list of 'real' angels and would fit right in..."* [1, p. 8].

As for the demon, he was given a surname and initial in honor of the famous British mystic, theosophist, black-arts practitioner Aleister Crowley: *"Hi. This is Anthony Crowley. Uh. I --"* [1, p. 158].

It is worth noting that songs are also mentioned in the novel. For example, 'Killer Queen' by Queen, 'The Four Seasons' by Italian composer Antonio Vivaldi, 'I should be so lucky' Kylie Minogue.

British rock band Queen is given a lot of attention in the novel:

"Admittedly he was listening to a Best of Queen tape, but no conclusions should be drawn from this because all tapes left in a car for more than about a fortnight metamorphose into Best of Queen albums" [1, p. 12].

"A heavy bass beat began to thump through the Bentley as they sped past Heathrow.

Aziraphale's brow furrowed.

"I don't recognize this," he said. "What is it?"

"It's Tchaikovsky's 'Another One Bites the Dust'," said Crowley, closing his eyes as they went through Slough.

To while away the time as they crossed the sleeping Chilterns, they also listened to William Byrd's "We Are the Champions" and Beethoven's "I Want To Break Free." Neither were as good as Vaughan Williams's "Fat-Bottomed Girls" [1, p. 52].

As we can see, all the tapes that are in Crowley's car become songs of Queen. The demon can't get rid of them. In this case he can't get rid of " Queen's legendary song 'Bohemian Rhapsody':

"He rummaged in the glove compartment, fumbled a tape at random, and slotted it into the player. A little music would . . .

. . . Bee-elzebub has a devil put aside for me, for me . . .

"For me," murmured Crowley. His expression went blank for a moment. Then he gave a strangled scream and wrenched at the on-off knob. " [1, p. 70]

"Queen fans have pointed out that at the time Good Omens was released, there was no (or at least no easily available) Queen greatest hits album that actually contained all of these songs. A more recently released double album has remedied this situation" [p. 413].

In addition to the biblical characters, the novel mentions such characters as Mary Poppins, Brother Rabbit, the goddess Ashtoreth (Astarte), Florence Nightingale, Abraham Lincoln, Cyrus Reed Teed, and Edward Bulwer-Lytton.

There are even references to popular movies and TV series "Dynasty", "Santa Barbara", " The Karate Kid", " Them!", "Mad Max", "Alien", "You Only Live Twice".

Even the title of the novel "Good Omens "is a reference to the series of supernatural horror films by Richard Donner "The Omen", which tells about the reign of the Antichrist on Earth.

In the text, we can also find references to historical events such as the the Second Boer War, World War I, the Anglo-Spanish War, World War II, and the Caribbean crisis.

Conclusion. After analyzing the examples of intertextual relations, we can conclude that the definition of this term is ambiguous. The role of such types of connections is of great stylistic significance in communication. Using intertextuality in their works, the authors enrich their text, report on their cultural orientations, pragmatic attitude, and give an assessment of what is happening, since the intertext generates a certain assessment, describing one text through another.

Noting the large number of references to the Bible, it is clear that "Good Omens" is not a traditional story about the triumph of Good over Evil, the novel tells about the triumph of humanity over the combined forces of Heaven and Hell, since the Apocalypse is stopped.

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MILITARY HISTORICAL COMPONENT IN THE URBANONYMY OF VITEBSK

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Traditionally, in onomastic research much attention is paid to the issue of representation of the historical-cultural heritage of people in toponyms. Geographical names provide valuable information about the historical past and modern life of the population, which such pronounced scholars as D.N. Likhachev (who called them monuments of spiritual culture), V.A. Zhuchkevich, A.M. Mezenko, L.M. Lych, V.V. Molchanovsky and other scientists continually referred to. The study of the military-historical component of the region's toponymic space has great contemporary relevance first, due to the fact that the year 2020 commemorates the 75th anniversary of the Victory of the Soviet people in the Great Patriotic War, and second, in the light of active development of the theory of historical memory in modern Belarusian and foreign science (a review of works devoted to the indicated problems is contained in the monograph of a team of Vitebsk scientists [pp. 98-111]).

One of the varieties of urban toponymy is street names - hodonyms. This is a very flexible layer of vocabulary, rich in extralinguistic information.

The purpose of this work is to analyze the hodonyms of Vitebsk, identify the nominations reflecting the events of the Great Patriotic War, and classify them.

Material and methods. The material for the study is based on the lists of street names in Vitebsk, presented in the public domain on the official website of the Vitebsk City Executive Committee.

The research used such methods as inventory of toponymic material, classification, description, comparison, quantitative analysis.

The volume of analyzed hodonyms constitutes 990 units.

Findings and their discussion. There are 990 streets and lanes in Vitebsk now. In the districts of the city, their numbers are as follows:

• Zheleznodorozhny district - 318;
• Oktyabrsky district - 298;
• Pervomaisky district - 374.

We have identified 67 hodonyms related to the Great Patriotic War, of which 5 are the names of lanes, 3 avenues and 59 streets. In addition, the city has Victory Square and 2 bridges, named after the Heroes of the Soviet Union M.F. Shmyrev and F.T. Blokhin. Thus, there have been recorded 70 objects (7.1% of the total) named after the events and personalities associated with the Great Patriotic War. In the districts, such facilities are located quite evenly: Zheleznodorozhny district - 24, Oktyabrsky district - 24 and Pervomaisky district - 22.

The military-historical component in the urbanonymy of Vitebsk is represented by five thematic groups of nomination units:

1. Hodonyms connected with the events of the Great Patriotic War.
2. Hodonyms connected with military units defending or liberating Vitebsk and Vitebsk region.
3. Hodonyms connected with the partisan movement.
4. Hodonyms connected with clandestine résistance of Vitebsk region.
5. Hodonyms connected with the participants of the Great Patriotic War, Heroes of the Soviet Union.

The quantitative parameters of the analyzed groups of onyms and the illustrative material are presented in the form of a table.

№	Thematic groups of hodonyms	Number of objects	Examples
1	Hodonyms associated with the events of the Great Patriotic War	5	5th June 26 lane 26th June street Victory Avenue
2	Hodonyms associated with military units that defended or liberated Vitebsk and Vitebsk region	3	33rd Army street 39th Army Street 43rd Army Street
3	Hodonyms associated with the partisan movement	12	Danukalova Street Daniil Raitseva street Silnitsky street Shmyreva street Biryulina street
4	Hodonyms associated with the clandestine resistance in Vitebsk region	12	Belokhvostikova street Vera Horuzhaya Street Vinogradova street Svechkiny street Zenkovaya street
5	Hodonyms associated with the participants of the Great Patriotic War, Heroes of the Soviet Union	38	Knyazeva street Baghramyana street Myasoedova street Smetanina street Stepanenko street

A number of names present not only modern hodonyms of Vitebsk, but also serve as a basis for the nomination of other inter-city objects - memorial boards (for example, Baghramyana Street and a memorial board to the Marshal, twice Hero of the Soviet Union I.H. Baghramyan on Moskovsky Avenue, a memorial board to the Hero of the Soviet Union V.A.Knyazev in the street of the same name), ergonyms, in particular, the names of schools: for example, secondary school No. 33 in Vitebsk, located in Chernyakhovsky Avenue, since

October 1, 2020 has been bearing the name of the general, twice Hero of the Soviet Union I.D. Chernyakhovsky; secondary school No. 47 is named after the Hero of the Soviet Union General E.F. Ivanovsky, in Vitebsk there is also a street that commemorates him.

Conclusion. Thus, the military-historical component is widely represented in the urbanonymy of Vitebsk. The analysis of systemic connections between different elements of the urbanonym space (hodonyms, ergonyms, nominations of memorial boards, etc.) allows us to trace the existence of a proper name in the language system, to form a volume of names that are precedent for society.

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THE ROLE OF MONOLOGUE SPEECH AT FOREIGN LANGUAGE LESSONS

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The problem of the development of coherent speech always remains relevant, since it acts as one of the central educational tasks in preschool age, influencing the formation of a child's personality and his socialization, success in school education.

The aim of the present study is to determine the role of monologue speech in foreign language lessons.

The relevance of the work is connected with the main requirements for the level of knowledge of a foreign language for a modern student is the ability to competently, logically, convincingly and expressively build a monologue statement. At the same time, teaching monologue speech aims not only to teach the future specialist to correctly formulate a thought, but also to acquire the skills of speech culture and speech etiquette of foreign and native languages.

Material and methods. In the present research we used survey and mixed methods and different materials about monologue speech.

Findings and discussion. A good foreign language lesson should be taught in the target language, but should not be a lesson about the language. However, not all the lessons taught in a foreign language are necessarily focused on the formation of speaking skills. Speaking skills, like any other skills, are not self-formed. For their formation, it is necessary to use special exercises and tasks, which means that there should be lessons aimed mainly at developing speaking skills.

With the expansion of international cooperation and the development of international scientific ties, there is a need for speeches (messages, reports) in a foreign language. Unfortunately, practice shows that there are still serious shortcomings in students' speeches: poor vocabulary, incorrect constructions of individual sentences, confusion of the lexical meanings of words. This trend extends to the native language as well. This is characterized by ignorance of the language system, a relatively low level of spelling and punctuation literacy, insufficient vocabulary, ignorance of the norms of the culture of speech (speech communication, communication etiquette, features of types of speech, the foundations of the formation of oral public speaking), inexpressive oral and written speech, as well as underdevelopment of monologue skills and dialogical speech. Full-fledged communication presupposes, on the one hand, an adequate interpretation of the partner's speech behaviour, and on the other hand, the design of one's thoughts for a bearer of another culture.

In order for the speaker to be able to smoothly and coherently build his utterance, so that this whole speech is pronounced without pauses between sentences that destroy the communication process, the next utterance (monologue) must be formed simultaneously with the pronunciation of the next sentence. It is well known that true mastery of oral speech consists in the fact that a specialist is able to correctly express his thoughts in a given language in conditions of solving rather complex mental problems. As for monologue speech, it is characterized by such qualities as clarity (accuracy of thought), logical harmony and sufficient information content, evidence, as well as expression of one's own attitude and assessment of the situation under discussion. In this regard, it is obvious that various options for reproductive education at a university cannot provide a sufficient degree of genuine knowledge of the oral speech of future specialists. Taking the learning conditions and the required nature of monologue speech into account, it is possible to conditionally distinguish three levels of students' readiness: medium, high and advanced.

Monologue teaching can be divided into three stages. At the first stage of training, language skills are worked out, which are subsequently brought to automatism. It is at this stage that the skills for the correct use of phonetic, lexical and grammatical materials are developed. At the second stage of teaching monologue speech, students learn the correct selection of language material that will correspond to the purpose of communication. At this stage, students learn to roll up speech material (someone else's monologue statement) and use mainly the material already in its finished form. The focus is on the expression of content with the help of adequate lexical-structural material. The third stage is aimed at developing the skills of initiative speech.

The following guidelines can provide practical assistance to the teacher so as to create a sufficient level of support for the content, language and speech plan.

• Lessons for the development of speaking skills should be based on the already formed lexical and grammatical skills within the framework of the studied topic.

• In addition to lexical units and grammatical structures, students need to know and be able to use various forms of communication of speech, its logical construction with the help of speech clichés, conjunctions, introductory structures, response cues, etc.

• Competent selection of texts for reading and listening can provide not only filling certain gaps in the information plan, but also the necessary set of language and speech means on the problem under discussion.

• The content and linguistic value of the training exercises is of great importance in this matter.

• The proposed tasks must be built taking into account the real information stock of the trainees. Taking into account interdisciplinary connections can significantly facilitate the solution of practical problems of communication in FL.

• The use of verbal supports (diagrams, tables, plans with keywords, supporting notes, etc.), as well as non-verbal supports (pictures, music, etc.) can be of great help.

Conclusion. Thus, we can conclude that the development of monologue speech skills contributes to overcoming various kinds of difficulties that students face when generating a monologue statement. As a result, student performance improves, which contributes to increased motivation to learn a foreign language. The systematic use of the technique of teaching monologue speech contributes to the formation of lexical-grammatical and phonetic correctness of speech and the formation of skills and abilities of the logical construction of speech.

It should be noted that, despite the urgency of the problem, in practice it remains far from solved. All those mentioned above indicate the need for further development of this issue and the search for the most effective technologies for solving the problem.

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GENRE TRADITIONS OF THE POST-APOCALYPTIC NOVEL BASED ON THE WORK OF V.V. MARTINOVICH "NIGHT"

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The article examines the genre of the post-apocalyptic novel. This genre was formed from a science fiction novel at the end of the 20th century and then began to actively develop independently.

Many people still do not consider the post-apocalyptic novel separately from sci-fi, which at this stage in the development of this genre is incorrect. The apocolyptic novel is a relatively new genre, its traditions are insufficiently studied, which determines the relevance of this work.

The aim of our research work is to identify the lines of development of the genre traditions in the novel “Night” by V.V. Martinovich.

Material and methods. To achieve the goal, we used the following methods: mythopoetical, contextual, descriptive, descriptive and analytical and comparative-typological. The novel “Night” by V.V. Martinovich was chosen as the material for this work.

Findings and their discussion. The post-apocalyptic genre was born out of the well-known sci-fi genre. Science fiction is a type of science fiction literature based on a rational assumption, according to which, with the help of the laws of scientific discoveries, technical inventions or nature, which do not contradict the natural scientific views of the time, the extraordinary or the supernatural is created in the work [4, p. 621–622].

The term “post-apocalyptic” was first mentioned by American critic Alan Frank in Sci-Fi Now magazine in 1978 [3]. There is still no precise definition of this genre, but it can be described based on the definition of an apocalyptic novel. In this article, we will adhere to the following definition of post-apocalyptic – these are works, the plot of which tells about life after the onset of a global catastrophe.

V.V. Martinovich is a famous Belarusian writer. His novel “Night” was published in 2018 and in many sources this work belongs to the genre of dystopian fiction, which is not entirely correct.

In the novel, the plot is built according to the canons of genre traditions of the post-apocalyptic novel. The main character is a young man nicknamed Knigar, which is both a name and a way of life, who lives with his dog in Minsk. The events in the novel preceding the catastrophe are described by the author extremely cursory. The author demonstrates a world dependent on gadgets, so mundane and familiar, where the closest "friend" for everyone is Google and Instagram:

“– Then came Google and Instagram. The first taught us to google, the second – to self. The interaction of humanity with the outside world at a time when we were not stuck was reduced to these two basic reactions. Because the further, the less we interacted with this world around us” [2].

The catastrophe itself happens suddenly, as it should be in a post-apocalyptic novel. The author does not give an exact explanation as to why the sun simply did not rise at some point. The main character constantly torments himself with questions and comes to the conclusion that this is a kind of "punishment" for all mankind. One of the important characters who met on the way of Knigar and greatly influenced the development of the protagonist, shared these thoughts on this matter:

“– The word "retribution" assumes that somewhere there is a vengeful villain who wants to punish someone for their misdeeds. In our case, everything is explained by the mechanics of the laws of the universe. A civilization based on electricity has exhausted itself" [2].

We get to know this character in the preface to the novel. This is a demiurge character who appears to Knigar as both "Samael" and "Misha". His name is a reference to various religious motives, for example, in the Talmud – the angel of death and destruction, the eternal enemy of the Archangel Michael. This post-apocalyptic novel resembles a computer game where our character has a goal and he goes to it, meeting various obstacles in the form of monsters and traps on new "levels", and the degree of complexity of the "levels" increases as the plot develops. Samael is both God and part of the quest for our main character, and, perhaps, the main key to the whole "game". It begins with him and with his phrase brings the reader to its logical conclusion:

"– You've been looking in the wrong place all the time. The sun did not go out, and the Earth did not jump out into distant space. The changes did not come with physical laws. And with a substance about which a person knows the least. With time. Time for dead matter has stopped. For living beings, it keeps going. This is why chemical reactions don't work, other than what I call "cold". And in order to understand how burning oil differs from burning wood or the life of electricity in a battery, you need to comprehend the chemical theory of time, which explains how time behaves in different substances. And for this you need to stop devouring the planet and listen to the rustle of the stars. When you get to that point, you no longer need to fill gasoline or hydrogen into cars" [2].

An important distinguishing feature of the genre we are considering is "world modeling". The author describes in detail the structure of his world. We see people trying to survive in conditions where there is no electricity and oil and gas no longer burn. New governance systems are emerging, big cities are forced to split into small city-states, and right outside their borders the night stretches, where the human imagination paints nightmares, bringing them to life.

In the new world, precious metals are not valuable, but batteries and accumulators, mostly galvanic, nickel-metal-hydride and nickel-cadmium, which are called zinc. Lack of food, medicine, changes in natural conditions – this is only a small list of the difficulties that people who live in the world created by V.V. Martinovich. Everything looks like a "distorting mirror" of the real world. All this is perceived by the characters of the novel as routine, which emphasizes the monstrosity and phantasmagoric nature of social everyday life. In new conditions, new professions appear, for example, "miners", which resemble the "stalkers" of Russian Science Fiction – the Strugatsky Brothers:

"– People are dying from the usual sore throat, there are no antibiotics left, the Burgomaster has money for medicine, but there is no place to buy medicines, the miners searched all the nearby bases of Belpharmacy" [2].

Conclusion. Analyzing the novel "Night", we can conclude that, despite some blurring of genre boundaries, the post-apocalyptic novel can be attributed to a special genre-thematic group of works. V.V. Martinovich follows the traditions of the genre we are considering and creates a real “antiworld”, which has an instant and irreversible character. The novel is based on the traditions of the post-apocalyptic genre, but also has a unique style and novelty.

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FEATURES OF THE DOLL NOMINATION: MOTIVATIONAL ASPECT

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Dolls are an integral part of the culture and history of the mankind. The exact date of dolls appearance is not known, and a doll itself did not immediately appear in the usual form for us and was to be used for some other functions than today’s ones. Even its mysterious human appearance carries something mysterious and magical. This image allows you to endow a doll with the properties of a living being and perform various functions for it, starting with a sacred ritual and magic function and ending with entertainment and even cognitive functions. Dolls, like people, have their own names derived from the Creator, manufacturer, or owner.

The purpose of this study is to identify the main principles and motives for the nomination of dolls.

Material and methods. The theoretical basis of the research is the works of D. I. Ermolovich, T. V. Fedotova, A. M. Mezenko, I. A. Morozov and A.V.Superanskaya. Practical material for the study was obtained during the analysis of thematic sites and forums. We used the following methods: descriptive, analytical, and structural.

Findings and their discussion. First of all, it is necessary to determine what the basis of the concept of a doll. Based on the definitions in the explanatory dictionaries of V. I. Dal, S. I. Ozhegov, and D. N. Ushakov, we identified the general features of this concept and defined a doll as an object that resembles to a person or an animal, created from different materials and performing different functions.

Among many people there are myths and legends associated with the phenomenon of dolls. Thay can be just toys and perform entertainment, game functions, at the same time carry cognitive, educational functions; serve as a talisman or talisman filled with religious and sacred content. Ancient dolls were often part of sacred acts and rituals. With the development of civilization and society, dolls also developed: they were endowed with new properties and functions, invariably reflecting the socio-cultural experience of the people, their traditions and customs. By assigning a name to a doll, a person emphasizes certain individual properties in it and distinguishes it from many others [2].

Proper names are a special category of vocabulary that has complex formal, meaningful, and associative characteristics. Onyms are of great importance for the culture and history of the people, knowledge of proper names is obligatory for an effective cross-cultural communication. As you know, the nomination process involves linguistic and extralinguistic factors. The first include the phonetic and word-formation structure, its etymology. Extralinguistic factors reflect the national-cultural aspect, historical, political events, and social phenomena.

After studying online forums, we identified the main motives for naming dolls [1]:

1) aesthetic perception of the name, its phonetic euphony;
2) influence of national traditions;
3) the originality of the name;
4) influence of mass media, fiction;
5) etymology of the name;
6) situational motives.

The aesthetic motives of naming include the euphony of the name and its pronunciation.

Many dolls have the appearance of a person belonging to any nationality. Based on this, people give dolls names characterizing this ethnic group, i.e. national traditions play a decisive role here.

The influence of the media and literary preferences of a reader can be explained by the use of names of favorite characters from films, fairy tales, and works of fiction for the nomination. The originality of the name is determined by the rarity of its distribution [3].

Attention to the etymology of the onym refers to the established meaning of the name in the minds of people, thus nominators give each doll a special meaning and it can serve as a talisman.

Based on the name, situational motives are associated with a particular situation. Often situational categories of dolls describe the conditions for its purchase, for example, the doll is named after the person who gave it.

Conclusion. Studying the doll phenomenon can clarify the emergence of many cultural differences and stereotypes. Having considered the history of dolls, we can trace the patterns of human perception of the world. Studying the nomination of dolls helps to understand what motives underlie it, what functions dolls perform in the modern world.

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TURKMEN AND BELARUSIAN WEDDING: COMPARATIVE ASPECT

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There are several important stages in a person's life, among which the wedding ceremony stands out. Entering into a marriage union is marked by a number of mandatory rules, the implementation of which promises a young family prosperity for many years. The relevance of the research is to consider the main stages of the Turkmen and Belarusian wedding in a comparative aspect, which will allow us to see the common points and specific features of these folk rites. The purpose of the study is to identify common and distinctive features based on the comparison of key stages of the wedding ceremony in Turkmenistan and Belarus, which will complement the corpus of folklore studies of national traditions of the Turkmen and Belarusian people.

Material and methods. The research material is a traditional wedding ceremony presented in the Turkmen and Belarusian folklore. The research method is comparative.

Findings and their discussion. Wedding is the most significant holiday for any Turkmen family. In ancient times, marriages in Turkmenistan were concluded at a very early age, the elders of the family selected couples long before the newlyweds came of age, so the matchmaking ceremony was usually absent. At the council of relatives («GeneshToi»), the conditions for the ceremony were discussed, and a solemn date was set. Usually the wedding tried to make Monday, which was considered the Turkmen have a good day – «Sahetli gun».

Modern youth also include elements of ancient rites in the wedding ceremony, which allows adding new content and meaning to traditional stages. Global cultural integration has affected the features of the Turkmen wedding ritual: the bride's white dress, wedding cortege, and decorative ornaments have become traditional in Turkmen cities. However, the Turkmen craving for traditional rites is so strong that the new-fangled ceremonies did not completely exclude the old customs. For example, all costs associated with the wedding fall on the shoulders of the groom's family. The tradition of mandatory bride purchase also remains relevant in the XXI century. In different regions of Turkmenistan, the amount of dowry is not the same, it depends on the education of the bride. The dowry traditionally includes gold jewelry, fashionable clothes (velvet, satin, silk, large shawls of different types and colors), clothing, carpets, video equipment and other household appliances. As a rule, Turkmen weddings are numerous, and relatives from both sides are invited here. Sometimes the number of guests reaches thousands (in large cities). Directs the festival master of ceremonies. Before registering a marriage in the registry office, the traditional stage is the performance of the «Nika» (engagement) rite by a Mullah priest. Preparation for the holiday begins in the groom's house. Traditional Turkmen dishes such as pilav and shurpa are prepared in the courtyard, and special tortillas (Katlama, chelpek, pishme) are baked. The groom puts on national clothes, boots, a Turkmen headdress silkme-telpek, belts a sash-belt and together with friends and relatives goes to the house of his future bride in festively decorated cars. The next stage of the wedding is «gelnalji» -the moment when the groom arrives at the house of his future wife. As a rule, by this time the bride is already in her wedding dress. The bride price begins. Then the young people go to the registry office and visit the memorable places of the city. An interesting element is throwing coins into an ever-burning fire, which symbolizes the Union of two elements-fire and metal. Interesting ritual Turkmen wedding ceremony is atgulak when guests are looking at gifts for the bride and her dowry. The weight of the bride's wedding jewelry sometimes reaches 30 kilograms. The bride's wedding dress is unique and very beautiful. The bride sits with the guests at the table, covering her face, and the guests try to open the bride's face and say good wishes. From the groom's house, the guests, having tasted the wedding dishes, leave. A few days after the wedding, the young wife must replace the girl's headdress with a woman's: the girl's skullcap was replaced by a woman's headdress «topby», and the bride's cap was given to the groom's younger sister. After all the above-mentioned celebrations, the rite of temporary return of the young wife to the house to her parents took place.

Belarusian wedding («Vaselle») — one of the oldest rituals of Belarusians. It has a deep sacred meaning, in which Pagan and Christian traditions are intertwined. It is believed that you can not arrange a wedding during lent: Christmas, Great, Peter or assumption. And also on Tuesday, Thursday, on the eve of major Church holidays, in a leap year, in May, and the year after the death of a relative. Traditionally, the Belarusian wedding ceremony was held in three stages: pre-wedding («zapyty», matchmaking, engagement), the wedding itself, and post-wedding (pies and «honeymoon»). The wedding ceremony began with matchmaking. They came to Woo on Tuesday, Thursday, and Saturday. Usually it was five or six people: parents, godparents, brothers or sisters. The groom himself could not be present at the matchmaking. It happened that matchmakers were refused, it was unpleasant for the groom's family. Therefore, before going to Woo, the groom's relatives looked closely at the chosen one. Note that in Polesie, in order for the matchmaking to be successful, another ceremony was held – «пярэпыты» a few days before the matchmaking, a woman was sent to the house of a potential bride, who had to enlist the consent of the young and her family. If the «пярэпыты» were successful, then they agreed on matchmaking, during which the young woman could no longer refuse the groom – this was considered a disgrace for the family. Among the many stages of a traditional wedding was a bachelorette party (farewell to friends). Most often, it was held on the Saturday before the wedding. This rite was called «суборная суббота». During the «суборная суббота», the bridesmaids wove the bride's wedding headdress-a wreath. The fate of the young woman depended on it, so they tried to make the wreath beautiful, even, round.

The Belarusian wedding started with baking a loaf. It was baked both in the house of the groom and in the house of the bride. It was baked by married women, it was considered a good omen if one of them was pregnant. Widows and childless women were never invited to bake a loaf. When the groom was ready to go for the young one, a table covered with a white linen tablecloth was placed in the center of the house. Bread and salt, a bucket of water and a strawberry candle were necessary attributes of this rite. The groom's father tied his hands with a homespun towel and circled the table three times, then led him to the door and gave him a small icon. The bride was supposed to be bought with noise and joking exchanges. Most often, the buyout was led by the brothers of the bride. As a rule, the young people were married in a Church. This tradition is still observed today.

Conclusion. Therefore, a comparison of the wedding ceremony in Turkmenistan and Belarus suggests that there are common properties of the ceremony: the ancient ritual of bride purchase is preserved, all stages of the wedding are tried to be carried out so as not to disrupt the harmony of the beginning of family life. A distinctive feature of the Turkmen wedding is the dowry, which in the Belarusian tradition has been preserved as a symbolic bride price. At the same time, the Belarusian wedding is focused on preserving Christian symbols, which is not observed among Turkmens. The Belarusian wedding has such a specific stage as baking a loaf, while the Turkmen wedding has a stage of the post-wedding ceremony of wishing the young the birth of their sons. For both people, the wedding retains its archaic traditions, which are closely intertwined with modern, usually Western influences, which creates a unique national wedding ceremony.

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TEACHING ENGLISH VOCABULARY TO UNIVERSITY STUDENTS

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Learning a foreign language is a difficult and challenging experience for both the student and the teacher. The former has to find enough strength and determination to walk the path of knowledge, while the latter needs to provide all means to make this challenging path easier. Syntax, grammar, phonetics and punctuation are given much attention and care by the contemporary foreign language tutors [1, p.34].

However, the language vocabulary, which is one of its crucial elements, is often neglected and given less attention.

This article examines the contemporary methods and techniques that attempt to bring the vocabulary teaching to an appropriate level and analyses how vocabulary teaching is different to that of grammar.

The aim of the present study is to investigate how vocabulary teaching should be understood by teachers of higher education establishments, strategies of teaching vocabulary are to be developed.

The relevance of the work is connected with the fact that these days we can see that lack of the students' vocabulary. Teaching vocabulary is one of the most important parts of teaching foreign languages. As we know that vocabulary represents one of the most important skills necessary for teaching and learning a foreign language, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for students to use English effectively.

Material and methods. In the present research, we used the following research methods: cause and effect method, descriptive method.

Findings and their discussion. Every cognitive process relies on the human ability to memorize new information and use it appropriately. From a biological standpoint memory can be divided into two distinct categories: short-term and long-term. The former operates for an incredibly short period of time (18 to 30 seconds) while the latter allows the student to store necessary information that is to be used later [2, p.12]. The emphasis is on "necessary" and this parameter dictates the likeliness of particular data being successfully preserved in memory.

Therefore, vocabulary learning is quite different to that of syntax or grammar because foreign language students fully understand the fact, that it is virtually impossible to speak fluently and comprehensibly without the knowledge of basic grammar rules. Hence, they place more emphasis on learning the latter, while the former is given less priority. This tendency leads to severe consequences because students may find interpreting foreign speech an incredibly difficult task due to limited vocabulary. It also limits their ability to convey their own messages because the amount of words they know is limited. Even though their speech is grammatically correct, it will not show signs of profound subject knowledge because their expression tools are limited. Scarce vocabulary also leads to a significant decrease in speech fluency. Our memory is not consistent enough to utilize every single word; therefore, it is incredibly useful to know a number of synonyms that can replace a word that the speaker failed to remember. Having varied vocabulary does not only complement good grammar skills, but enables the student to be proficient in all spheres of language applications: from comprehending authentic speech of native speakers, to conveying their own messages.

Despite the immense importance of vocabulary learning, surprisingly little emphasis is placed on teaching it. In most cases students are expected to learn the new vocabulary on their own and are given lists of words that are often loosely connected with each other. This poor and unsystematic approach to teaching one of the essential parts of any language is not efficient and typically yields unsatisfactory results. Students may have proper motivation and may be willing to acquire new knowledge but without proper guidance and concrete instructions to follow their own efforts may not be enough.

The crucial aspect of vocabulary teaching is the presence of contextualization. Human memory stores data much more sufficiently if it can be provided with a logical link to preexisting information, i.e. an association. Hence, new vocabulary should be presented in proper context that is appropriate to the student's level; therefore, can be comprehended. Contextualized methods of vocabulary study include word grouping, word association and visual imagery [3, c.76].

Word grouping is the most common way of presenting new vocabulary for further study. This teaching method divides vocabulary into groups that are either relevant to the topic the class is currently studying (health, economy) or have a common trait (nouns, negations, question words etc.). Even though these lists provide context and are supposed to ease the studying process, it heavily depends on the student's subjective perspective. The topics that are not quite compelling or deemed useless to the future qualification will not resonate with the learner's personal motivation; hence, be given less priority.

Word association demands a level of students' involvement in the process because it relies mainly on their ability to construct semantic links between new words and the ones they have already stored in their memory. For example, a word *"study"* may be connected with such words as *"knowledge, skill, university, and career"*. The majority of students should not have any difficulties creating their own associations to make memorization process easier, regardless of the association complexity. This method is highly effective when foreign language learners have already acquired a substantial amount of words in a particular field of study so that they are able to link them with the new ones.

Various types of imagery generally help students shape an image of the object they attempt to remember, further amplifying the rate of memorization process. In addition, if the new vocabulary is provided with illustrations and thorough elaboration, it may help learners get acquainted with something they have not encountered before. The increased attention to details in this method makes the information accessible and easy to comprehend and memorize.

Conclusion. In conclusion, teaching vocabulary should be given as much attention as grammar, syntax, punctuation and phonetics. It is one of the essential parts of the language that is often neglected by the teachers leading to a variety of issues regarding the future specialists' proficiency. Human memory depends on contextualization of information, which is why providing vocabulary within context and making its study systematic is imperative for successful language learning. Grouping words according to the common traits they possess, providing them with imagery and detailed descriptions is one of the most effective ways of teaching vocabulary.

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THE PECULIARITIES OF THE KNIGHT'S ARMOUR (ACCORDING TO THE LITERATURE OF THE MIDDLE AGES)

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The Middle Ages is a huge period that takes place from the 5th to the 15th century. This era is famous for its sophisticated situation in social, religious, and cultural life. Why is it sophisticated? Even today there is no certain point of view whether it was dark and bloody time or the years of the improvements that have made the start of The Renaissance possible. Still we can't deny the achievements that were achieved during this era. They are: the rising of the power of Catholic Church, the birth of many nations with their own individual legends and languages, the creation of rhyme in literature, etc.

Also we all know that during this period the institute of knighthood was born. And very soon knights became the dominant, key figures in many well-known. A knight was drawn as a perfect warrior in our imagination and we all wanted to resemble him. But the image of a knight is much more sophisticated than we can imagine. It should be mentioned that a knight was the vassal of his king and served him all the life. Battles were the main work for a knight in which he spent most of the time. The knighthood played a big role as the army for the king. And we know that during the Middle Ages there was a lot of wars.

This is a general view of the institute of knighthood and now we can look inside of it. And of course the best way to do this is to appeal to the works of literature. So, *the aim* of the work is to study the way of describing the knight's armour in the medieval literature of the 5th – 15th century.

Material and methods. Material of the research are the most famous literary writings in the literature of the Middle Ages. We used the following methods: descriptive method, the method of comparison and contrast, the method of distribution.

Findings and their discussion. The history of knighthood is very long and splendid. First of all, we should mention that every knight is strongly connected with his horse (in France, Italy, Spain, Germany). It's only in England the word 'knight' means 'household retainer or servant', and in the 12th century become associated with gentle birth.

So, early knights were basically fighting men but during the 12th century this attitude had been somewhat compromised from being a horsemanship, a lover, a protector for the church and the weak who understood chivalry, armour, weapons and horses, who had learned poetry, romances and good manners, had coats-of-arms and took part in tournaments. During the 13th century English knights took their place in the shire courts and in the new parliament in London.

In the main books and poems about knights we tried to analyze this image, to allocate his main peculiarities. One of the ways to do it was to look at him through his armour and weapon.

The first knights**,** the Paladins, were equipped in round or conical helmets constructed of a number of pieces. The knight's equipment of the 10th century was also influenced by the Vikings. Their principal weapons were the sword, axe and spear. They also started to give names to their weapon.

In the 12th century a typical English knight wore the helmet, close-fitting mail hood underneath the helmet. The main body armour of the period was the knee-length mail shirt, the byrnies. Like swords also, some hauberks were even christened with their own name. The legs have been protected by mail leggings. The typical shield was circular, and constructed of wooden planks.

The armour of the 14th century is characterized by the increasing use of plate defences for the body and the emergence of an almost complete harness of steel.

With the beginning of the 15th century the shield lost its purpose. The sword remained the favoured side arm of the knight. Still because of the invention of guns the knight's armour started to lose its defence role and became more and more light.

In general, the names of swords, spears and armour were used to show the uniqueness of the knight and to develop the story which is described in the book. And two legendary swords – Excalibur and Durandal [1, p. 154] – are very good examples of it.

There was a large system of colours which were used as symbols to reveal the peculiarities of the main characters in the poems and novels, to show the traits of those characters and to give a hint about the way they may act; the Medieval literature had many symbols [2, p. 18].

Comparisons with animals and using them in heraldic were also used for the developing of the image of a knight or as symbols which described him.

So, we can highlight the following peculiarities of knight's armour in the English literature:

1) the names of swords, spears and armour were used to show the uniqueness of the knight;
2) the way of presenting a character's armour is more predominant than his image description;
3) the meaning of armour description is frequently ambiguous and has more than one explanation;
4) comparisons with animals and using them in heraldic;
5) colours were used as symbols to reveal the peculiarities of the main characters in the poems and novels.

Conclusion. The description of the knight's armour helps us to create a unique atmosphere of the medieval literature showing the story of the world literature. The medieval writers in their works used the symbols of the knight's armour because the main readers of that period were knights. They were able to understand the hidden meaning of those beautiful symbols (colours, for example) like no one else.

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LINGUISTIC AND REGIONAL STUDIES: FIRST STEPS

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At the present stage of development of our society, the importance of learning a foreign language is growing, the need for mastering a foreign language as a means of communication and social relations is becoming more acute. Since the 1990s, elements of Linguistic and regional studies, introduced into the course of teaching a foreign language in secondary school, have become increasingly important.

If earlier regional geographic information accompanied the basic course of a foreign language only as a commentary in the study of a particular material, now the linguistic and cultural aspect should become an integral part of foreign language lessons. The need to teach not only the language countries, but also the culture of the country of the target language is increasingly felt. The use of the linguistic and cultural aspect contributes to the formation of motivation for learning, which is important in the conditions of school education, because foreign language communication itself is not supported by the language environment. The most important motivational incentive for learning a foreign language is the desire to expand your general horizons. Consequently, at school, the subject is a means of introducing students "to the spiritual culture of other nations" [1, p. 3].

In practical terms, the linguistic and cultural aspect is aimed at realising the ultimate goals of teaching a foreign language, namely, teaching communication.

It is impossible to prepare students for foreign language communication, to form communicative ability without instilling in them the norms of adequate speech behaviour and in isolation from knowledge by them.

The article seems to be actual because it deals with problem of teaching Linguistic and regional studies as this subject is rather new in school curriculum. The author lists goals and objectives of the discipline and gives examples of some specific Russian and English realities.

Material and methods. The material of the article is linguistic and cultural studies in English lessons and methods used are theoretical and empirical.

Findings and their discussion. Recently, in connection with the humanitarisation and democratization of education, much attention has been paid to finding the most effective methods and forms of work with students. The specificity of the subject "Foreign language" presupposes the mastery by students of communicative competence, i.e. the ability to communicate in a foreign language.

According to G. D. Tomakhin in his work "Linguistic and regional studies: what is it?", "acquaintance with the culture of the country of the target language has been one of the main tasks since antiquity" [2, p. 23]. According to the author, today the teaching of classical languages also cannot be conceived without cultural commentary.

For the first time the term "linguistic and regional studies" was used in the brochure of E. M. Vereshchagin and V. G. Kostomarov "The linguistic problem of regional studies in teaching Russian to foreigners" in 1971. The emergence of the term was associated with the publication of the book by E. M. Vereshchagin and V. G. Kostomarov "Language and Culture", which discussed the use of regional facts in the process of learning a language, and the object of this discipline was the methods of introducing students to a new culture. According to the authors, "this term should be understood as such an organization of language learning, thanks to which students get acquainted with the present and past of the people, with its national culture through the language and in the process of mastering it" [3, p. 7].

As V. A. Maslova writes in her work "Linguoculturology" the problem of correlation and interconnection of language, culture, ethnos is an interdisciplinary problem, the solution of which is possible only through the efforts of several sciences – from philosophy and sociology to ethnolinguistics and cultural linguistics. «Language is closely connected with culture: it grows into it, develops in it and expresses it» [4, p. 9].

Linguistic and regional studies is a new scientific direction that combines elements of linguistic knowledge with elements of regional studies, i.e. with the study of the realities of the target language country.

A wide cultural background contributes to both the development of linguistic skills and abilities (enrichment of vocabulary, the skill of translation activities, the ability to work with phraseological units), and acquaints the students with specific aspects of foreign language culture.

The subject of linguistic and regional studies is a linguistic material that reflects the culture of the country, the studied language, as well as non-equivalent background vocabulary, non-verbal sign languages, facial expressions and everyday behaviour.

A special place is occupied by non-equivalent vocabulary. It exists because it denotes national realities. Knowledge of these realities is important when studying the culture and language of a country. A constant sign that a word belongs to linguistic and cultural material is the presence of a national and cultural component in them that is absent in other languages.

Realities are names inherent only in certain nations and peoples of objects of material culture, historical facts, the names of national heroes, mythological creatures. The closeness between language and culture is most clearly manifested in realities: the emergence of new realities in the material and spiritual life of society leads to the emergence of realities in the language. A distinctive feature of reality from other words of the language is the nature of its objective content, i.e. close connection of the designated realities of the subject, phenomenon with the national, on the one hand, and the historical period of time, on the other. It can be concluded that national and historical colour is inherent in the realities. And as a linguistic phenomenon is most closely related to the culture of the country of the target language.

When studying a foreign language, we come across such concepts as toponyms (geographical names) and anthroponyms (personal names of people), which are objects of linguistic and regional studies.

a) the name of the objects of physical geography: **Snowdor** – a mountain in Wales. **Thames**, **the** – Britain's best-known and longest river, on which London stands;

b) country names: **Scotland** – a country in the United Kingdom, north of England;

c) the name of streets and squares: **Wall Street** – a street in New York.

Toponyms reflect the history of settlement and development of territories. Therefore, it is this part of the vocabulary that has long attracted the attention of not only philologists, but also historians, ethnographers, etc. Geographical names may be known outside the country, have established correspondences in the languages of the whole world, however, associations attached with these objects are part of the national culture and may not be known outside of this culture.

Anthroponyms are also the object of linguistic and cultural studies. These are, first of all, the names of historical figures, statesmen and public figures: **Alexander Boris de Pfeffel Johnson** (born 19 June 1964) – the Prime Minister of the UK.

Conclusion. The organization of the study of a foreign language in close connection with the national culture of the people who speak this language, the linguistic and cultural "colouring" of teaching in general, teaching materials, in particular, helps to strengthen the communicative and cognitive motivation of students, expand the general cultural horizons, allows you to appeal to the intellect and emotional sphere of students.

Linguistic and regional studies, considered from the point of view of linguistics, is designed to ensure the formation of stable linguistic foundations of intercultural communication, based on the comparison of languages and cultures.

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THE MOTIVES OF THE PROPHECY IN E.M. FORSTER'S SHORT STORY “THE MACHINE STOPS” AND THEIR INCARNATION IN THE XXIth CENTURY

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There is a tendency that fantastic narratives describe the author's vision of the future. Dystopian literature is a form of fiction that emerged as a response to utopian literature. Any dystopia is an imaginary state or society that deprives the representatives of this order of humanity. It represents societies in catastrophic decline, with characters struggling with environmental destruction, technological control, and government oppression. The imaginary world can become a way of educating and warning humanity about the dangers of modern social and political structures. In the novel by Edward Morgan Forster "The Machine Stops", written in 1909, describes the idea of the existence of technological progress in the future and its destructive impact on the individual and humanity. Forster's forecast made a strong impression on the people of his generation, especially because it was made at the beginning of the XX century. The relevance of this work returned during the Covid-19 pandemic when the whole world became hostage to social isolation and distance lectures.

Material and methods. The material for our research was the story "The Machine Stops" by Edward Morgan Forster, which was studied using comparative historical and contextual methods.

Findings and their discussion. The narrative "The Machine Stops" depicts the mechanized existence of the people of the future. Each of them is isolated from everyone else. Communication is carried out using devices. However, the requirement for communication has already ceased to exist. People are content with talking on the phone and contemplating each other, looking at mechanized discs with the ability to transmit images. People live in the same rooms, furnished with the same necessary furniture. Being in these conditions, people have lost the desire to move on the surface of the earth, have forgotten about nature; they are quite satisfied with the simulated atmosphere in which they live. They are used to being ruled by the Machine. For some people, it was not just a home, but a special religion, something sacred and exalted. Besides, everyone in their room has a Book, something like a Bible; it contains instructions for the car and information about which button to press in certain occasions: "By her side, on the little reading-desk, was a survival from the ages of litter - one book. This was the Book of the Machine. In it were instructions against every possible contingency. If she was hot or cold or dyspeptic or at a loss for a word, she went to the book, and it told her which button to press" [1].

The narrative "The Machine Stops" begins with a phone call. Kuno, a young man living in the northern hemisphere of the planet, calls his mother Vashti, who lives in the southern hemisphere. He is upset. Kuno hopes that his mother will agree to board the airship and pay him a personal visit. He wants to see his mother without calls because the feeling of inexplicable anxiety haunts him in the octagonal room. Initially, Vashti doesn't understand the need for a personal meeting. She really doesn't want to leave her comfortable room with everything she needs, but in the end, she is going to come.

One of the problems that Foster raises in his story is the problem of the uniqueness of the human mind. In other words, in the dystopian world, a person is no longer a separately formed personality, with his own ideas, opinions, and view on his life. He is a unit of society and he is obliged to obey the imposed laws of his time.

This is where the confrontation between the two sides takes place. On the one hand is Vashti, who is assisted in everything by machines. She has no requirement for ordinary human communication. She prefers to talk on the phone even with her son Kuno, not understanding his desire to see her. Vashti has no distinctive qualities, she lives as the canons of the Machine dictate, and has no idea how to live, disregarding the rules. On the other hand, Kuno, who finds the strength to resist. He breaks all the rules of the Machine and goes out to the earth, enjoying the beautiful views. Nevertheless, the mechanical apparatus grabs him and tries to pull him back into the system. Kuno is convinced that above all is a person and that he should be responsible for his actions. This short-term stay on earth helps him to understand that freedom is above laws and mechanisms. He tries to convince his mother that a person should not become a slave to the machine, but for Vashti, like for many, the Machine is an authority and it is unacceptable for her to believe that somewhere outside of her there is a free life.

Kuno is happy that the all-powerful Machine still breaks down, and everything plunges into chaos. “The Machine hums! Did you know that? Its hum penetrates our blood, and may even guide our thoughts. Who knows! I was getting beyond its power” [1]. The only thing he can think about in the last minutes of his life is the joyful hours, which he spent on free land. He is happy that he got the opportunity to see Vashti and talk to her not by phone, but in the way a son usually talks to his mother. The last lines of the story contain the motive of the prophecy - Kuno expresses the conviction that people can learn a lesson from their sad experience and build a new civilization without a Machine. He utters words about the future at a time when everything around crumbling and perishes.

And after a whole century, modern man can recognize himself and look at his life in the lines of a book. Undoubtedly, scientific and technological progress plays a significant role in people's lives, making it easier. However, this process of the rapid development of science and technology leads to moral and spiritual impoverishment of the individual, slow, destruction of the uniqueness of mankind. By the way, this is precisely why dystopian motives remain relevant among readers since they can track the reflection of the reality around us. Taking over the book experience, humanity learns to value freedom, independence and rights.

Besides, isolation in Forster's world is a standard way of life for humanity, perceived as a highly developed and civilized form of communication. People live in isolation from each other; everyone works and communicates with each other using various devices of the Machine. Vashti, for example, is a lecturer, and after a phone call from Kuno, she returns to her class.

A hundred years after writing the story "The Machine Stops", it seems not a fantastic work, but the reality in which modern man lives. It so happened that in 2020 humanity faced the problems of self-isolation, lack of physical contact with loved ones and, of course, the triumph of technological progress. It has become the norm for us to see our family and friends through monitors, learn through online learning platforms, and work remotely. It has become part of the life of a modern person and a daily routine. A parallel can be drawn with an exit to the outside. In Forster's world, leaving your room is impossible without a respirator, otherwise, the cold air will kill you and it is deadly. In 2020, the world lives by the laws of the mask regime, due to the COVID-19 pandemic, wearing a respirator or mask has become the norm in our time. However, people do not lose their optimism, they enter balconies, communicate, sing songs, do everything not to lose faith in themselves, not to become hostage to four walls and to fight a difficult time. This desire was not enough for the inhabitants of the Machine, so they ruined themselves.

Conclusion. Thus, the story "The Machine Stops" had a significant phenomenon in English literature at the beginning of the century, since Forster's forecast made a strong impression on the people of his generation, especially since it was made at the 20th century. The heroes of these stories, who faced with the existing order of things and openly protest against existing institutions, also support the relevance of such narrative. The main idea of this work can be considered a challenge to humanity to maintain harmony between the desire to be involved in the development of technology and the value of one's freedom, the ability to remain cheerful and open to the knowledge of one's uniqueness.

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PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF THE ESTABLISHMENT AND FUNCTIONING OF THE EDUCATIONAL SPHERE

LINGUISTIC AND PSYCHOLOGICAL BASICS OF THE DISCUSSION

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In terms of the communicative approach, the discussion as a learning technology is considered an effective means of communication skills and abilities development. It creates necessary conditions for motivated speech and determines the conditions under which "in the center of the pedagogical process is not the attitude to the object, but the attitude of people to each other about the object" [2, p. 27]. That's why the subject matter is relevant now. The aim of the research is to describe and to analyze the fundamental linguistic and psychological features of discussions and their influence on the process of teaching foreign languages.

Material and methods. The material of our research involves scholars' theoretical works, their fundamental statements and conclusions (I. Zimniaya, A. Leontiev, E. Passov, S. Miloradov, W. Skalkin, etc.). The investigation includes the method of the analysis and synthesis of information, the comparative method and the descriptive method.

Findings and their discussion. The discussion is one of the most important forms of communication, a unique way of learning and a method of solving problems, concerning reality description. The discussion provides an opportunity to identify different points of view on the problem and ways to solve it. It is not a conflict of opposing views, but a form of cooperation. During the discussion, participants can understand their own opinion on the problem more clearly and find common features in different approaches, which allows them to reach an agreement.

Structurally the discussion is a series of statements united by the same subject matter and pronounced by several people. The subject matter is presented in the form of a talking point, the purpose of the discussion is to find the common solution of a controversial issue all the participants agree on. The following factors influence the discussion language: 1) the degree of formality;

2) the degree of preliminary preparation; 3) the ability to conduct a discussion; 4) the ability to build arguments, etc. Discussions are marked by special speech arrangement means: typical features are peculiar cliches expressing logical connections, concessive and causal clauses, a number of modal words, etc.

Discussions perform diagnostic and curative functions. During a discussion participants' individual characteristics, such as character traits, a propensity for leadership, conflicts, conformism, the level of culture and education, open-mindedness, etc., are clearly manifested. The discussion course and results provide grounds for defining an individual's psychological portrait and identifying the "problem areas", such as problems in relationships, statuses in the team, etc. An effective discussion helps to improve the psychological climate in the team, develop self-confidence, etc.

The discussion as a component of communication is characterized by three aspects: the communicative, interactive and perceptional ones [2, p. 57]. It is communication that starts interaction, thanks to communication, people can interact. However, specifically mutual relationships comprise the internal personal basis of interaction, and the latter is the implementation of the former.

The communicative aspect implies not only the exchange of information between a communicator and a recipient, but such an interaction in which there is a collaborative comprehension of the subject. It's remarkable for the interaction of linguistic and social aspects, the importance of pragmatic effect, the primordiality of the speech intent as compared to the speech act, etc. According to G.M. Andreeva view, communicative influence is no more than the psychological influence of one communicant on another one aimed at changing their behavior. The effectiveness of communication is measured by the extent to which this impact is achieved [1, p. 85]. The criterion for the discussion effectiveness is its successfulness and the attainment of consensus. Besides, the author describes two groups of communication barriers: the ones that may be caused by the absence of at least one of these factors and the barriers that are conditioned by social, political, religious and professional differences between partners.

Interaction is a collaborative verbal and cogitative activity aimed at solving a problem. Discussion participants should understand the team goals and be ready for collaboration. It is also important to take into consideration participants' role in it, to follow the rules and to implement fully discussion skills. One of the main criteria for the interaction effectiveness is "communication density", which means all participants' diligence and work at any stage of a discussion [4, p. 202].

Perception includes the participants' personal relationships. Discussion can be considered effective only if friendly atmosphere in the team is maintained. The negative one can appear due to arguments that inevitably lead to failure in finding a common solution, since it won't be mutually accepted.

Thereto, I. Zimniaya points out a three-phase structure of the discussion: the conative, orientational (tentative) and executive phases [4, p. 45].

The first phase is implemented by an interaction of needs, motives and goals. E. Passov analyzes two types of motivation: the communicative and situational ones. The communicative motivation often does not depend on the organization of the educational process (while people can be talkative and taciturn by nature), but it is the background for situational motivation, which is determined by the educational methods, technologies, the materials used, etc. On the basis of motives, a speech intention arises. Therefore, when organizing the educational process in general and the educational discussion in particular, a teacher needs to provide students with interesting and motivating activities. A student should feel satisfaction of their communicative and cognitive needs. I. Zimniaya points out that a person, engaged into educational activity through motives, recalls information better, analyzes the materials more thoroughly and expresses interest, doing the tasks given.

The second phase of the discussion is aimed at studying the conditions of activity, identifying its subject, revealing its features, etc. The phase involves selection and organization of necessary means and methods, as well as arrangement of ideas and arguments. This is a phase of planning.

The third phase is an executive one. It can be externally expressed (speaking) and externally unexpressed (listening).

E. Passov analyzes one more model of speech-based discussion activity, consisting of the following stages: 1) goals and motives setting, which involves stating a problem and creating conditions for its solution; 2) the analysis of the problem issue and planning; 3) hypothesis development; 4) argumentation; 5) proving; 6) reflection. Problem solving has two stages: a stage of individual solving and a stage of collaborative activity, which coincide structurally.

Conclusion. Thus, discussions are characterized by three aspects: the communicative, interactive and perceptional ones. They perform diagnostic and curative functions. The discussion includes three phases: the conative, orientational (tentative) and executive ones. All the features described should be taken into consideration while organizing an educational discussion.

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MCDONALDIZATION OF SOCIETY THROUGH THE PRISM OF EDUCATION

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Not everyone thinks about how consumption mechanisms affect our lives. Most people think of McDonaldization as the only fast food corporation of the same name. But it is worth realizing that McDonaldization is a process based on the principles of efficiency, predictability, predictability, and control, thanks to which the organization achieves success. Our life is not consumed by giant burgers with a double portion of fries, but by substituting quantity for quality. Nothing less than quantification dominates the modern healthcare system, education, sports, politics, and even television.

Now the theory of McDonaldization has the greatest acceptance among other theories of postmodernism because this idea is easy for even an unprepared reader to understand since the McDonald's fast-food chain introduces everyone to an improved lifestyle.

Material and methods. The study uses an institutional approach to identify the causes of this problem. It was found that the modern education system is undergoing significant changes. According to the proposed position, the failure of the ongoing reforms is due to imperfect communication between the authorities, the institution of education, and society. When accepting new trends in the development of education, most of the requirements of specialists in this field are not taken into account, which causes an increase in ambiguity and deterioration in the quality of education.

Findings and their discussion. I. N. Sidorenko notes that «McDonaldization is a process during which the principles of a fast-food restaurant are beginning to define an increasing number of spheres of both American society and the rest of the world ... McDonaldization affects not only the restaurant business but also education, labor, healthcare, tourism, recreation, food, politics, family relations and virtually every other segment of society». McDonaldization trends are spreading rapidly in society, covering all its spheres.

J. Ritzer identifies the features of McDonaldization in education, analyzing its changes [1]. He assumes that the main thing for modern education is the number of students (the author equates them with products) who can be guided through the training system, completely oblivious to the quality of the knowledge and experience gained.

An important sign of McDonaldization in education is the emergence of organizations whose purpose is to issue numerous meaningless degrees that should contribute to the successful employment of their clients.

Education includes not only teaching and learning but also research and publication. The «publish or die» approach in McDonaldized universities has more negative consequences than positive ones. The main ones are the workflow of low quality and the desire to publish the results in advance without publishing the work itself. Ratings of works by format and place of publication also do not allow to correlate quality with quantity. This raises doubts that the quality of the work that a certain professor could write all his life can be represented as one number.

Many researchers have wondered whether McDonaldized education is suitable for Russia. The main manifestation of this trend is called the introduction of the USE and testing in general, as the main form of knowledge control [4]. Disputes about the cancellation or the need for the USE do not subside until now. One of the main arguments in support of this control instrument is the demand for democratization and accessibility. The Unified State Exam allows students to be assessed impartially and objectively, which, in turn, reduces the rates of corruption when entering universities [6]. But it should be understood that such «democratization» is standardization to the detriment of the quality and opportunities for the development of the individual and unique abilities of the student. Testing is directly related to performance, as it replaces lengthy exams. Thanks to the tests, both teachers and students have more free time, and this is a plus. However, this examination technique does not imply a test of in-depth knowledge, but the mastering of the technique itself by an answer, without which even the most well-read person is not able to pass the exam successfully [7].

Conclusion. Two reasons can be identified for the McDonaldization of higher education. The first is associated with the transformation of education at all its stages from the foundation of human culture into an object of consumption. In other words, the relationship between teacher and student is analogous to that of a seller and a buyer. The second reason follows from the first and argues that the corporate governance model is the model for the management of higher education institutions. In particular, we are talking about the separation of such functions as management, scientific, and teaching (by analogy, McDonald's managers are not required to be able to make burgers).

Speaking about the consequences of the McDonaldization of higher education, many experts note the formal attitude of both students and teachers to the educational process in general. A result-orientation is also a consequence of this trend. The desire to successfully pass the session and get a diploma for students is often more important than gaining real knowledge, and this cannot but disappoint.

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PROFESSIONAL IMAGE OF A MODERN TEACHER

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Today, the study of the teacher's image problem is relevant. Improvement of education inevitably leads to changes and updates in the qualification settings and qualification characteristics of modern teachers, the Central place in which is occupied by General and special, pedagogical, professional competencies, which later serve as the basis for the effective functioning of the teacher. Well-known foreign researchers V. A. Sukhomlinsky, V. I. Pisarenko, I. V. Chernokozova studied and analyzed the activity of the teacher's image from the beginning of its formation to the end of the pedagogical process. We came to the conclusion that the problem of developing the image of a teacher becomes particularly important in any period [1].

Material and methods. The study was conducted on the basis of State Educational Institution «Novopolotsk Secondary school No. 11». The total number of the respondents was 20 participants: 20 teachers ranging in age from 24-43 years. To achieve the research goal, the following methods were used: the study and analysis of psychological, pedagogical and methodological literature, the study and generalization of psychological and pedagogical experience, the method "Your image" by M. G. Podoprigora.

Findings and their discussion. The problem of the teacher's image as the subject of the problem has the most modern practical and theoretical significance, which takes place in all spheres of our society. The concept of the image of not only the teacher, but also other equally important areas of practice, such as social institutions, educational institutions advertising, marketing, etc. Today, experts in various fields are developing the problem of image as a factor of competitiveness. Since the formation of the professional image of a modern teacher, it has been of great importance in all spheres of life and meets the needs of people, solving pedagogical problems [2].

Many domestic and foreign researchers are inclined to believe that the problem of developing the image of a teacher becomes particularly important in any period: V. A. Sukhomlinsky, V. I. Pisarenko, I. V. Chernokozova. Based on the available research, it is noted that the image of a teacher is a kind of human tool that helps to build relationships with other people. Every professional teacher has an image, regardless of their personal views on this topic. The process of forming a professional image largely depends on the teacher. A teacher who creates their own image not only looks better, but also feels better, more confident, and, as a result, works more successfully. In the list of professionally significant qualities of a teacher at the end of the twentieth century, image ranks second from the point of view of students and only eighth from the point of view of teachers themselves [1].

According to S. Quilliam, the modern professional image is now a component of competition that determines the teacher's demand in the labor market. The researcher believes that the image of a modern teacher is an expressively colored stereotype of the perception of the image of a teacher in the representation of a group of students, colleagues, social environment, in the mass consciousness [3].

The image of a teacher is the image of one teacher who gradually chooses a certain behavior, emotional climate, and individual style expression; it is manifested externally through the physical image of the teacher: his speech, expressiveness of his movements, and facial expressions combined with his aesthetic design (clothing, hairstyle, makeup, and other features of appearance); and also through the subject and spatial environment in which this teacher's professional activity is carried out.

In order to study the professional image of a modern teacher, we conducted a study using the «Your image» method (M. G. Podoprigora). This questionnaire presents 60 questions for teachers. The method will help determine the individual work of the teacher's personality. The Respondent should carefully study the list of image-related qualities and evaluate the characteristics of these qualities in the teacher, that is, evaluate the degree of expression of each of the qualities, using the points system presented in the methodology. In addition, it is necessary to highlight those qualities that a person considers important for himself. Components of the image (voice sound; communication skills (written and oral); ability to behave in society; performance; serving etiquette; eye contact; hand delivery; posture; physical health; grooming (hair, skin, hands, etc.); dress style – your own style; good manners.

The results of the study showed that in General terms, the image of teachers is at a high level.

Some of the teachers determined the following image qualities: competence is 97 %, love for children is 98 %, charm is 97 %, and the other part such as: lack of patience 40 %, oratorical skills 54 %, hairstyles 42 %, lack of individual style 66 %, accessories 39 %, lack of ability to change 87 %.

However, such image elements as «skills of pedagogical communication» and «appearance» are in need of modernisation and improvement, because appearance, the ability to communicate, accept and understand the position of students are important not only for the professional image of a modern teacher and students.

No matter how professional a modern teacher is in his field of activity, he must constantly engage in his own improvement and development, that is, to develop personal qualities, while creating and improving their own image of the teacher, maintaining their professionalism and status in the eyes of not only teachers, but also their parents.

Conclusion. Thus, in the course of studying the image of a modern teacher, we found that in General terms, the image of teachers is at a high level, but there are elements of the image that need to be modernized and improved. The data obtained will allow us to take this fact into account when developing guidelines for the image of a modern teacher.

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DEVELOPMENT OF A TEACHER'S RESEARCH COMPETENCE: THEORETICAL ANALYSIS

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In the shaping innovative economy and its competitive environment, the education system should ensure that the acquired knowledge and skills meet the rapidly changing requirements of society and economy, facilities and technologies, the development of personal initiative and adaptability skills of people, in response to which their abilities to integrate ideas and innovations are expanded. In the period 2021-2030, a transition to a new paradigm of education is expected in the Belarus: learning instead of education, which is based not on ready-made knowledge acquisition, but on the development of learning abilities that allow students to acquire knowledge independently, process it creatively, create something new and put it into practice, and take responsibility for their actions. The main goal at this stage will be the formation of a personality with a systemic worldview, critical, socially-oriented and environmentally-friendly thinking and active citizenship.

Thus, the immediacy of the problem of the development of teachers' research competence of is associated with the fact that education in the 21st century changes its vector, ensuring the transition from "multi-knowledge" to personality traits (competencies), which are highly-demanded in the era of globalization. The goals and objectives of education are changing, since the further accumulation of information leads to an overload of students, and the teacher's task is not to summarize knowledge, but to equip the student with a tool that can be used to obtain this knowledge independently. However, pursuing the pedagogical task of the systemic formation of students' research skills, the teacher must, to a large extent, master a complex of professional competencies, including research [1].

Findings and their discussion. Our conceptual analysis of semantic constructs "research competence of a teacher", "research actions", "research activity", "research skills", "research potential of a teacher", presented in domestic and foreign sources of scientific information, allowed us to draw the following conclusions:

• research competence of a teacher is a characteristic of teacher's personality which is mastery of skills and methods of research activity; holistic, integral characteristic of the personality; integral quality of personality, integrative quality of a teacher (L.A. Golub, Yu.V. Ryndina, A.D. Syzdykbaeva, N.G. Lebedeva);

• research activity is defined as an integral characteristic of the personality, acquired in the process and as a result of specially organized activity, which includes objective and subjective readiness as interrelated and interdependent elements (I.A. Rybaleva);

• teacher's research competencies include the ability to work with pedagogical objects; methods and experience of research of the educational process; mastering research forms (A.V. Khutorskoy, T.M. Talmanova);

• research skills are defined as an opportunity to implement a set of operations for the implementation of intellectual and empirical actions, leading to the discovery of new knowledge (P.V. Seredenko);

• research competence of a teacher is an inseparable unity of its constituent competencies; structural structure, consisting of a high level of intellectual abilities, methodological competence, special qualities and skills (EL Makarova, ZN Borisova);

• research competence of a teacher is a personal and professional ability, knowledge and ability in research, research knowledge, skills, experience (Z.N. Apazova, A.A. Sevryukova, U. Lertporn, D. Traiwichitkhun, S. Wongwanich, V.G Sotnik; T. D. Molodtsova, S. Yu. Shalova, L. I. Kobysheva, E. V. Yakovleva, L. I. Burova, A. M. Kamensky, L. E. Lukina);

• research activity is a developing way of mastering reality, which results in the acquisition of knowledge and the accumulation of individual experience (A.M. Skotnikova).

The identification and analysis of various approaches to the definition of the concept of "research competence of a teacher" as well as a systematic retrospective research analysis in the field of research competence of a teacher allowed us to single out its detailed composition.

To objectify various author's contents and meanings, we used the context analysis method, which allows us to translate textual information into quantitative indicators sufficient to objectify various author's contents and meanings. The contextual units of analysis were 12 scientific and pedagogical texts, of which 7 dissertations, 5 articles in scientific journals.

To determine the semantic units, we proceeded from the fact that professional competence integrates three aspects: cognitive (scientific, subject knowledge), operational and technological (methods of activity, ability to make decisions) and axiological (experience of an emotional and personal relationship to nature, society, person). As additional components of the teacher's professional competence, the ability to generalize personal experience, productively interact with the innovative experience of colleagues, creativity as a way of being in the profession, etc. can be considered .

The semantic units of analysis define the cognitive, operational-technological, axiological reflexive components of the morphological ontology of the teacher's research competence, which served as prerequisites for the development of a meaning coding table as a tool for content analysis.

The overall picture of the author's meanings shows the degree of operationalization of the content of the component composition of the teacher's research competence in pedagogical research (figure 1.1)

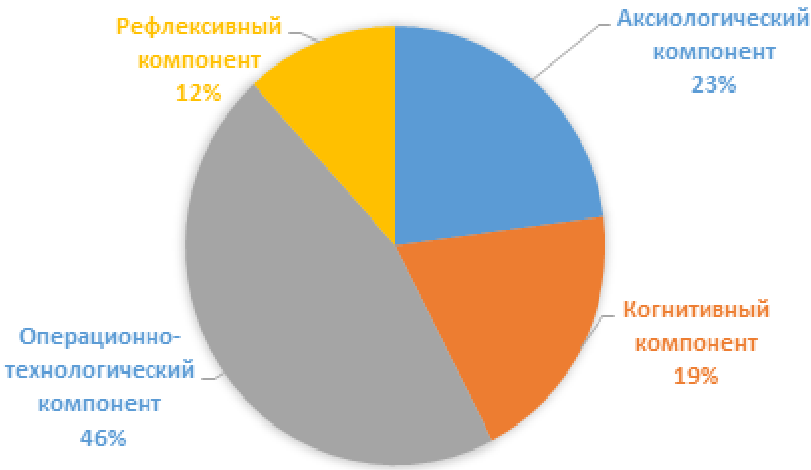

Figure 1.1. – Characterization of the operationalization degree of the ontological model components of the teacher's research competence

The results of the content analysis of the author's meanings indicate that the composition of the teacher's research competence as its characteristics by various authors includes values, motives, value attitudes, research position, cognitive interest, the desire for creative self-realization, focus on continuous self-development as components of the axiological component; knowledge, intellectual abilities, competence as components of the cognitive component; skills, interests, skills as components of the operational and technological component; the ability to critical analysis, to comprehend, to assess, the ability to reflect, the ability to summarize, analytical and evaluative skills as components of the reflective component [2].

The axiological component of the teacher's research competence stands out and is characterized in 83% of the studies, which reflects a culturological approach to understanding this concept and the presence of a value component in most of the author's concepts. The content of the cognitive component of a teacher's research competence is a system of professional knowledge, including methodological knowledge. This component is represented in 92% of pedagogical studies. The content of the operational and technological component is most concretized - it is highlighted in 100% of publications. This fact indicates that the skills of a teacher are very important in the structure of research competence. The reflexive component is less specific (highlighted in 75% of publications).

Conclusion. The conducted theoretical analysis leads to the conclusion that the formation of a teacher's research competence involves the development of three components: the teacher's personality, characteristics of activity, relations in activity.

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DEVELOPMENT OF THE FOREIGN LANGUAGE COMMUNICATION STANDARDS BASED ON COMMUNICATIVE SITUATIONS

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Today, the root idea of the concept of teaching a foreign language is mastering it as a means of intercultural and interpersonal communication. Verbal behavior becomes important, and its success depends on numerous factors, including the ability to adequately interpret the communicative behavior of speech partners and to express an attitude towards the subject of communication. The use of communicative situations in a foreign language class provides students with the necessary practice in socially appropriate behavior, enriches the experience of social and psychological ties, thus bringing the communication situation closer to the real one.

Material and methods. When writing this article, the following research methods were used: a critical analysis of literature resources; a scientifically fixed observation of teaching process at Vitebsk gymnasium No.1; talks with teachers and students; study of the teachers' advanced experience at the mentioned above educational establishment.

Findings and their discussion. Already at the initial stage of learning a foreign language, children acquire the ability to stage both individual dialogical unity and chains of phrases composed independently. They also acquire the ability to communicate, for example, in situations of greeting, requesting information, expressing gratitude. In fact, these skills are components of the integral ability to develop and perform communicative situations, which represent the simplest and at the same time holistic educational model of foreign language oral communication, as they reflect its main structural components and functions.

The simplest type of a communicative situation is a two-term dialogical unity, consisting of structures of "question and answer" type. Answering questions from lesson to lesson is not of interest to students, therefore theatricalization (staging) helps to revive the process of mastering the simplest speech formulas. For example, such a small dialogue as - *How are you? –I'm fine, thank you.* can be represented as a conversation between two characters (soft toys, puppet theater toys, etc.). Thus, changing characters, you can repeat the same dialogue many times in a row, while children will not get tired of the monotony of the process. For students of middle and senior level, communicative etudes are appropriate for the primary consolidation of lexical material. Students do not yet have the skills to actively use lexical units, but they can reproduce them with the help of visual support. In this case, the new words will be used in the word context, demonstrating the lexical collocation of words in the speech stream.

Cards are used as visual support for the preparation and representation of communicative etudes. The teacher points the main components of verbal communication on them: a) subjects (the number of subjects of communication predetermines the number of cards); b) theme; c) the situation.

For one subject of communication, card A is intended, for another - card B. The topic on the cards is formulated in the same way. Communication situation, i.e. different circumstances (place, time, state of subjects, the nature of their relationships, etc.) are set in a different way, which is also reflected on the cards.

With the accumulation of experience in performing communicative etudes, students invariably have a desire to become not only a performer of communicative etudes, but also their author. In such cases, students already follow their own individual preferences, intrinsic motives and goals of verbal and non-verbal behavior, and of course, everything according to the level of proficiency in foreign language communication vehicle, a foreign language code with already mastered foreign language communicative core [1, p. 249].

Thus, students master the tactics of building a dialogue in accordance with speech intentions. In this case, the following stages are traced:

1) mastering individual actions (the ability to ask questions, answer questions, respond to cues-stimuli, etc.);

2) mastering two-term unities (a complex unit of dialogue, which is a combination of two speech acts on a thematic and / or psychological basis.);

3) combining different types of microdialogue from two-term unities;

4) making up a macrodialogue;

5) motivated and free speech in the dialogue ("free discussion").

To master dialogical unity and develop them to micro- and macrodialogue, you can use the following exercises:

- listen to the dialogue using visual support;
- read the dialogue with the missing words;
- fill in the gaps in the dialogue lines;
- reproduce the dialogue, restoring the lines of one of the interlocutors;
- independently expand the replicas in the dialogue in accordance with the context;
- compose a situational dialogue from different microdialogues;
- compose a dialogue based on the topic, situation, keywords and taking into account a specific communicative task.

Conclusion. All exercises are based on the interaction of students in the process of performing one or another action, thus bringing them closer to the interpretation of their behavior in various proposed situations. Preparatory actions are aimed at activating all kinds of relations that organize a situation that encourages a person to speak and communicate in the real world.

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THE PECULIARITIES OF ENGLISH VOCABULARY SEMANTIZATION BY UNTRANSLATABLE WAYS

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In the process of learning a foreign language in institutions of general secondary education, the leading role belongs to the practical goals of learning. Students need to master a communication system that is new for them and learn to use this system in the process of communication. The implementation of these skills in practice is impossible without knowledge of vocabulary and the presence of formed skills for using it in speech. Thus, the relevance of the purpose of our research is determined by the need to find ways to optimize the disclosure of the meaning of new lexical units at the stage of formation of primary skills as actions performed for the first time when focusing an arbitrary attention on them.

Material and methods. We used such research methods as literature study and its critical analysis (works of E.I. Passov, N.D. Galskova, I.A. Zimnya, G.V. Rogova, et al.), the observation of the teaching process at Vitebsk gymnasium № 1 and its scientific interpretation.

Findings and their discussion. In the modern methodology of teaching foreign languages, all methods of semantizing foreign language vocabulary can be divided into two groups: untranslatable, which do not involve the participation of the native language, and translatable, based on the use of the native language.

In the lesson, it is advisable to combine various ways of revealing the meaning of a word, determining in each case the most suitable one. Rogova G. V. identifies 3 groups of factors that can influence the teacher's choice of the method of semantisation: Rogova G. V. identifies 3 groups of factors that can affect the teacher's choice of the method of semantization: 1) psychological factors (age of students, their abilities); 2) pedagogical factors (the level of education, the number of students in the classroom, the language proficiency of students, the qualifications of the teacher, the belonging of a word to an active or passive minimum); 3) linguistic factors (abstract or concrete nature of the word, the ratio of meanings in the native and foreign languages, etc.) [1, p. 128–129].

Untranslatable methods of semanticizing foreign language vocabulary can, in turn, be divided into 2 groups: extralinguistic (or direct) and linguistic. Extralinguistic methods of semantisation involve revealing the meaning of a word using objective, non-objective or pictorial rendition and include facial expressions, gestures, drawings, photographs, objects, etc.

When using extralinguistic methods, special attention should be paid to the adequacy of the rendition and to checking the correctness of students' understanding of the introduced words. Their effectiveness is determined by the unambiguous and specific situation of presentation of each word.

Linguistic methods of word semantization are understood as revealing the meaning of a word using the means of the language being studied. We can distinguish the following linguistic methods of semantisation: synonyms and antonyms, definitions, scales, international vocabulary and analogy with the native language, word-formation analysis, situations.

Synonyms and antonyms are used to reveal the meaning of concepts when the initial training of students does not allow the use of long and complex definitions. For example, at the initial level, you can explain the word "*miserable*" as "*very sad*".

Antonyms and opposition, like the previous method, are often used by the students themselves: "What is the antonym for the word ...?" The new word *"sour"* can be easily illustrated by the opposite word *"sweet"*. But you should specify the contexts, in which these oppositions are true, for example, *sugar is sweet and lemons are sour, but the opposite of sweet tea isn't sour tea.*

The way of semantization with the help of definitions requires a certain language training. Often, one definition is not enough to reveal the meaning of a word. The word must be defined in context, for example, *"to break out"* in the sentence *"A fire broke out"* means *"to start"*, but if taken out of context, it may be mistakenly used by students in the sentence *"The lesson broke out"*. Moreover, all words in the definition, except the new one, should be well known to students. The disadvantages of the definition include the fact that it is often very cumbersome.

The use of scales presupposes knowledge of similar or opposite concepts that express the degree of a certain quality, which makes it easy to introduce other concepts. For example, if students know the words *"hot"* and *"cold"*, it's easy to introduce the words *"warm", "cool"* and then *"freezing", "boiling".* At first, you can ask students to put familiar adjectives on the scale, and then add new ones. This work can be carried out both individually and in groups. You can ask students to correct an illogical version and put the words in the correct order.

International words can be understood by students on their own, but they need a special mindset to recognize them. The teacher gives the definition of international words, draws the students' attention to the fact that understanding of such words is possible in the presence of structural (graphic) and semantic similarities, as well as on the basis of transliteration, that is, by replacing the letters of the English language with the letters of the native language.

Another non-translational method of semantics is word-formation analysis. This method allows you to enter a word into a certain paradigm, which helps to establish stronger paradigmatic connections of this word, as well as to repeat already studied words that fall into this category. As an example, consider the suffix-prefix method of word formation. Students can easily understand the meaning of new words that are formed using familiar suffixes and prefixes, since they have their own meanings. For example: *-ly* – adverb suffix: *hurriedly*; *-y, -able, -ful, -less* – adjective suffixes: lucky, reliable, etc.

Among the many advantages of verbal ways of semantization based on the situation, it should be noted that the situation contributes to the development of contextual guess, facilitates understanding, creates more favorable conditions for involuntary memorization of lexical units, makes the educational process more interesting, shows the use of lexical units in combination with other words in specific situations of communication, which leads to a more effective acquiring the material.

By their nature and structure, situations that are appropriate to apply at the presentation stage can be attributed to microsituations – static situations that have a simple incentive in their composition. When introducing lexical units and subsequent work on their automation, we use different microsituations united by one goal – to illustrate the combinative capabilities of a word, determine the way of its assimilation, and form lexical skills of its use in speech.

Conclusion. As the results of experimental learning have shown, the untranslatable methods of foreign language vocabulary semanticizing have a number of advantages over translated methods: they develop contextual guess, increase practice in the language, create supports for memorization, strengthen associative connections. At the same time, untranslatable methods require more time than translatable ones, and don't always provide accurate understanding, which requires mandatory control of understanding and implementation of special exercises for the initial consolidation of educational material.

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EMOTIONAL BURNOUT AMONG STUDENTS

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The 21st century became an age of endless opportunities represented by modern technologies. Every day we face a steady stream of information trying to handle all of our thoughts and observations.

We always talk about how technologies affect the environment, without any consideration of how they, undoubtedly, affect ourselves and our inner environment either. Day by day modern people tend to become tougher on ourselves, while working remotely more often and naturally loosing sight of the results of accomplished work. Such lifestyle is also applied for emotional state of students and their behavior. Preparations for exam sessions, high expectations from parents, greater demands both from teachers and from your own self can easily lead to a burnout.

Emotional burnout (hereinafter «burnout») is a state of emotional, physical, mental exhaustion and complete or partial emotional shutdown caused by excessive and prolonged stress. The reason of this is a mechanism of psychic defense, which allows a human to spend mental energy more frugally, thereby preserving an organism from a complete exhaustion. However such type of physical response leads to negative consequences: reduction of performance, psychosomatic disorders [1].

Nowadays, burnout is a commonplace among young people. On the one hand, at the era of information abundance each one of us is eager to learn something completely new and work on ourselves. On the other hand, at the age of 17 to 25 a person takes vital steps to becoming an independent and self-standing. At this age we plan our future lives: occupation, independent housing, income, personal life. And it's also the reason of why our body and mind are struggling with handling rather huge amount of information, its excess and drastic changes in life.

Research purpose: to examine the causes of burnout among students, to determine whether modern students are susceptible to burnout, to what extent this state can be associated with intense academic activity, success in studies or communication, personal well-being, confidence in tomorrow's day.

Research objective: to collect as much information as possible on designated issue using a sociological survey.

Material and methods. Sampling:

The study involved 70 students, of whom 44.3% were women and 55.7% were men. More than a third of respondents (37.1%) are currently 3rd year students, 28.6% - 2nd year students, 17.1% - 4th year students, 14.3% - 1st year students, and only 2.9% are 5th year students. 55.7% of the respondents study at the expense of the government budget, 44.3% study on a paid basis.

Findings and their discussion. Description of the results of general characteristics of the sampling:

Among the respondents, 55.7% consider themselves as introverts, the remaining 44.3% as extraverts. 71.4% of students can call themselves creative people, 50% of the respondents believe that they conduct the active lifestyle and prefer to spend their free time with friends. 51.4% of students do not have enough night time to recuperate. 78.6% of respondents have a habit of putting things off until the last moment. The overwhelming majority of participants (70%) have several hobbies, 20% have only one hobby, the rest of the respondents (10%) has no hobby.

General characteristics of the sampling on burnout and stress among students:

52.9% of respondents plan their activity for considerable period of time. 47.1% of participants admit that they often procrastinate; only 2.9% of students believe that they never procrastinate. The majority of students (65.7%) believe that the teaching load at the university has increased comparing to school. 53.6% of the respondents say that studying at university is difficult for them and has a detrimental effect on their emotional state, causes stress and leads to apathy. 47.1% of students are currently experiencing a burnout and only 17.1% of the respondents have never experienced it. Burnout is more common amongst women (65.7%) than men (34.3%) in this survey.

Emotional state of students during employment and further work:

Many students are stressed when facing an issue of finding a profession and a choice of a path for the future. For 28.6% of the respondents making an important decision is a psychologically difficult task, for half of the students it requires a long discussion, although 75.7% of the respondents consider their future profession to be in demand in society. Initially, 68.6% of students are currently studying the specialty they originally chose. 78.6% of respondents see opportunities and prospects for further self-improvement within the profession.

Nowadays, the majority of students face a brand new regime of living. Senior students start looking for a job and it certainly becomes a way out of their comfort zone, since many of them had no work experience previously. According to the survey data, 75.7% of participants tend to experience tension and uncertainty while working on a demanding and important task. Men are generally stressed especially acutely (61.4%), in contrast to women. 82.9% of the participants experience a feeling of fatigue caused by a difficult and strenuous work, 34.3% feel emptiness and have headaches, 22.9% notice sleep disturbances. Only 12.9% of students don't feel any discomfort on a physical level while handling intense activities.

The need for prolonged concentration on a project or work without obvious in-between achievements makes 57.1% of students to loose motivation and causes indifference, 50% of students feel boredom and apathy, and 40% feel disappointment in themselves or others. Only 22.9% try to do their best in spite of everything to achieve their goals.

According to the results of the final paragraphs of the study, most of the respondents (67.1%) cannot say about their job as their hobby. This suggests that although students have sufficient motivation to study, they do not think about whether their future profession can bring them emotional well-being.

The overwhelming number of students from early childhood is accustomed to the fear of making mistakes. This judgment is clearly appliable to their studying and future work. The survey showed that the majority (60%) of students experiences failure solely in a negative way. The respondents feel panic, anxiety and a sense of a "deadlock"; 35.7% feel dissatisfaction with the accomplished work. Only 31.4% refer to failure as a life lesson.

Rough patches make 37.1% of students to break down on a small matter, 20% feel the need to reconsider their outlook on life, 17.1% would decide to refuse some plans, 12.9% prefer to shut down, the rest of the respondents hope for further favorable developments in the mentioned situation.

It can thus be concluded, that:

1. The problem of emotional burnout, which was formerly common mostly for middle-aged and older employees, whose work is related to communication with people, is now relevant for students as well (about half of the respondents experience or believe that they are experiencing emotional burnout).

2. Women are more susceptible to burnout than men. However, during intense work on a project (large amount of work, difficult tasks, urgent work), men are more likely to get stressed than women.

3. With a fairly high declared motivation for studying, students, facing greater independence in the organization of their activities (time allocation,

prioritization of work) in comparison with the school, experience tension, stress, fatigue, sleep problems and procrastination.

4. Most of the students experience excessive discomfort and anxiety when making mistakes in their work.

5. With a fairly high motivation to study and independent choice of a specialty, students are anxious about the future employment, success, financial well-being as specialists, which is partly associated with instability in the economy and changes in the country's social life.

Conclusion. Greater independence at the beginning of studying, a change of scenery, social circle affect the emotional state of students: the majority of students are motivated to study in the chosen specialty, but about half of them experience emotional burnout (first-year students often cannot cope with emotional load and leaving their comfort zone; senior students are worried about the prospects of employment, the possibility of significant changes in life in the near future).

1. Ginzburg, M.R. Psychological content of personal self-determination / M.R. Ginsburg - Questions of psychology, 1994. - 43 p.
2. Demerouti, E. Burnout and work engagement: A thorough investigation of the independency of both constructs / E. Demerouti, K. Mostert, A.B. Bakker. - Journal occupational health Psychology, 2010. - 209-222 p.

PROBLEMS OF TEACHING STUDENTS OF GENERAL SECONDARY EDUCATION ESTABLISHMENTS TO WRITE ESSAYS IN ENGLISH

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The growing role of foreign languages in modern Belarusian society determines their social status. Foreign languages become an effective means of education and self-education, a regulator of social development of the individual, and a base for intercultural communication, including written communication. In this regard, the issues of further development of methods of teaching writing, creating an environment for mastering foreign languages are of particular relevance.

Materials and methods. When writing the article, the following research methods were used: studying the literature on this topic and its critical analysis (works by N. D. Galskova, I. A. Zimnaya, R. P. Milrud, E. I. Passov, E. N. Sololova, L. G. Alexander, D. S. Perkins, J. R. Watson, R. Wilson); systematization of the studied material; conversations with school teachers in Vitebsk; monitoring the organization of the educational process in gymnasiums No. 1 and No. 2 in Vitebsk.

Findings and their discussion. As the literature analysis has shown, the issues of teaching writing, in particular, creative writing, are not fully developed in linguistic and methodological aspects. At the same time, it should be noted that native speakers of English – speaking culture highly appreciate the ability to convincingly, logically, and argumentatively present their own point of view on a question or problem in writing, setting themselves the task of influencing the reader: to inform, convince, describe, entertain, evoke an emotional response- and thereby encourage some social changes.

Let us remind you that an essay is primarily a genre of academic writing. Many smart British and American dictionaries define an essay as a necessary volume of written work written by a student (pupil) on an academic subject or about one (given) object by presenting their own ideas. In other words, an essay as a genre refers to productive written speech, is creative, has a communicative and pragmatic orientation, and has a fairly strict form. Competent structuring of the work allows the addressee to better evaluate the author's ideas, dentity, and originality of thinking. The lack of logical written expression of thoughts or unconvincing personal assessment is regarded by native speakers of English-speaking culture not only as a lack of taste or elegance of presentation, but also as an inability to generate a coherent text or immaturity of thinking, which can seriously undermine the credibility of the author. At the same time, it is equally important for the writer to reveal their cultural potential in the text and make a self-presentation.

While working on an essay, students may encounter a number of difficulties that indicate the lack of a system of teaching writing techniques, the inefficiency of the system of training exercises and stages of learning to write an essay. Other learning challenges are: 1) respect for the coherence, logic statements; 2) matching lexical and grammatical norms of the language; 3) functionality, i.e. according to the communicative situation; 4) creativity, artistic expression; 5) originality of ideas; 6) the reasonableness of its own point of view.

In the modern system of education, there are contradictions between the goals of training and the content of the educational process at certain stages, which are expressed in the following: the importance of independent work when writing an essay and the inability of students to overcome difficulties on their own; the need to be guided by the methodology of teaching writing and the lack of development of methods for planning and writing an academic essay as a type of written work; the limited number of classroom hours.

When preparing students to write an essay, factors such as lack of interest in a particular topic, reasons for writing this work, experience, and clear ideas about the quality of the "final product" should also be taken into account. First of all, students should be interested in this work, explain its practical and social significance (for example, announce a competition for the author of the best story, an article in the school newspaper, or offer to write a letter to a friend, etc.). the student's Task can be explained first in rather narrow, General terms. He must learn to write sentences before he can write an essay, that is, he must learn to master the structure of the sentence. Thus, new samples are constantly being studied. In addition to all the grammatical problems of the English language is associated with other difficulties such as a rigidly defined order of words in a sentence. There are difficulties in revealing the main idea of the statement, the lack of logic of the narrative. Traditional methods of teaching coherent speech cannot sufficiently give the desired result, because in this case, the mechanism of motivation, the problem-cognitive nature of speech activity, the psychophysiological characteristics of students, the role of imagination and creativity are not taken into account.

According to the author of the book "Methods of writing essays and the English language" ("Aids to Essay Writing and the English Language"), D. S. Perkins, writing a good essay should be taught, and a competent essay is the result of hard work not only of the student, but also of the teacher. Students often misunderstand their task and describe everything they know about the subject, without attaching any importance to careful thinking and preliminary planning of future work. They should be made aware of the following requirements:

1) the essay must be grammatically correct, including spelling, punctuation, and paragraph division;

2) the material presented in the work should have a direct connection with the title of the entire work;

3) the essay should be clear, that is, have a clear statement of thoughts, and concise;

4) the material should be presented in a logical and planned manner;

5) accuracy makes a good impression, so you should avoid corrections in the essay;

6) the essay must have a certain volume, based on its type;

7) any size essay should include a clearly defined beginning and end;

8) the work must not contain other people's ideas and words (with the exception of quotes);

9) in addition, the essay should be interesting [1, p. 6].

Conclusion. Thus, the quality of the content of a written text depends on 1) the variety of topics; 2) the amount of information transmitted; 3) taking into account the level of language difficulty; 4) the variety of sentences and speech, including etiquette formulas; 5) the volume of the written text. This takes into account the language side of writing: correctness of linguistic resources and accuracy of information transmitted in the written text; the matching degree of language means writing stylistic norms.

An important factor is the degree of independence of students' work, which is determined by confidence in the use of language tools when writing a written text, the lack of repetition when solving a communicative task, or the need to correct the text.

1. Perkins, D. C. Aids to Essay Writing and the English Language / D. C. Perkins. – Swansea: Celtic Educational Services, 1975. – 90 p.

MENTAL DEVELOPMENT OF BOYS WITH MODERATE AND SEVERE INTELLECTUAL DISABILITY AT DIFFERENT SCHOOL AGES

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Currently, the scientific literature contains a wide range of research papers on the physical and mental development of children with intellectual disabilities. In most cases, these studies cover children with a mild degree of mental retardation, much less often there are publications concerning the study of psychophysical features of the development of children with severe forms of intellectual disability.

Since 2008, students of the second division of auxiliary schools (moderate and severe intellectual disability) have been trained according to the first introduced curriculum "Adaptive physical culture". Research aimed at analyzing the results of physical and mental development of children enrolled in this program is not sufficiently represented in scientific publications.

Objective: to study the indicators of mental development of boys with moderate and severe intellectual disability (Uitin), which are among the psychophysical foundations of the practical implementation of the curriculum "Adaptive physical culture".

Material and methods. The main research methods were the study, mathematical processing and analysis of data on individual development Maps of students of the second division (moderate and severe intellectual disability) of grades 1-9 of "Minsk Auxiliary Boarding School No. 10" and "Vitebsk Auxiliary School No. 26". Measurements and testing in accordance with the content of these maps (test tasks, neuropsychological tests) were carried out by teachers who conduct AFC lessons and psychologists of these educational institutions. The longitudinal data Bank covered a 9-year period. Out of the total number of indicators of individual development Maps that reflect the characteristics of students ' mental development (more than 40), this paper considers the most directly related to the lessons and the program of AFC. This paper presents an analysis of longitudinal data on the mental development of boys in these educational institutions, based on the analysis of 74 maps of individual development, which were conducted during their training in Junior, middle and senior classes.

Findings and their discussion. Comparative analysis of indicators of the mental development of boys within the investigated age periods showed that if the primary school age average values of psychological development boys are between 0.57 and 3.88 points (at zero, very low, low and average), the secondary school age from 1.31 to 3.30 points (on the level of very low, low and medium), the high school age values are growing and are in the range from 0.30 to 4.40 points (zero, very low, low, average and good).

Almost all values of indicators of mental development in boys and boys during the school period are growing. The values of such test indicators as "can show what objects are in front of it, behind it, above it, sideways, right, left", "recognizes crossed-out or superimposed drawings", "distinguishes (shows) the emotional States of people in drawings"," learns several unrelated words"," knows the names of parents, acquaintances, classmates"," stays at home alone without adults"," navigates the premises of the school (center) " gradually increase in each age period, and reach the maximum value at high school age.

However, most indicators decrease at secondary school age relative to primary school age, but at high school age they take significantly higher values in comparison with the indicators that were observed in lower grades.

For example, the indicator "Shows at the request of color" was 3.28 points ±1.24 ($p3<0.05$) at primary school age, then at middle school age it decreased to 3.07 points ±1.64 ($p3<0.05$), but at high school age it reached the maximum value and was 4.35 points ±0.81 ($p2<0.05$, $p1<0.05$). The same thing happens with such indicators as "distinguishes geometric shapes: circle, square, triangle, oval, rhombus", "understands the concepts: "more", "less", "longer", "shorter", "higher", "lower", "lighter", "heavier", "slow", "fast" by drawings or real objects", "at the request of 5 familiar objects takes the one that is asked", "can assemble puzzles of three or more elements", "understands the meaning of the words "one", "two", "three", "names (shows) sports equipment and equipment in the gym or in drawings", "knows (shows) body parts in the drawing or on itself», "plays or engages in any constructive activity", "emotionally, joyfully reacts to the opportunity to play; likes to play both together and alone". But here, unlike girls, there is another group of indicators, which includes tests, the values of which gradually decrease during the study period. These indicators were "shows interest in the interlocutor, mentor and questions that are asked to him", "can perform the role of a driver in outdoor games", "can independently carry out public transport transfers to familiar places".

Conclusion. Thus, the results of a comparative analysis of the age dynamics of the indicators under consideration revealed that the values of indicators increase for boys and boys throughout school age, but for most indicators their values decrease at secondary school age and increase at high school age. At this age, most of the indicators that have the maximum values are also found.

At primary and secondary school age, the average values of various indicators of their mental development are, in accordance with a special rating scale [1], at the "zero" level, "very low", "low" and "average". At middle school age, there is no" zero " level, and at high school age, a "good" level is added.

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USE OF COMMUNICATIVE TASKS IN TEACHING SKIM READING IN A FOREIGN LANGUAGE

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In the Belarus, the knowledge of foreign languages is recognized as a major factor of social, economic, scientific and cultural development. Foreign languages are studied for their further functioning as an instrument of information exchange, interaction of national cultures and universal human values. In this regard it’s particularly important to develop ways and techniques for the quality improvement of teaching reading.

Materials and methods. The following research methods were used: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, N.I. Gez, E.I. Solovova and et al.), the observation of the teaching process in Vitebsk gymnasiums № 1 and 2, scientific analysis of English training.

Findings and their discussion. The active nature of communicative teaching is implemented by specially designed problem tasks that stimulate the speech activity of students. The following types of communicative tasks can be identified when teaching foreign language skim reading on a communicative basis.

1. Single text communication tasks with incomplete information where the subject is unknown. Examples of such tasks are questions to information, which is not given in the text. For example, "Say, is there enough information in the text to say/paint... ? What information is needed for this?".

Another option may be a task when for the text in which a composition part is omitted, you need to give as many variants of this part as possible. To increase the difficulty, the lack of information can be combined with inconsistency - it is not clear from the given paragraphs what exactly is omitted [1].

2. Single text communication tasks, where the unknown is the way to accomplish an action. The subject is described in general terms. For example: "Retell the text in the name of its inanimate heroes" (for instance, an extract from "Winnie the Pooh" can be retold in the name of a jug of honey) or "Compose several texts from mixed paragraphs, each time arranging them in a new way". In the last communicative task, the text paragraphs should be composed in such a way that one cannot guess about their logical sequence: "Insert counterarguments to the text expressing a positive or negative attitude to an issue. To facilitate the task, it is possible to point out the place in the text where counterarguments should be inserted and give introductory words (but, nevertheless, etc.), and then ask to do the same with the raw text.

3. Single-text communication tasks, where the conditions are unknown and which require answers to the questions like "When and where was the text written?", "For what and for whom was it written?", "What can be said about its author?" Of course, the text itself should not contain answers, it may contain only indirect information.

4. Single text communication tasks with contradictory information, containing unknown, expressing the subject. Such tasks will be more difficult than tasks with incomplete information because it is easier to invent a new one than to solve an existing contradiction. For example: "Read the text that expresses the hypothesis and provides the proof of it. What other hypothesis can be derived from the given information? What other information can confirm this hypothesis? Is it possible to give the information, refuting this hypothesis?".

5. Single text communication tasks with excess information, where the unknown is an object. They may be either open, i.e. have several right answers, or closed - have only one right answer. For example: *A car ran into a ditch. There were no other cars on the road that night. The weather forecast stated there was a 70% chance of rain. There was an empty can of beer found in the car. What kind of evidence do you see to determine the cause of the accident?*

6. Single text communication tasks with necessary and sufficient information, where the unknown is a subject. These may be well-known brain twisters. For example: *Sam Jons lives on the 18-th floor of an apartment building. Every morning when he goes to work, he gets into the elevator, presses the ground-floor button, and rides down. Every night when he comes home, if he is the only one in the elevator, he gets off at the 6-th floor and walks up the rest of the way. He would prefer to ride. Why does he walk?*

7. Multitext communication tasks with incomplete information, in which the subject is unknown. For example: "Read the texts and identify the tendency of the plot development" or "Read the texts expressing different points of view on the same subject. Which viewpoint do you share?

8. Multitext communication tasks with contradictory information, where the unknown is the way of action. For example: "Combine two texts expressing different points of view into one, as if they were written by the same author".

The easiest of the above communication tasks are open-ended tasks with incomplete information and with an unknown subject or condition. Tasks with an unknown method of accomplishment are the most difficult. Tasks in which the problem is identified by the teacher tend to be easier than tasks in which students see the problem for themselves.

Conclusion. The communication tasks we have considered should be harmoniously integrated into the system of learning and speech situations. The use of textual communicative tasks demonstrated that they not only enhance the development of creative thinking in foreign language lessons, but also stimulate motivation for learning, which ultimately leads to a significant increase in the efficiency of learning to read.

1. Passov, E. I. Communicative method of teaching foreign language speaking / E. I. Passov. – Moscow: Enlightenment, 1991. – 226 p.

THE METHODICAL TRAINING OF FUTURE TEACHERS IN THE PROCESS OF STUDYING ORGANIC CHEMISTRY

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The problem of training highly qualified specialists, future chemistry teachers, can't be solved without improving the teaching of fundamental academic disciplines, one of which is organic chemistry. The main significance of this university course is to form a system of students' knowledge in the field of modern ideas about the structure and transformation of organic substances on the basis of structural theory, principles of structure, functionality and transfer of this knowledge to the level of synthetic thinking [1].

From our point of view, the study of organic chemistry by future teachers should be organized in such a way that fundamental theoretical training in the subject contributes to the methodological training of a specialist.

The objective of the research is to assess the possibilities and prospects of using methodical assignments while studying organic chemistry by future teachers.

Material and methods. Carrying out the research, we analyzed the program of the subject «Chemistry» for institutions of general secondary education and the current university program in «Organic Chemistry» and various teacher's and student's books on the subject. While doing research, the following methods were used: comparative and complex analysis of normative documents and literature on the research issues, the study of the teaching experience in organic chemistry to future teachers.

Findings and their discussion. To realize the idea of methodical training of future teachers while studying organic chemistry we set significant links between the university course «Organic Chemistry» and the school subject «Chemistry», we also developed methodological tests and situational tasks.

Doing methodical tests allows future teachers to compare the material given in the university with the one given in secondary schools. Here are some examples of such assignments on the topic «Hydrocarbons».

1. In both university and school courses practical work is carried out while studying «Hydrocarbons»:

a) studying of chemical benzene properties;

b) studying of chemical methane properties;

c) obtaining ethylene and studying its properties;

d) obtaining acetylene and studying its properties.

2. In the university course «Organic Chemistry» and the academic subject «Chemistry» the following chemical properties of alkanes are studied:

a) halogenation, sulfochlorination, nitration;

b**)** halogenation, oxidation, isomerization;

c) nitration, oxidation, isomerization;

d) sulfochlorination, nitration, oxidation.

Methodical techniques and skills can be formed by doing situational tasks based on the material in organic chemistry [2]. Here are the examples of some tasks on the topic «Oxygenated organic compounds».

1. One of the ways of individualization in teaching is the use of multilevel assignments for students. Make up multilevel assignments that you would use to master students' knowledge during the lesson on «Chemical properties of alcohols».

2. The most difficult assignments are the calculation tasks which are solved with the help of mathematical equations, inequalities, systems of equations and graphs. On the material of the topic «Aldehydes and carboxylic acids», compose three calculation problems, for the solution of which it is necessary to use a system of equations.

3. One of the generally recognized forms of work with gifted children is their participation in the Olympiads. During the third stage of the Republican Olympiad in Chemistry students are offered the tasks in the recognition of organic substances. Choose three tasks where it is necessary to find out oxygen-containing organic compounds experimentally.

Conclusion. Thus, the above examples show the possibilities of using methodical tasks in the study of organic chemistry to improve the professional training of future teachers.

1. Borisevich, I. S. On the implementation of contextual training in the preparation of future teachers / I. S Borisevich, E. Ya. Arshansky // Chemistry at school. – 2020. – № 1. – P. 20–25.
2. Aharodnik, V. E. Chemistry teaching methodology : workshop : a textbook for students of higher education institutions in chemical specialties / V. E. Aharodnik, E. Ya. Arshansky; edited by E. Ya. Arshansky. – Minsk : Aversev, 2014. – 317 p.

PSYCHOLOGICAL CHARACTERISTICS OF TEACHING READING TECHNIQUES

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Reading is characterized by an extremely complex process of the human nervous system, which includes an enormous amount of subconscious and conscious brain work. Reading is based on certain skills that must be developed by the teacher in the classroom and at home. And the first of these skills is "correlating the visual image of a speech unit with its auditory-speech-motor way" [1]. The sum of these skills is the reading technique.

Foreign alphabets at the beginning of training are unusual for students. It takes time to compare them with the standard in memory, because of this, signal recognition and preparation of the articulation organs for pronunciation are delayed, therefore the reading rate decreases. Combinations of signals (letters) are also unusual. The mechanism of comparison of each letter works, and not the mechanism of comparison of their complex, and even that one functions in a slow manner. When reading, words are recognized as a whole, considering their essential distinctive features (1st signal system). Then these signs are specified based on the meaning of the word (2nd signal system).

Material and methods. When writing the work, the following research methods were used: studying the literature on this topic and its critical analysis (works by Galskova N.D., Gez N.I., Zimnyaya I.A., Klychnikova Z.I., etc.), studying the organization of the educational process and experimental verification of the effectiveness of the system of training exercises developed by us in the gymnasium № 1 in Vitebsk.

Findings and their discussion. The formation of skills in reading technique in a foreign language is closely related to the age characteristics of students. Numerous scientific studies have shown that junior schoolchildren, unfortunately, do not have a conscious inner need to learn a foreign language, but they have their natural interest, curiosity for everything new and unknown.

Consequently, the goal of teaching a foreign language among preschoolers and primary schoolchildren is not only to maintain this interest, but also to further increase the motivation for learning foreign languages. Education should be focused on psychophysical age characteristics. A fundamental leap in speech development occurs at the moment of mastering literacy, since it (mastery) necessarily presupposes genuine awareness of speech units [2, p. 21-22].

The familiarity of the graphic image is of great importance for reading, which leads to the conclusion that it is necessary to teach reading through reading. The more often students come across graphic images of foreign words, the faster the process of comparing individual letters and the whole word will proceed. Moreover, it is important to read aloud in order to develop strong visual-sound connections, therefore, in the process of improving the reading technique, this type of work must be done both in the classroom and at home.

It is best to start learning a foreign language at the age of 5-8, when the child has already mastered the system of the native language well enough, and he already consciously refers to the new language. Children of preschool age have exclusively mechanical memory, the ability to reproduce what they hear without much difficulty. They have highly developed perception and acuity of hearing, they quickly grasp the subtleties of listening, they have an interest in understanding their vocal apparatus. Meanwhile, in the primary grades, as you know, the leading type of motivation is cognitive. The transition by “explosion” from the dominance of the game to the dominance of cognitive motivation is unlikely.

The most effective way to form cognitive motives and interests is their initial "intertwining" into the game situation. At the age of 6 - 8, abstract thinking is still poorly developed. Everything that students do in the lesson should be visible, concrete, tangible and directly related to the world around them. Children have very strong long-term memory: they need multiple presentation of material in order for it to pass into long-term memory. In addition, children are unable to maintain voluntary attention for longer than 3-5 minutes. At the same time, their involuntary attention is much less limited: children can spend hours doing what is interesting, what makes sense for them.

In psychological research Leontyev A.N., Elkonin D.B., Vygotsky L.S., Mukhina T.K. and others it is noted that from 6 to 10 years, the course of mental processes of students changes dramatically. There is a change in the leading type of activity: play is replaced by educational, although play still continues to play an important role. A positive attitude towards learning is formed, the cognitive motives of learning are strengthened. Cognitive processes are developing. Perception becomes controllable, becomes more precise, dismembered, deliberate, the relationship between analysis and synthesis is clearly distributed. The share of voluntary attention increases, it becomes more stable. The development of intellectual operations is underway: comparison, generalization of orientation, classification, coding, the transition from visual-figurative to verbal, critical thinking. The share of productive thinking actions increases. Mnemonic activity becomes more perfect, the volume of memory expands, logical memory and productive ways of memorization develop.

Thus, further improvement of the process of teaching reading technique should go along the line of concretizing exercises aimed at the formation of prosodic skills and abilities of a conscious understanding of what is being read.

Conclusion. Perception and comprehension of a speech message are the main components or psychological mechanisms of the process of reading techniques in a foreign language, included in various reading models and reflecting, in the opinion of many authors, the psychological structure of this process.

When teaching reading, the teacher should always take care that the information presented in the text is available to the students. The reading process should be organized in such a way as to induce optimal concentration and correct distribution of attention in students. All this will contribute to the successful understanding of the text. And this, in turn, depends on how well the teacher himself owns the methods of checking reading comprehension. The more varied the methods of checking understanding, the more interesting it will be for students to work with the text. All this will increase the effectiveness of the learning to read process.

The formation of skills in reading technique in a foreign language is closely related to the age characteristics of students, namely: the specifics of their memory, attention, speech hearing, thinking, etc.

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2. Elkonin, D. B. How to teach children to read / D. B. Elkonin. - M.: Knowledge, 1976. - Ed. №. 4. – p. 21 - 22.

THEORETICAL AND METHODOLOGICAL APPROACHES TO MANAGING THE PROCESS OF FORMING THE COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS

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A person of culture within the confines of modern society can be identified not only by the level of education, but also by the fact that they possess a sense of respect for others, as well as the ability to interact constructively. Therefore, the priority task of modern education is the development of the ability to establish productive relationships with others on the basis of cooperation and mutual understanding, tolerance towards the views, customs and habits of other cultures. The developers of pedagogical education these days operate on the premise of the necessity for the teachers to possess the capability to demonstrate the models of communicative activity both as the subject and the object of communication. The importance of solving such problems is also noted in the curriculum of high school education.

The primary school age is widely considered to be the most favorable for the development of the child's ability to isolate unknown aspects of a problematic situation and actively study it. During this period, the student already has sufficiently developed self-control, motor skills and the ability to communicate with other people. If a student has a well-developed ability to comprehend things selectively, coherently and somewhat objectively, their overall perception can be considered to be developed as well. In such cases the attention span of young children becomes rather deliberate, with the required capacity, stability, distribution and the ability to fluidly switch between tasks. At this point the cognition of a child is fully developed and presented in all three basic forms: visual-effective, visual-figurative and verbal-logical. The degree to which the communicative personality traits are developed is also important [1, p. 68]. At this age children possess significant capacity for development. It is at this age that the intensive development of the higher brain functions takes place. It originates from a variety of joint activities, social relationships and interactions. Psychologists say that children at this age are quite capable of assimilating more complex material with the help of the correct forms and methods of teaching. The main task of the teacher in this regard is to arouse and maintain constant interest in students, while taking into account individual capabilities of each child. Such age-related and personal characteristics of students contribute to the development of social communications and determine the relevance of the issue, aiming at finding the best ways to solve it. Based on the fact that communicative competence is considered to be an aspect of personal development, it can be assumed that the matter of the educational process influencing the formation of the communicative competence in junior schoolchildren is highly relevant at this particular time.

Findings and their discussion. Currently, the systematic approach is considered to be one of the leading theoretical and methodological approaches. Based on the results of pedagogical studies conducted by Y. K. Babansky, V. P. Bespalysh, I. F. Isaev, V. P. Kraevsky, M. N. Skatkin and B. C. Sadovskaya, it can be concluded that the management of the formation process of the communicative competence can be characterized by such signs of consistency as purposefulness, integrity and system-forming connections. The management of this system begins with identifying and clearly formulating its final goals, which are subordinated to intermediate goals [2, p. 6]. The result of management helps with identifying the way of achieving the goal. The goals and results of managing the process of forming students' communicative competence ends up acting as systemic factors.

Over the course of the study the competence-based approach was also considered (A. K. Markova, G. N. Podchalimova, S. Yu. Stepanov, etc.). When it comes to defining the goals and contents of general education, this approach is hardly innovative. The focus on mastering skills, methods of activity and generalized modes of action was the leading one in the works of such teachers and psychologists as M. N. Skatkin, I. Ya. Lerner, V. V. Kraevsky, G. P. Shchedrovitsky, V. V. Davydov and their followers. According to A.G. Kasprzhak, the competence-based approach focuses on the result of education, and the result is not considered the sum of acquired information, but rather the person's ability to act in various problematic situations. In the context of the modern school, the direction of implementing the competence-based approach is to strengthen the applied nature of all school education. The next approach that was inspected during the study is the personality-oriented approach. The ideas of this approach are presented in the works of E. R. Mayorova, V. A. Serikova, G. G. Skorobogatova, P. I. Tretyakov, I. S. Yakimanskaya, E. A. Yamburg and others. The personality-oriented approach to the organization of educational activities implies that the student should always be the center of attention. This approach requires a certain degree of trust between all participants, taking into consideration individual capabilities and unique skills of each student.

Noting the objective importance of the ideas presented within this particular approach, it is necessary to note the expediency of using the resource-oriented approach. Many researchers (T. M. Davydenko, T. I. Shamova, I. S. Yakimanskaya, etc.) pay attention to the need to take into account the resources of the subjects of education as an essential part of the process of school management. This approach considers the developmental orientation and the age-appropriateness of education to be one of its main strategic goals. The resource-based approach implies the creation of conditions for the most effective use and the most complete development of the subjects of management.

Conclusion. Based on the presented information, it could be concluded that when developing a model for managing the process of forming the communicative competence of primary schoolchildren it is advisable, first of all, to focus on the theoretical and methodological positions of the systemic, competence-based, personality-oriented, resource-oriented and reflexive approaches. The analysis of the conceptual ideas aimed at the development of the contents of managing the process of forming the communicative competence of junior schoolchildren focuses on determining the content of specific stages of management.

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THE PROBLEM OF DISTANCE LEARNING EFFICIENCY: THE VIEW OF A STUDENT OF VSU NAMED AFTER P. M. MASHEROV

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The COVID-19 pandemic that shocked absolutely the whole world showed how the domestic education system is far from fully ready for a full transition to distance learning for university students.

Distance learning is the interaction of a teacher and students with each other at a distance, reflecting all the components inherent in the educational process and implemented by specific means of Internet technologies or other means that provide interactivity.

Distance learning in a difficult time for modern society has become an urgent topic for solving many problems and tasks, because the transition to a distance education system is a comfortable way to get a higher education when and where it is convenient, regardless of age, status and location. But, no matter how effective this educational system may seem, students still faced insignificant, and in other matters, global problems, which in turn can affect the socio-psychological and mental development of children.

To develop the quality of the distance learning process, it is necessary to identify and investigate these problems.

The goal is to reflect and update the problems of the effectiveness of the distance education system at Vitebsk State University named after P. M. Masherov; to identify the main reasons for the mass dissatisfaction of students with distance learning, which in turn in some way affected the educational process, as well as the socio-psychological development of students.

Material and methods. To identify the problematics of the effectiveness of distance learning, a questionnaire method was applied among students of various courses.

The questionnaire method is a psychological verbal-communicative method in which a specially designed list of questions – a questionnaire – is used as a means to collect information from the respondent.

Findings and their discussion. 120 students of the Faculty of Chemical-Biological and Geographical Sciences of the 1st – 4th courses of VSU named after P. M. Masherov took part in the survey.

Most students are familiar with distance learning and some are even interested in it.

About 70% of the surveyed students prefer full-time education. Thus, they extract sufficient information from the learning process for their self-improvement. Distance learning does not suit them, they explain this by the fact that it is difficult to master the material without contact with the teacher; some theoretical material requires explanation, you have to study a large amount of information on your own, sometimes without even understanding what it is about. After all, all lecture material is assimilated quickly and easily when it is presented and explained by a highly qualified specialist, namely a teacher.

The difficulty also lies in the fact that there is not enough time to study and complete assignments, because almost all tasks in the MOODLE system have a time limit. Many students do not have enough practical and laboratory classes, in which they can take out for themselves something more than from theoretical material.

Social isolation occupies a separate step in the problem of the effectiveness of such education. After all, many students lacked social communication with their peers, friends, acquaintances, etc. Long-term stays without social contact can lead to serious mental disorders, as well as stress, insomnia and chronic fatigue.

Students who would prefer distance education believe that it is very convenient, practical and has a right to exist: there is the possibility of part-time work, convenience in the allocation of time for the preparation and study of the material, and it is also possible to control the workload. The distance learning process helps students to gain independence and responsibility.

Conclusion. Distance learning as an innovative educational process using information and computer technologies helps students to realize their goals, which are aimed at developing themselves and their personality. However, the distance education system cannot fully replenish and replace the knowledge and skills that are provided to us directly through "live" communication and social contact with both friends and teachers. After all, it is not for nothing that one of the leading psychiatrist and specialist in mental disorders associated with disasters from the US Military Medical University, Joshua Morganshtein, said one suitable phrase: "*For some people, the lack of social connections is the same as the lack of food*".

KNOWLEDGE AS A COMPONENT PART OF ENVIRONMENTAL EDUCATION

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The problem of the relationship between humans and nature has existed throughout the development of mankind. But at present, the ecological problem of interaction between humans and nature has become very urgent and has reached huge proportions. The planet can be saved by the vigorous activity of people, which is carried out on the basis of the adoption of nature laws, accounting for multiple interactions in natural communities, and realization that man is just a part of nature. This means that the environmental problem arises today not only as the problem of preserving the environment from pollution and other negative influences of human economic activity on Earth.

The purpose of research is to study the formation level of environmental knowledge of primary school-age children.

Material and methods. The base of the study was the State Educational Institution «Vitebsk Secondary School № 28». The total number of respondents was 40 students in grades 3-4 (of which 18 were girls, 22 were boys). To achieve the goal of the study, the following methods were used: terminological method, study and generalization of psychological and pedagogical experience, questionnaires, methods of mathematical statistics.

Findings and their discussion. The younger school age forms a personality at the age of 6-7 to 10-11 years and is characterized by increased impressionability, suggestibility, an internal plan of action, self-control and reflection. Thinking becomes the dominant function at primary school age. The ecological culture formed in the process of ecological education, as L. D. Bobyleva, contains the following components:

– interest in nature;
– knowledge about nature and its protection;
– aesthetic and moral feelings for nature;
– positive activity in nature;
– motives that determine the actions of children in nature [1, c. 77].

Environmental culture as a personality trait at primary school age should be formed in the system of continuous environmental education. The main links that have a significant impact on the child are:

– family;
– children's educational institutions;
– school;
– out-of-school educational institutions;
– mass media;
– self-education [2, c. 78].

It is worth starting to engage in environmental education from early childhood in the family and at school. Educators and parents need to lay the foundation for an ecological culture and develop a responsible attitude towards nature in children. Environmental education consists of environmental knowledge and skills, environmental thinking, values, environmentally sound behavior. The content of ecological education is acquired by students in their various activities.

An analysis of the forms of environmental education allows them to be classified:

a) mass (mass nature conservation holidays; conferences; environmental festivals, role-playing games);

b) group (sectional classes for young friends of nature; electives on nature conservation and the basics of ecology; film lectures; excursions; hiking trips to study nature; ecological workshop;

c) individual (involves the activities of students in the preparation of reports, talks, lectures, observation of animals and plants; making crafts, photographing, drawing, modeling).

To study the level of formation of ecological knowledge among junior schoolchildren, a questionnaire was conducted containing 15 questions with 3 answer options. The content of the questions determines the level of knowledge among students about the animal and plant world, about connections, phenomena in nature.

Based on its results, we determined that about 10 children have a high level (28 %), 22 students showed an average level – (53 %) and 8 children – a low level (19 %).

Based on the monitoring results, the level of ecological culture is determined.

Students with a low level (8 people – 19%) formed ecological culture do not know about the essential aspects of the animal and plant world, they show a desire to take care of animals and the environment, but the cognitive attitude towards plants is not developed.

Students with an average level (22 people – 53 %) of the formed ecological culture have mastered the regular connections of objects, phenomena, the generalization of knowledge about the features of the natural world is manifested. He is not always able to analyze the consequences of inadequate influences on the entire environment, while showing desire, care and respect.

Students with a high level (10 people – 22 %) of the formation of ecological culture have diverse knowledge about plants and animals of different communities. These students show desire, care, respect for the flora and fauna, understanding their value. They significantly motivate their attitude towards nature, show a steady interest in the world around them.

The data obtained demonstrated that children develop conviction of the need to protect nature, a desire to increase natural resources. Children are able to resist negative manifestations in nature; they can consciously regulate their actions in nature.

Conclusion. Thus, the prevailing average level of environmental knowledge of the respondents makes it possible to further develop a comprehensive program for the formation of environmental culture in an educational institution. We believe that this work will be more expedient in organizing interaction on environmental education in the «child-family-educational institution» system.

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KEY DIFFICULTIES CAUSED BY A SPECIAL LINGUISTIC FORM OF COMMUNICATION WHILE LISTENING COMPREHENSION OF ENGLISH SONGS

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Nowadays, in the era of globalization and the broadening of international relations between countries, learning foreign languages as a means of communication is an increasingly important factor. This environment determines *the relevance* of the research. The effectiveness of learning this subject will largely depend on the degree to which the learning process is brought closer to the conditions of controlled language acquisition in a natural language situation. Herefrom several *objectives* take place: to consider certain didactic features of listening comprehension based on authentic English songs, which include information depth, expressiveness, wealth of visual techniques and emotional effect on students.

Material and methods. We used such research methods as literature study and its critical analysis (works of N. D. Galskova [1], I. A. Zimnya [2]). The observation of the teaching process at Vitebsk gymnasium №2 and its scientific interpretation served as research material.

Findings and their discussion. In general, the process of listening comprehension is complicated and demanding well-developed skills. Thus, the use of authentic English songs to develop such skills has a number of difficulties due to their special linguistic form of communication. There are two reasons that the difficulties arise: a) as listening comprehension contain new, unknown linguistic elements; b) because learned information can not be properly perceived due to its difficulties.

However, such problems can be solved by training and revising, through special tasks, which form the skill of comprehension of unknown elements in the text. Let's consider possible formulation of these tasks: "Listen to the following phrase or a sequence of phrases containing new words, try to guess the meaning of these words by word elements / context / native language analogy"; "Listen to a phrase (group of phrases, small texts) and try to understand its basic meaning despite the presence of new words in it".

There is another group of difficulties connected to the language. It says that when studying new, unfamiliar words, grammatical phenomena or speech patterns, as a rule, students pay much attention to the difficulties of reproducing this information instead of finishing the process of solving recognition problems. It leads to low level of recognition, e. i. The new material and elements are unstudied. Practical teaching we have conducted shows that students make more mistakes in reception than in reproduction.

In order to provide correct recognition of linguistic elements, first of all, a teacher ought to highlight those difficulties that may arise while particular listening comprehension, as well as, to accomplish special tasks helping recognize these elements and phenomena in phrases and small texts.

Another huge difficulty closely related to the language form is the length of sentences in the texts. It is known that the amount of short-term memory where a phrase is stored is not large enough to remember the whole sentences. If the length of a sentence exceeds the amount of short-term memory, the listener forgets the beginning of the phrase and therefore cannot synthesize its meaning. Experimental studies have shown that the maximum number of words in a phrase that a good auditor can hear is 13 [3, p. 42]. As well, it is proved that students who have not mastered a foreign language yet, namely the English language, have much less ability to keep words and phrases in mind, therefore the maximum of their memorizing ability is limited to 5-6 words. Consequently, at the beginning of the training, the length of a phrase should not exceed this number of words, but the number of words in a phrase should be increased during training, so that by the end of the training it will reach 9 or even 10 words.

It should also be noted that not only the length of a phrase affects its retention in memory, but also its structure. Simple sentences are easier to remember, while complex sentences are harder to remember. Among complex sentences, attributive clauses are the ones with the worst memory retention, so at the beginning of training, students should mainly use short simple sentences, then enter compound sentences and compound sentences with clauses of different types.

Conclusion. Thereby in order to overcome language difficulties in the process of listening to authentic English songs, it is necessary to perform preparatory exercises aimed at developing 1) language prognostic skills based on the context, analogy with the native language, conversion, word analysis; 2) students' memory and attention; 3) phonemic and intonation hearing. A special group of exercises should be made up of tasks aimed at the development of semantic prediction based on such pillars as title, photograph, tables, keywords, dates.

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EFFECTS OF PARALANGUAGE IN COMMUNICATION

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Non-verbal communication plays a huge role in our life, being an integral part of almost any human activity. However, should they be given special attention in the learning process, in particular, when learning foreign languages? This issue becomes relevant when teaching listening comprehension: although, as you know, most information is transmitted using verbal means, in real life, communicating with another person, we inevitably pay attention to his non-verbal signals. Therefore, in scientific terms, it is important to clarify the role of various non-verbal means in oral communication, which will optimize the learning process, allowing students to acquire knowledge and improve skills that take into account the authentic features of oral communication of native speakers.

Material and methods. The objective of the research is to define the role of non-verbal signals in the perception of foreign language speech among non-native speakers. Research methods: laboratory experiment, method of comparative analysis, analysis and generalization of psycholinguistic literature, observation, questioning in the form of a written survey.

Findings and their discussion. Paralanguage is considered to be a constituent of non-verbal means of communication. Apart from that non-verbal means of communication include facial expressions, gestures, different body signs and even the distance between the speakers. Charles Darwin was the first one to a have a publication on such a topic. He published the book called "The Expression of the Emotions in Man and Animals" in 1872. He was the first one who noticed that animals mainly communicate by gestures and facial expressions. Since then a lot of scientists and researchers contributed to learning of such phenomenon as non-verbal communication.

Though we tend not to pay so much of our attention to non-verbal signals, we cannot but admit the fact that more than 90% of our everyday communication is non-verbal. Gestures, facial expressions, vocalics and even the image of the speaker can add to the words a lot of connotations. Some say that the way we talk about something is more important than what we talk about.

When we think about non-verbal means of communication we mention such words as 'gestures' and 'facial expressions', forgetting about not less important means of communication: volume, speech rate, modulation, fluency and others. While some think that it is not as important as other means, we can draw plenty of instances which show the extreme importance of it. One of the most vivid and popular examples is famous presidential debate which occurred between Richard Nixon and John F. Kennedy on September 26, 1960. Due to recovery after a serious disease Richard Nixon seemed to be unfocussed and unconfident. He avoided looking straight at cameras and audience. At the same time Kennedy looked young, fresh and energetic while addressing the audience. He was believed to win the elections and he did it. The later research suggested that TV audience preferred Kennedy whereas radio listeners preferred Nixon. [2, p.315] This accident is considered to be the most controversial as it created a myth that non-verbal means of communication are more important than verbal means. [1, p.39]

Due to the urgency of this problem the objective of our research was to determine the influence of non-verbal communication means, in particular kinesics and vocalics, on the perception and understanding of foreign speech among native Russian speakers who study English at higher educational institutions.

The results of the experiment are the following. Non-verbal signals play a big role in our life. This experiment showed that people with pronounced non-verbal characteristics were more popular among listeners. Their non-verbal signals helped the listeners process the information better. We found out that there are factors that positively influenced the memorization and processing of information, and some, on the contrary, made the process difficult. The experiment showed that the lack of non-verbal signals, or their excessive use, only confused the listeners and distracted attention.

We can say that active facial expressions, moderate gesticulation, eye contact, emphasis on the words, clear intonation and articulation, speech pauses and moderate volume contributed into successful processing of information. At the same time, lack of gestures, or sudden movements, indistinct articulation, lack of pauses and fast speech rate distracted the person's attention.

Conclusion. Thus we can conclude that acoustic non-verbal characteristics have a greater impact on the perception and processing of speech than visual ones.

Despite the sufficient number of sources of information, the number of experiments and researches carried out on this topic is not very large. Thus, we can conclude that the relevance of the work is very high. In addition, this topic affects not only those who are influenced by non-verbal signals, but also those who send them. That is why it is important directly to teachers who want to get a positive response from students. Without taking into account your non-verbal signals, there is the possibility of reducing the effectiveness of communication.

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DEFINING THE ROLE OF THE FAMILY AND FAMILY VALUES IN THE LIFE OF MODERN YOUNG PEOPLE

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The family as a culture-bearer of its people plays a huge role in the development of the state and society. It is the guardian and translator of fundamental family values to the younger generation. It is in the family that the child forms the first holistic view of the world; the foundation of the human personality is being laid. Recently, the world of the modern family is undergoing rapid changes, which leads to the transformation of its ethno-cultural values and ethno-pedagogical traditions of upbringing children. Through the media, the Internet, and television, values that are alien to our culture are forcibly introduced into the mass consciousness of young people. As a result of negative social processes and propaganda of immoral actions destructive changes occur among Belarusian youth, namely, the loss of the most important moral family values.

The aim of this research is to identify the features of students' ideas about the family, about honoring and respecting elders and the distribution of family roles, to determine the level of family values formation and the importance of family in the life of young people.

Material and methods. The results of an empirical study conducted in May, 2020 are presented. To achieve this goal we developed the questionnaire "I and my family" consisting of 17 semi-closed questions which also include arguments and explanations regarding the chosen answer option. The study sample consisted of 35 fourth-year students of full-time studies in specialties "Social pedagogy" and "Social work (social and psychological activity)". In this research, in addition to the method of analyzing the scientific literature on the problem of the family, we used the questionnaire method, as well as the method of mathematical data processing.

Findings and their discussion. Attention to the study of the problems of the modern family from scientists is due to the search for ways to preserve and transmit family values in generations, which should be consistent with the ideas of modern young people about the institution of the family, supported by real training of young people for family life, promotion of family values and traditions. Moreover, one of the main components of the state family policy is the strengthening of family values through the formation of a positive image of the family in society, the implementation of measures aimed at increasing the prestige of the family and ensuring family well-being. "A strong family is a strong state" is one of the main ideas that consolidate modern Belarusian society [2, p.2].

The family occupies a leading place among institutes of upbringing. In scientific literature there are many works of domestic scientists of different time period, dedicated to the importance of the family, specifics and conditions of family upbringing as well as the problems of family values and value orientations of personality (Y.P. Azarov, M.I. Bobneva, A.E. Bogdanovich, B.S. Bratus, G.N. Volkov, V.O. Kondrashova, D.A. Leont'ev, A.S. Makarenko, Sh.A. Mirzoev, A.P. Orlova, N.A. Sosnovskaya, E.L. Tikhomirov, A.B. Fedulova).

The family, according to the definition published in the "Pedagogical encyclopedia" (ed. B.M. Bim-Bad), is a small group based on marriage or blood relationship, whose members are connected by community life, mutual moral responsibility and mutual assistance [1, p.257]. According to numerous studies, family values in Belarus are always dominant among other traditional values of the people. They are very extensive and include attitudes to marriage, upbringing children, conducting economic and business activities, and much more [3, p.55].

In order to determine the level of proficiency in the system of family values of modern boys and girls we used a questionnaire developed by us. In this research the main focus is on issues related to the relationship to family members and the importance of family in the lives of young people. The study which was organized in May, 2020 among students aged 20-26, involved 35 people, including 4 boys and 31 girls.

Respondents were asked about the importance of the family for modern people, about relationships, mutual assistance and trust in the family, about the distribution of responsibilities, including caring for children, helping at home and elderly relatives. In addition, close attention was paid to the expectations of the respondent's family and their desire to create a similar social unit in future.

Assessing the importance of family for modern people, 94% of students expressed a positive opinion and 6% noted that in some cases the family is not important. Speaking about family relationships and trust, the study participants note that in most families the mother pays attention to children (69%), and they, in turn, most often tell her about their life, about the events of the day (60%). As for mutual assistance, fulfillment of requests and instructions from parents, only 40% of respondents fulfill them willingly, 54% of respondents have a different attitude to parents' requests, and 6% fulfill them reluctantly. After analyzing questions about elderly relatives, we can conclude that the majority of students treat them with respect and, if possible, try to help them (48% – always, 28% – sometimes). To the question "What do you expect more from the family you live in?" 17% of respondents expect a good organization of life, 28% of young people would like to feel the joy of communication, and 65% of respondents want to feel peace and security in the family, which indicates that a family for a person is not just a house as a room where they currently live, but a place where he is felt, loved, protected, understood and always waited. It is interesting to note that 43% of respondents would like to create a similar family in future, 26% of students have doubts, for 14% this question is currently difficult, 17% of respondents would not like to have a family similar to the one they currently live in, explaining that they have other ideals related to the future family.

Conclusion. Thus, interpreting the results we note that the majority of respondents have a high level of formation of family values, since they have developed a sense of respect for parents, respect for elders, care for the younger ones, mutual assistance, and a willingness to pass on family values and traditions to their children. A small number of young people have an average level of formation of family values, i.e. there is mutual understanding and mutual assistance in their families but family values are not fully accepted, there are moments that do not suit the student. Such young people feel quite well in the family but there are disagreements and misunderstandings with the defense of their interests, and they are also focused on activities for pleasure and their own desire. It should be noted that there is no low level of formation of family values among students which would be a serious obstacle to establishing contacts between family members who do not observe family traditions.

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FEATURES OF DEVELOPING COMMUNICATIVE SKILLS IN CHILDREN WITH INTELLECTUAL DISABILITIES

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Communication is one of the main activities of a person, which is aimed at knowing and evaluating himself through other people. It serves as an essential factor in the formation of the child's personality and is also a basic condition for his development [1, c.14].

An analysis of medical, psychological and pedagogical literature showed that the speech of children with intellectual disabilities cannot fully fulfill the function of communication. This category of children has a lack of communicative skills, which leads to primitive conversational speech, an inability to initiate or maintain a conversation. At the same time, the underdevelopment of communication is not compensated in the form of the use of non-verbal means (gestures, facial expressions).

The purpose of the article is to reveal the features of communication skills and skills in children with intellectual disabilities.

Only some aspects of communication skills in children with intellectual disabilities are addressed. The remaining issues also require further consideration, as well as detailed refinement.

Material and methods. The material for the study was the scientific works of domestic and foreign teachers and psychologists involved in issues of communication skills and skills, socialization of children with intellectual disabilities. To achieve the goal, the following methods were used: analysis of scientific literature to determine the content of the concept of "communicative skills and skills in children with intellectual insufficiency, synthesis, formalization of scientific sources, description, comparison when revealing the problems of communicative skills and skills in children with intellectual insufficiency. To confirm the conclusions obtained during the study of medical, psychological and pedagogical literature of the problem of communicative skills in children with intellectual disabilities, we organized an experiment, which included the following stages: ascertaining, forming and controlling.

Findings and their discussion. Analysis of scientific and methodological literature shows that communication is an important factor in the mental development of a child. Only in interaction with adults is it possible to absorb the social experience of mankind and realize the opportunity to become a representative of human experience. As for the means of communication, they are presented in the form of coding methods, in the transmission, processing and decoding of information that is distributed through the interaction of living beings. The means of communication determines its appearance. There is verbal and non-verbal communication with characteristic sign systems. There are also types and forms of communication.

The emergence and formation of communicative activities occurs during the first seven years of the child's life. According to E.G. Fedoseeva, at an early stage of ontogenesis in the pre-speech period, the child is forming the prerequisites of verbal speech function. A child with intellectual insufficiency, from birth, has difficulty in forming communicative activities, emotional communication, so the development of a communicative culture and communication skills comes to the fore when teaching and raising such children. The need for communication activities is an essential condition for the emergence and development of speech in children with intellectual disabilities.

To confirm theoretical data, in February-March 2020, an experimental study was conducted on the basis of the Auxiliary School No. 26 of Vitebsk. The pilot was attended by 16 primary secondary school students, 10 boys and 6 girls. The age of children is 7-8 years. In this category of children included in the experimental group, vision and hearing are preserved, but intellectual insufficiency (F70 - mild degree) is stated. The purpose of this experiment was to identify the level of communicative skills and skills in primary school children of auxiliary school.

In January 2020, we selected diagnostic material, which included two series of methods: the first to identify the level of formation of communication skills, the second aimed at identifying the level of development of regulatory abilities. Also, each diagnostic task has: goal, progress, instruction, assessment and interpretation of results. It was pointed out that the conditions of the survey should take into account the age and physical capabilities of children. In the course of work, there should be a constant change of activity in order to avoid overwork of children. And the duration of each technique should be no more than twenty minutes.

According to the results of the study, among primary school students with intellectual disabilities there are children whose speech is at a sufficient level (21.83%), and children who have not yet developed speech - 58.34% (or haven't mastered it at all - 19, 83%). But there is what unites them - a limited understanding of the speech addressed to them. But it should be noted that speech is not a full-fledged source of knowledge that is transmitted to the child and speech does not show his intellectual capabilities.

Thus, according to the results of an experimental study, it can be concluded that communicative skills in children with intellectual disabilities have the following characteristic: inadequacy of inclusion in a communication situation (73%); lack of orientation towards the interlocutor in the process of communication (56%); lack of transparency and fragmentation of coherent statements (69%). Limited means of communication (both verbal and non-verbal) leads to the fact that children with intellectual insufficiency become rejected in the peer team. The underdevelopment of the communicative function of speech cannot be compensated by other means of communication, in particular mimic-gesticulatory.

Conclusion. The process of communication, as an important factor in the mental development of a child and an adult, is a subject of consideration of human sciences. Communication also has a great impact on the cognitive processes of the child, on his personality. The influence of an adult is essential in the emergence and development of communication, and its leading initiative constantly "pulls" the child's activities to a new, higher level on the principle of "near development zone." The practice of interaction with children organized by an adult contributes to enriching and transforming their social needs. Limited means of communication (both speech and non-speech) leads to the fact that children with intellectual insufficiency become rejected in the peer team. Due to the fact that speech and non-speech means of communication are limited, children begin to be rejected in the peer team

In summary, the following conclusions can be drawn: the underdevelopment of the communicative function of speech cannot be compensated by other means of communication, in particular mimic-gesticulatory. Our diagnostic and didactic tools for identifying the formation of communication skills can help build an effective corrective development work to develop and correct these skills in children with intellectual disabilities. Didactic material can also be used in the pedagogical process of special educational institutions.

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DESIGN AND MODELLING OF SUBJECT SPATIAL ENVIRONMENT BY MEANS OF DESIGN, FINE AND DECORATIVE ARTS

"BLACK SQUARE" AS A SOURCE OF PLASTIC DEFORMATIONS

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To date, the most radical direction in the field of art is considered to be the Suprematism of Kazimir Malevich, who made the transition from abstract painting to architecture and had a huge impact on the creative activities of his followers. It is in painting and architecture that colossal changes are taking place in the form of the destruction of all classical traditions and the denial of everything dogmatically recognized. The change of their own worldview orientation among artists and architects contributes to the emergence of one of the brightest trends in architecture – deconstructivism, as evidenced by the created structured, unique in its form objects, works of art that previously had no analogues.

The purpose of this work is to identify the features of formative methods in the work of architect Zaha Hadid and artist Vladimir Sterligov.

Material and methods. The source of factual material for this study was the works of the artist V. Sterligov, art criticism articles about his work and the buildings created by the architect Z. Hadid. The main research method is comparative and descriptive, based on the analysis of their creative evolution.

Results and their discussions. Analyzing the graphics of the innovative architect of Iranian origin Zaha Hadid, her formal searches, architectural projects and works of the artist Sterligov, his notes and explanations of the conceptual search-both have a close connection with the Russian avant-garde. The "black square" acts as a "reference point", "challenge", "source" for plastic deformations.

According to N. Smolyanskaya, Malevich himself imagined the "Black square" as a bunch of atomized particles, and in "White" he saw the maximum expansion of the universe at the exit from the field of earth's gravity. At the same time, "both the one and the other [squares] were connected by a well, and the square shape itself was the "well" that connects the cosmos and our earthly sensation [3]. Now space, which was traditionally defined by three dimensions: height, width and depth, does not resemble the earth's perspective in any way – it is a cosmic universe without vectors, without top and bottom.

Let's take a closer look at the succession of each of the followers:

Zaha Hadid is the most talented architect of our time, a representative of the direction of deconstructivism. In the first years of her work, the architect often makes variations on the themes of Malevich's works and it turns out brilliantly for her. They have everything to say about imitating the main author of the Russian avant-garde: the dynamics of the movement of lines, composition, and sense of rhythm.

Analyzing her practically implemented Opus tower project for the Business Bay area in Dubai, which is scheduled to open in December 2020, and comparing it with the "Black square", we see the same principles of shaping. It is based on clean straight lines. Zaha uses a simple geometric shape of a square, consisting of two rectangles-towers, cleared of decoration and merging into a single whole, eventually forming a full-fledged cube. Continuing the idea of innovation, in the center of the composition, Hadid adds his own design element-a curved void in the form of a circle-sphere "blurred drop". This creates a contrast between a rigid straight line and a circle, where an orthogonal geometry is combined with a smooth flowing line, a straight curve, like Sterligov's, and is perceived as a balance: a filled building and an empty one, transparent and opaque. By placing the architectural structure on the glass podium of the first tier and highlighting it, the architect created a sense of optical illusion, lightness, a square floating above the ground, "non-objective world", like Kazimir Malevich.

One of the few artists who emerged from the Russian avant-garde culture of the 1910s and 1920s was Vladimir Sterligov. Vladimir Sterligov, like the avant-gardists of the 1920s, needed a theoretical understanding of his work. After that, there will be his own discovery, thanks to which the artist becomes famous – a new additional element "straight-curve"[4]. Sterligov takes the Malevich line as a basis. The Malevich line – as a "Black square" – shows the universe as a self-sufficient Nothingness, pointlessness, "zero" of forms [6]. In his theory, the painter proposes to represent the vibration of a straight line, fixing only one point on it, where the straight line begins to come to life and the ends of this line are raised up. The result is a mirror image of the bowl, divided by a single straight line in the middle, conditionally dividing the world into two parts – "world" and "anti-world". In the process of vibration, the "straight-curve" of Sterligov turns into a circle-sphere. If you imagine three touching spheres, then between them you will get the shape of a triangle, which the artist will then call spherical. A spherical triangle is a kind of exit to another world, or rather a place from which another world comes to the world, manifesting itself in color, which creates the shape of space.

Conclusion. Drawing an analogy between two completely different people, from different cultures and time space, followers of Malevich, you can face a certain misunderstanding of how it becomes possible to combine the avant-garde, which rejects any tradition (including spiritual), with the Muslim worldview of Hadid, and the Christian one of Sterligov – as the highest achievement in the concept of building space. The fact that this has become possible is shown by the modern objects that have come to life, the architect's complex, curved structures, and the Russian artist's paintings-all this is a visual continuation of their artistic search for plastic forms United by one common idea of the "non-objective world".

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SPECIAL FEATURES OF THE FRENCH DESIGNER PHILIPPE STARCK'S CREATIVITY IN CONTEXT OF MEANS OF COMPOSITIONAL EXPRESSION

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Philippe Starck is one of the famous French in industry design and architecture's world. He's worked out more than a thousand objects almost in half a century from the computer mouse to Steve Jobs' yacht [1].

Philippe Starck has repeatedly stated that he was looking for a way to stir up the system, get away from negativity and turn the world towards light. And that can be done with the little things that we all need every day. The designer claims he's a real romantic, a man driven by strong, seething passions. "I am a revolutionary, I do not fit into the framework, but create them" [2].

The relevance of the work lies in the fact that the Starck's artworks are unique in their vision of design philosophy related to modern environmental problems, the ability to combine contrasts of forms, textures of materials and styles. Vision of composite materials of the designer's creativity, understanding of compositional relations improves the process of professional development.

The purpose of the research is to investigate the features of Philippe Starck's artworks in the context of compositional means of expression.

Material and methods. The research was based on the materials of scientific articles, photographic materials, methods of empirical and comparative analysis, observation, description.

Findings and their discussion. Considering Philippe Starck's becoming a designer, one should focus on the position of design in France in the second half of the 20th century, since it was those conditions and events that contributed to his professional and creative activity.

The level of development in France at the beginning of the post-war period was much lower than the rest of the West Europe or the United States. The government was concerned about this, as they had always been leaders in fashion and furniture design before.

Until the early 1950s. there were almost no professional designers in the country. In 1952, due to the initiative of Jacques Vienot, the Institute of Technical Aesthetics was created, aimed at the development and design promotion. Also in 1970, the State Center for Industrial Creativity was opened as a part of the National Center of Culture and Art named after Georges Pompidou, who had educated ordinary people in the field of design. In July 1980, the French government made a decision on long-term development, training of designers in the country and the need to use design to improve the quality and appearance of products to attract consumers and increase profits. Against the background of these events, a very extravagant and extraordinary young designer Philippe Starck started his creative career.

Philippe Starck was born in the family of an aircraft designer; as a child, he constantly built and disassembled something. As a teenager, he studied at the prestigious school - Camondo. After graduation, at the age of 18, he started his own business on making inflatable objects. Since then Starck's name has already been heard in various companies. In the early 70s, couturier Pierre Cardin became his client, for whom Stark designed interiors and branded furniture. The rise of his popularity inspired to create his own design firm named as «Stark Products». In 1983, French President François Mitterrand and Minister of Culture Jack Lang invited Stark to design a private residence for the Elysian Palace. From that moment on, his works has gained popularity among a wide range of people. He has designed completely different items: chairs, a computer mouse for Microsoft, a scooter for Pibal, a Juicy Salif juicer, and many interiors.

Since 1984, Stark has been engaged in production design and created home accessories, dishes, furniture, decor items, etc. Some of his works are kept in art and design museums in the USA, England and France.

The «Louis Ghost» chair for Kartell (2000), which is one of the most popular designer's creations, achieved a record number of sales worldwide during Starck's career. The «Louis Ghost» is an ironic plastic version of the classic King Louis XV armchair that mixes baroque and innovative modern design. The chair is completely unobtrusive, but it seems crystal and practically merges with the space. The bold fusion of styles and the use of classic royal chair contrasting with cheap plastic is a breakthrough in design.

A distinctive feature of a designer's creativity is humor, which manifests itself in his activity. The Starck's glasses promo may be a good example. Spectacle frames are designed to mimic the shoulder-joint as much as possible - the ears of the glasses move in all directions. The frame is made of flexible material that cannot be broken. Philippe Starck and Luxottica have presented an entire ad campaign that displays Stark's sophisticated sense of humor, portraying the concept of "bionism" through human flexibility.

A very popular Stark's industry design object was a series of «Flos Guns» lamps with a stand in the form of a golden Kalashnikov assault rifle, a pistol and a rifle. The compositional solution of the lamps is based on the sharpened contrast of the shape and texture of the materials. The ability to combine the incompatible one, to subordinate forms, textures, colors is a characteristic quality of a designer.

Another project that is unique in its idea: the «MastersChair» chair. The designer decided to combine the masterpieces of the furniture industry in one chair: the Series 7 chair by Arne Jacobsen, the Tulip chair by Eero Saarinen and the Eiffel chair by Charles Eames. Philippe Starck said: “We were not born just today. There were masters before us. The «Masters Chair» brings together the lines of three great masters and three great masterpieces. When you put them all together, they create a new project as a reflection of our society. "

The chair consists of smooth streamlined lines that make up the open shape of the structure. The compositional center are the points of intersection of these lines forming compositional tension. Philippe Starck uses a modern contrast - the sophisticated design of the back of the chair comes to the fore in comparison with its lower part.

Conclusion. The analysis of the great masters of design creativity from the standpoint of using compositional means of expression gives an understanding of how they work to create an original, attractive and holistic image. Such analysis contributes to the formation of the ability to logically use compositional means in own practice.

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SMART GLASS AND ITS APPLICATION IN THE INTERIOR

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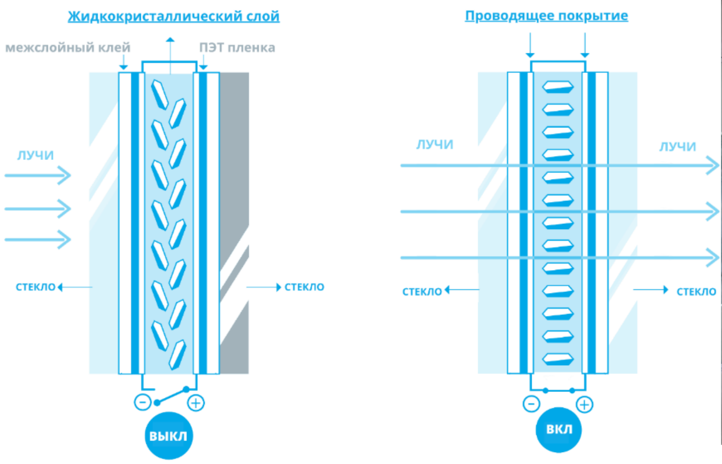
Nowadays, there is a rapid development of technologies in the design of various products, which, moreover, are replaced one after another, which in turn represents high requirements for the living environment of a person in general and the interior in particular. A designer who designs a subject-spatial environment that performs various functions strives to ensure that it meets emotional and functional requirements.

The confidentiality of indoor and outdoor spaces, as well as the protection of the interior from ultraviolet radiation are among the most important criteria in modern design.

The purpose of the study is to identify the main functional and artistic characteristics of smart glass as an integral part of a modern interior.

Material and methods. The material for this study was the objects of the environment of modern interiors using innovative technologies in design. The comparative method and the analogy method are used.

Findings and their discussion. The intelligence of smart glass is the result of its ability to change its transparency (technically called "transmission") when exposed to electrical voltage (pic. 1.). Without an applied voltage, the liquid crystals are randomly oriented and scatter the incident light. When an electrical signal is applied, the liquid crystals are oriented parallel to each other, allowing light to pass through (pic. 2.).



Picture 1. How smart film works

Picture 2. Smart glass

The degree of transparency can be controlled using the applied voltage. This is possible because at lower voltages, only a few liquid crystals are completely aligned in the electric field, so only a small portion of the light passes through while most of the light is scattered [1].

As the voltage increases, less liquid crystals are left unaligned, resulting in less light scattering. It is also possible to control the amount of transmitted light and heat when using shades and special inner layers.

A film can be applied to the glass, cut according to an artistic sketch, which, in turn, should be an integral composition, without any breaks.

Glass transparency can be controlled in a variety of ways: a stationary switch, a remote control, a smart home system, according to a schedule, by a radar (motion sensor), etc. [2].

"Smart" glasses are widely used in the automotive and aviation industries, in the manufacture of advertising products, as well as in the manufacture of partitions in offices, restaurants, medical institutions and other public spaces.

This technology makes it possible to make part of the premises or transport more private, depending on the required situation. You can also make only part of the glass partition private. Enables artistic transformation of glass partitions, leaving a logo or graphic drawing on the glass in the off mode.

Conclusion. As a result of the study, the functional and design features of smart glass were revealed. In the course of the research, it was found that the topic under consideration is closely related to such disciplines as "Construction" and "Design-engineering", which are one of the most important disciplines in training specialists in the field of design-engineering of the subject-spatial environment surrounding a person.

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BIOMYMICRY IN DESIGN

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Over millions of years, nature has created and consistently improved its creations, which allowed organisms and entire systems of organisms to develop adaptive characteristics that allow them to survive in a particular environment. Evolution has polished nature by developing certain features, mechanisms, patterns and strategies for survival.

Thanks to modern technology, it is possible to observe and analyze biological functions, structures and principles that have been discovered in nature by biologists, chemists, materials scientists, designers, architects, and engineers. Observing the function, then the mechanisms by which the function is carried out, creates a whole direction in industrial design [1]. This approach makes it possible to find original solutions for creating harmonious mass-produced products with high technical and mechanical characteristics necessary for solving a certain range of problems. Biomimicry is a new scientific direction, which is designed to draw technological and engineering ideas from nature [2].

Purpose – to consider the influence of biomimicry on the modern approach to the design of environmental objects.

Material and methods. To realize the goal of the study, the work used the analysis of scientific literature and the creative work of engineers and designers. The methods of systematization, analysis and generalization of data were used.

Findings and their discussion. Already in the early stages of development, primitive man paid attention to natural phenomena and imitated them. This experience of mimesis was expressed in the general syncretic approach of the entire primitive society. The syncretic nature of human consciousness was reflected in his artistic activity: the creation of tools, amulets and charms, household utensils. Thus, all the activities of primitive people are identified with everything that they saw and analyzed around them.

Today, a person, by virtue of his intellectual and technical resources, is able to revise the methods and methods of studying nature, which allows him to create wear-resistant, high-tech and ergonomic products. So, by the middle of the century, the American scientist Otto Schmitt was developing a new concept, the concept of "biomimiteka", which later became known as "biomimicry".

At the present stage of development of design, biomimicry has become a valuable source of inspiration for the implementation of creative tasks. This area of science affects various aspects of design engineering: materials science, functional design, shaping and a general approach to systems design. It is a tool that contributes to a significant expansion of horizons, interaction with representatives of various disciplines to create unique inventions that can change the world.

Nature is an excellent starting point for a designer to develop a new object or improve the various characteristics of an existing object. For example, in the mid-1990s, the "lotus effect" was discovered, which was used to develop superhydrophobic surfaces that are not prone to wetting. The surface of the lotus leaf, as well as the wings of some insects, are covered with peculiar "thorns", a drop falling on such a surface cannot resist and begins to roll down, taking away dust and pollution [3]. According to this discovery, any surface can be endowed with similar properties by applying a suspension of rosette particles to it. Examples include water-repellent facade paints, hydrophobic coatings for glass in cars, waterproof clothing, etc.

Picture 1 Crystal Palace

The process of observing nature was non-linear, even before Otto Schmitt developed the concept of "biomimetics" British architect Joseph Paxton built his famous Crystal Palace in 1851 for the World's Fair in London (pic.1). The architect borrowed the openwork structure of the building from the leaves of a two-meter tropical lily, which is capable of supporting the weight of an adult, despite its insignificant thickness. The high strength of the plant was achieved by peculiar beams located on the lower surface of the leaf.

Picture 2 "Glass-cobwebs" (Ornilux)

Another example is the "glass-cobwebs" (Ornilux) - the development of the German company Arnold Glass in cooperation with the Munich Institute of Ornithology, which created glass that reacts to UV rays and reflects a pattern resembling a spider web (pic.2). It is an indistinguishable pattern to human eyes, but birds are able to notice it, which will prevent them from colliding with glass. The inspiration for the developers was spiders that protect their nests from birds with the help of spider webs that reflect UV rays.

Conclusion. As we learn more about natural mechanisms, we need to avoid gross simplifications in the analysis of certain structures. Simple copying is not always the right way to achieve the goal. It must be remembered that there is a certain percentage of failure of natural materials and mechanisms. For this reason, it is necessary not only to observe and simulate, but also to improve the obtained data, within the framework of modern scientific discoveries.

Today biomimicry is one of the most progressive and forward-thinking approaches in solving many engineering problems facing scientists, engineers, architects and designers around the world. As a result, in various areas of modern design of environments and objects, natural mechanisms, forms and phenomena are increasingly traced.

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OBJECT OF APPLIED ART TODAY AND YESTERDAY

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Entering a new century, humanity is rethinking the guidelines of the accumulated experience. The cultivation of the world, its transformation, leads to the emergence of new traditions The summation of the economic, political and social effects of the 20th century and their demonstration tries to show how, from within art, its reconceptualization took place. Things as an object of applied art reflect the life of both entire civilizations and an individual person, thereby filling space and time with meaning and materiality. It is relevant to consider the status of an object at all times, including within the framework of the cultural and social situation of the modern world.

This article examines the issues of the main trend and the problem of understanding things as an object of applied art.

Material and methods. The scientific research is based on the works of native and foreign scientists. The study used the following general scientific methods: cognition, analysis and synthesis, comparative analysis.

Findings and their discussion. At the beginning of the 20th century, applied art retains the concept of traditions as a necessary element in regulating the activities and relationships of people in society. Traditions play an important role in both the transfer of experience and the preservation of the identity of peoples. Folk art reflects age-old wisdom, acts as a means of accumulating knowledge about the world, and through cultural exchange it becomes a link in the spiritual connection between peoples. The object of work of applied art expressed the main ideas of the spiritual component of that time, the culture of the nation. The integrity and unified direction of the nations had a significant impact. It should be noted that the object of creativity in traditional applied art performed primarily the function of utilitarianism.

In the second half of the 20th century, society gradually comes to understand that large explanatory schemes throughout the field of ethical principles cease to work. The modern world and art in particular oppose a holistic, structured and ordered idea. Contemporary art builds its own world, there is a metaphorization of thinking. The change in the system of social and aesthetic values is reflected in the reorganization of traditional forms of decorative applied art, including their functions. Accordingly, together with this, the understanding of the object of decorative and applied art is changing.

Modern applied art, as well as traditional, reflects the processes of society of the time, but already differs in freedom from any strict canons, aesthetic norms. Man in his understanding has become freer, and accordingly, the topics that can be talked about through art have become broader.

Now an object of decorative and applied art meets the following characteristics: decorating the environment, preserving its historical and cultural value, possessing aesthetic value. The object of labor at the present stage is presented as a way of expressing the creative potential of a person. The starting point is the mind, which establishes itself, and not some other being. A person ceases to turn in his mind to a higher being for guidance. Intelligence is the equivalent of existence.

It is clear that a society, entering a new century, takes from the past only what meets the needs of the given time and way of life. And if traditional art demanded, first of all, mastery, then at the present stage the object is based on visibility, the thing should be distinguished by its idea, thought that is easily perceived by others, but at the same time preserves traditional techniques. However, the general trend is the advancement of functional, personalized items.

It is difficult to limit the modern understanding of art to one thing. The complex information device of the 21st century forces us to rethink the approach to creating an object of art. However, it is not so much the interpretation that matters, but what the art object somehow requires from us. Art has taken the form of a sensual world of passions and emotions. This need is inherent in the very thing of contemporary art and requires an immediate reaction of the experienced impression of the creation. This excitement that art creates should leave a critical question that will later be clarified and we will realize that a whole world has been found. At the same time, art is not devoid of a variety of problems that it touches on. The object of art turns the viewer from stereotypical thinking, through emotional impact, to be above the ordinary and routine. Now the art object takes on a new form of interaction with the viewer -- the form of "subject-subject".

Conclusion. As a result, on the basis of the studied material, it can be concluded that the object of decorative and applied art of the 21st century and the person are out of direct connection with each other. For this period, there is a general tendency to promote an object as a symbol, a sign element. Most types of folk arts and crafts develop over time, acquire new forms in accordance with modern diverse demands of society and the market, but do not forget traditions.

Contemporary decorative and applied art also reflects the processes of society of the time, but already differs in freedom from any strict canons, aesthetic norms. Man in his understanding has become freer, and accordingly, the topics that can be talked about through art have become broader.

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HISTORICAL, THEORETICAL, PRACTICAL AND METHODICAL ASPECTS OF TEACHING VISUAL ARTS

PAPERCRAFT – MASTERPIECES FROM PAPER

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Paper plastic at the present stage of development of decorative art is becoming more and more popular. Because of its accessibility and amazing properties, paper plastic is popular with both adults and children. The main and most important property in creating paper products is "shape memorization". Thanks to this, you can get interesting and original products. And the ability to perform bending, twisting and cutting allows you to open up spaces for creative thinking when creating unique products.

Working with paper allows you to combine various techniques, and the combination of techniques makes it possible to create new ones and develop existing ones such as: modular paper folding, quilling, papier-mache, papercraft, origami, etc.

To study and analyze the possibilities of transformation of forms when folding paper, to consider the creative activities of children from 6 to 8 years.

Material and methods. The research material was children's works made of paper, paper sculptures of masters. Research methods: observation, comparison, descriptive.

Findings and their discussion. Amazing stories and works of masters in the papercraft technique inspired the use of paper folding in working with children. In the classroom at the early learning center "Yula" with the children studied the different techniques of paper folding. The most interesting was modular folding and papercraft. The students enjoyed using various paper transformation techniques. Papercraft can be called "living paper".

Papercraft (eng. Craft paper) – creation of geometric shapes, animals or objects from paper or cardboard.

Performing creative work, it is necessary to tell students the rules by which folding is performed, and in the future, gluing of models. Let's conditionally divide at the stage:

Stage 1 – cutting out parts. There are three types of lines according to which blanks are cut. Solid line-cut off part of the paper with scissors. Dotted line-on models without textures, it bends inwards, and with textures-outwards. The dash–dotted – output without textures, with textures inside.

Stage 2 – preparation of bends. To bend the part in the correct position, you must first go through all the lines of the "dots". Bend the workpiece along the dotted lines, then additionally press down with a ruler. There is no need to be afraid to bend strongly, when gluing everything will "fall" into place.

In the Vitebsk Center for the Development of Children "Yula", widely uses the method of paper plastics to improve fine motor skills of the hands, precise finger movements. It promotes the development of tactile sensations, warmth, and the development of creative thinking in children.

The use of colored paper makes products brighter, more recognizable and beautiful. Such products are used to decorate the office for thematic classes. For example, making a gnome or a bear using the papercraft technique amazed guests, parents and the children themselves (Figure 1).

Children aged 6-8 years old cope quite well with simple ready-made sweeps, and the teacher's task is to correctly identify the lines and number the details. This technique can be used for children from 6 years old and is constantly being improved. In an older age, it is possible to create large volumetric products, the so-called paper sculptures.

Figure 1. Works of children of the center "Yula"

Conclusion. The imagination and creativity in working with paper can be shown very well due to the properties of paper. The products are effective and interesting. The use of paper plastic in working with children contributes to the development of children. Allows you to grow them with a developed artistic and aesthetic taste.

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CHARACTERISTIC FEATURES OF STILL LIFE IN BELARUSIAN PAINTING IN THE 1950–1960S

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A new stage in the development of fine arts in Belarus has begun since the second half of the XX century. For it the main premise is well-known: a period of «Khrushchev Thaw» has come, associated with the debunking of the cult of personality of Stalin, which served as an impetus for the renewal of socio-cultural activity. Some fatigue from the limitations of Socialist Realism, the post-war life with a new morality, the artists' sense of a turning point in art – these requirements had contributed to the further development of still life.

The purpose of the article is to identify a number of characteristic features of still life in Belarusian painting in the second half of the 1950-1960s.

Material and methods. The article is based on still lifes by Belarusian artists such as S. Li, A. Gugel, V. Zholtok, R. Kudrevich, B. Arakcheev, N. Voronov, Ye. Kharitonenko, A. Malishevsky, G. Vashchenko and etc. The methods of historical and comparative analysis, formal analysis, analytical-synthetic, theoretical-inductive are used in the paper.

Findings and their discussion. National art experienced a powerful surge of fresh forces in the late of 1940s. In addition to young masters such as V. Zholtok, S. Li and B. Arakcheev which have worked in Belarus, A. Malishevsky, N. Voronov, R. Kudrevich, Ye. Kharitonenko and others came to work in it. The work of educational institutions was restored. Art college was opened in Minsk in 1947, and the Art faculty of the Belarusian State Theater and Art Institute was opened in 1953.

There have been changes associated with weakening in all facet of human activity. In particular, in art there was a departure from Socialist Realism. At the same time, the main guidelines for the content of works – ideology and social orientation – continued to exist. The departure from the set stylistic requirements led to the birth of the most important trend of this period as the Severe style.

The intention to document every object of real reality has developed into a great interest in the world of things. The activation of creative searches in still life is due to the renewal of Soviet life, which led to master the laws of the surrounding reality, to find new figurative and plastic forms in painting since the second half of the 1950s.

Still life is the antithesis for thematic paintings, portraits. The embodied characters in the thematic works are interconnected, while the things in the still life chosen by the artist: there are united by a common theme and idea [2, p. 237]. Some freedom in choice of item based on the expression of will of authors, allowed operating with subject motives. Due to the variability of the image in the still life, the painted thing wasn't equated with the natural appearance [2].

The world of things taken separately «by itself» conceals a lot of emotional messages. Fundamentally it is multi-valued and potential. The genre of still life contains the possibilities of a wide variety of items combinations and «meetings» [2, p. 240]. The depiction of lyrical, prose, and dramatic motifs, the expressive transmission of impressions caused by the artist's emotional state, and further appeal to life-affirming themes and provided the basis for the development of still life.

Conclusion. Since the second half of the 1950s, still life painting has reached by a high level of visual development. The selected period with its sense of infinite indefinite space, where there is a place for looseness, liberation of emotions, priority of feelings, it is similar to the art of romanticism [1, p. 11]. It is not real, but only acts as a premonition of the future, which arose rather on the basis of old art.

The happiness of a renewed life, a sense of victory were transferred to the flower still life, household items, offering of nature and brought them a new meaning. The new attitude to the world of things was based both on interest in its external, aesthetic characteristics, and on the ability to contain deep semantic content. In the paintings «Still Life with lemons» (1959) by A. Gugel, «The Peonies» (1960) by Ye. Kharitonenko, «Wild flowers» (1962) by N. Varvanovich, «The Peonies» (1967) by R. Kudrevich the world of things is festively colored, meanwhile being a demonstration of a modest prosaic life. Many works were sketchy and were made for himself, their interpretation depended completely on the personal preferences and tastes of artists.

The light from the bright sun, that often used in the compositions of works, excited artists with the number of color combinations and reflexes obtained. This contributed to the development of an enriched color. The addition of air space, the image of air as characteristic of impressionism, dissolving the subject’s forms led to the formation of inter-genre forms. For example, this was shown in creative work of N. Voronov («Sunny day», 1958), B. Arakcheev («Lilac near the Well», 1956), A. Gugel («Flowers», 1956), B. Semiletov («Lilac», 1962), whose works combines still life with interior’s space or landscape.

Artists of this time began to embody their own worldview, the hidden sides of the inner world of man, raising questions of historical significance and national identity. The appearance of the Severe style allowed to expand the figurative and plastic possibilities of painting and the themes of works. The intention to show the material world around them and the individual experiences embedded in it, the harsh truth of life or poetic beauty, the harmony of natural motifs was reflected in the still lifes in art of V. Zholtok, Ya. Rozdzelovskaya, L. Dudarenko, A. Malishevsky, G. Vashchenko, etc. They created a monumental form often accompanied by large-sized works. Also, painting acquired a decorative character. The fascination with the experience of the early twentieth century, which came with the «severe», became more and more accessible, along with its approaches to working with color and object form, as well as composition and space, allowed artists to enrich painting with plastic possibilities. Constant and monophonic color combinations were used, details were abandoned in favor of the General whole, clarity of lines, wide brushstroke became popular means of expression, etc. So, V. Zholtok moved the still life from the table of the room to the window sill, and also brought the viewer's point of view from the closed room to the street in the still life «The Forest bells» (1958). In the work «The lilacs are bloom» (1967) by A. Malishevsky, the artist neglected detailing in favor of generalized forms of lilac branches, books located in the foreground, a table and the interior of the room. Painting is etude and focuses on the color relationships of warm and cold shades, objects are built on a rigid contour drawing and broad strokes. Similar changes in the interpretation of still lifes are seen in the works of Ya. Rozdzelovskaya («Flowers and Fruits», 1963), G. Vashchenko («Still Life with a Red Flower», 1965), L. Dudarenko («Two lamps», 1966), V. Sakhnenko («Still life», 1968).

Still life of the second half of the 1950-1960s is diverse. Artists worked increasingly on the painterly possibilities of colors, they used experience of previous decades and centuries. The development led during this period to it's emergence as a serious, complex, search genre in the following decades.

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THEORY, PRACTICE AND METHODS OF TEACHING FINE ARTS AT THE MODERN STAGE

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Creativity can be characterized as a kind of expression of a person's personal principles in a particular type of activity. Almost all types of creative activity are based on a certain social and social basis. That is why any human activity related to creativity is based on the knowledge accumulated by previous generations, transmitted from one generation of humanity to another, i.e., it implies the assimilation of the laws of objective being.

Artistic creativity inextricably linked with the visual activity, in essence, can also be attributed to a kind of social phenomenon [5, p.12].

The assimilation and improvement of artistic skills sets as its goal, first of all, their conscious application in the field of visual display of the concept, mainly artistic. Artistic skills represent an understanding of the basic foundations and patterns of the existence of art objects in space and time, the correct transfer of their static and dynamic features, and not just the simple ability to skillfully use various kinds of artistic techniques and materials, means of expressing an art object [2, p.36].

The aim of the research is to analyze and study the processes of formation and development of artistic skills necessary for the most complete and detailed display of visual perception of various kinds of objects in the form of fine art.

Material and methods. Research and analysis of the structure of currently relevant methods of assimilation of visual information for its subsequent use in the implementation of creative activities, in particular, artistic, in the form of fine art. The use of various material and digital resources that identify different experiences gained in the process of analysis, cognition and practical application of skills and abilities acquired in the study of the visual side of the material and non-material world. For greater research efficiency, the following methods were used: observation, analysis, description and generalization of the material obtained in the process of searching and collecting material.

Findings and their discussion. Teaching fine arts as the basis of art education is based not only on a national, universal basis, but also, which is important, on an individual basis. Thanks to a competent and individual approach to teaching, the harmonious, all-round development of students is carried out, through a deep immersion in the essence of the topic, skills are formed in them for the most complete perception of the "beautiful" aspects of life, society, nature, art, science and technology. The disclosure and filling of the spiritual world of a person occurs through a competent and calculating influence on consciousness and will. The cultivation of aesthetic qualities in a person contributes to his familiarization both with art itself and with other, various forms and varieties of beauty throughout his life.

Thanks to the aesthetic influence, the corresponding feelings, tastes, views and ideals are formed in a person. With the right approach to teaching with the competent application of the norms of aesthetics and morality, an opportunity opens up for creating a truly prosperous nation and all subsequent generations [1, p. 57].

In this regard, one of the main goals of fine arts is to assist in the knowledge of the real surrounding reality, help in the ability to see the real world from different angles, and the development of observation skills. The fine arts mainly solve two closely intertwined tasks: the formation and training of the skills of visual, visual perception of the surrounding reality and the development of the skills of multifaceted comprehension of everything seen and observed [3, p. 316].

The training of conscious visual attention becomes especially effective for people whose attention, for certain reasons, is insufficiently organized and unstable, because a very wide range of types of attention improves through the development of these skills.

The main guideline for fine art is the need to demonstrate to a person how limitless scope for creativity is available to those who have learned the fundamental principles and norms of actually professional drawing, the desire to show the possibility of using fine art in any direction of activity [4, p. 517].

Conclusion. The formation of visual arts skills is closely intertwined with the use of fundamental norms and principles of mindful visual perception, as well as with a set of concepts and terms necessary for more productive exploration and cognition. One way or another, there is always a need to direct a person to an unknown area of the visual arts, due to which there is a high probability of the manifestation and development of creative potential and rich imagination.

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TRADITIONS OF DESIGNING WOMEN'S SKIRTS WITH A BODICE IN FOLK COSTUME ON THE BELARUSIAN-UKRAINIAN BORDER

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In the middle of the XIX century, the territory of Polesie was included in the process of socio-economic transformation. At the end of the XIX – beginning of the XX centuries in the folk costume of Polesie on the Belarusian-Ukrainian border, homespun fabrics were replaced with factory fabrics. New forms of clothing typical of urban fashion have penetrated the peasant environment [4, p. 752]. In the 1920s and 1950s in folk costume on the adjacent territories of Belarus and Ukraine: in the Brahin, Dobrush (Terekhovsky) districts of the Gomel Region and in the Chernobyl district, in the villages around the city of Kyiv, mainly in the Kyiv-Sviatoshyn district, the part of the villages Obukhiv and Vyshhorod districts of Kyiv Region and in the Horodnia, Chernihiv districts Chernihiv Region was widespread a kind of sundress with a sewn bodice through a wide belt made of homespun wool or factory fabric, which was sewn on a sewing machine, the so-called skirt with a bodice [2, p.22; 5, p. 70]. The territory of distribution of a skirt with a bodice in a folk costume is divided by the state border and correlates with historical and ethnographic regions in Eastern Polesie and the Dnieper of Belarus and Middle and Eastern Polesie, partially the Dnieper of Ukraine. This type of clothing compositionally complemented the artistic and plastic image of folk costume on the Belarusian-

Ukrainian border. A skirt with a bodice was one of the components of Brahin Order Costume and folk costume of the Kyiv Polesie. The skirt with a bodice, which is compositionally combined into one artistic whole, emphasized the slimness of the female figure.

The main purpose of the work is to identify common traditions of designing a women's skirt with a bodice in the folk costume of Polesie on the Belarusian-Ukrainian border.

Material and methods. The sources for the analysis of folk costume were Museum collections of Belarus and Ukraine, as well as expedition iconographic materials. The research uses the scientific works of L. Bulgakova-Sitnik [1], M. Vinnikova [2], B. Kuftin [3], G. Maslova [4], V. Shchybria [5]. This study used methods of analysis and synthesis, comparison, descriptive method, comparative historical analysis, including diachronic and synchronic methods of analysis.

Findings and their discussions. Since the middle of the XIX century, with the development of capitalist relations, the studied territory of the Belarusian-Ukrainian border region of Polesie experienced socio-economic changes – development of craft and industrial activities and trade and monetary relations (in 1819 free trade was introduced between the Kingdom of Poland and the Russian Empire), manufactured products were sold through a network of wholesale warehouses and stores (Kyiv contract fair), local markets received goods not only from the Russian Empire, but also from Western European countries, construction of roads and of railway lines (since the 1860s, Polesie Railways). They contributed to the active adoption by Belarusians and Ukrainians of new fashionable elements in folk costume, in particular, skirts with a bodice, which had a rather complex cut and technological features of tailoring. A skirt with a bodice was made from multi-colored homespun wool or factory fabrics: calico, staple, satin, fine wool of red, green, blue or black colors. This sundress was made to order from local tailors. The skirt with a bodice looked like a fitted silhouette of a sleeveless dress, where the bib tightly covered the waist. The bodice was connected to the skirt by sewing it on the belt. The front part of the bodice was made on a yoke, there was a small rectangular or rounded neckline and fastened in the middle with buttons. The neckline and armholes of the sleeves were sheathed from the inside. In front of the bodice was an incision with a narrow stripe, the width of which corresponded to the width of the belt. The breast part of the bodice was assembled and sewn on top of the yoke. The back of the bodice had raised seams that imitated a more complex cut. The bottom of the sundress had a pleated skirt. It takes into account the national experience of traditional skirt design, when the front shelf was not assembled, and all the folds were grouped on the sides and back [2, p. 23]. These clothes were dressing over the head. Often the front parts of the sundress were decorated with longitudinal lines in two or three rows; narrow stripes of calico or satin were sewn on the yoke, and wide – on the hem of the skirt. In the village of Staroselie in the Chernobyl district of Kyiv Polesie the skirt with a bodice is similar in cut and design to the skirt with a bodice in the village of Gden of the Brahin district of the Gomel Region. However, in the village of Staroselie in the Chernobyl district of the Kyiv Region, the decor was slightly different. The neck of the bodice was decorated with sewn teeth made of fabric, and a horizontal strip was cut out on the back, into which the teeth were sewn from the fabric, which created the effect of openwork rhombic inserts.

In Ukraine, a skirt with a sewn bodice had no direct analogues in traditional clothing anywhere else, unlike the Belarusian «kabat z andarakam» – skirts made of homespun woolen fabric with a sewn sleeveless shirt made of factory fabric or «sajan z lifam» – skirt with wide straps on the bodice, that at the end of the XIX century spread to the regions of Gomel and Mogilev Regions located on the border with Russia [2, p. 22]. According to L. Bulgakova-Sitnik «sajan z lifam» structurally and stylistically similar to the Baltic sundresses, but «kabat z andarakam» in silhouette resembles a skirt with a bodice in the Chernobylsky district of Kiev Polesie and emphasizes that the words «sajan» and «andarak» denote the names of skirts made of homespun woolen fabric, and are quite well known in the dialects of Polesie and Volhynia [1, p. 485]. Researchers of Slavic traditional clothing associate the name «andarak» with the German word «die Unterrok» (petticoat) or «inderak» [3, p. 116; 4, p. 633]. On the Belarusian-Ukrainian border, the word «andarak» came from Polish, German settlers or Jewish tailors. The name «sajan» researchers associate with the Lithuanian word «sijonas» – wool skirt; and the Polish word «sajan», «sajanik» – in the meaning of military costume from the Italian word «saione» – «kaftan» (top, long-brimmed men's dress of different cuts), monastic clothing, which has a Western origin since the era of Moscow-Lithuanian relations, at the same time, the term was transferred from the more expensive cloth Philistine-urban costume to peasant attire [3, p.109]. In the Polesie and Volhynia, «sajan» were called skirts made of woolen fabric [1, p. 486]. B. Kuftin noted that the subtype of the straight sundress, like a skirt with a bodice, is associated with Western European costumes, which have been established in Europe since the XV century and have penetrated to the Eastern shore of the Baltic sea [3, p. 115-116]. G. Maslova also stressed that a straight sundress with straps and a sundress with a bodice have their original forms and analogies in West Slavic and Belarusian clothing, as well as in Lithuanian, Estonian and Swedish folk costumes of the XIX century [4, p. 643]. Various types of sundresses were moved to different regions of Russia, including Belarus and Ukraine in the XVIII–XIX centuries by Russian old believers. However, the merging of the skirt with the bodice in both Belarus and Ukraine took place in a number of places in the second half of the XIX century, first in suburban villages, and then spread more widely [4, p. 642]. Researcher B. Kuftin also refers to the skirt with a bodice to the Russian sundresses with straps, which became widespread in the second half of the XIX century, as a new fashionable form of clothing, but notes that the skirt with a bodice could get its origin in the Western Regions of Russia from such forms as the Belarusian «kabat z andarakam» [3, p. 116].

In the folk vocabulary of Polesie in Belarus, a skirt with a bodice was called – «spadnitsa z nagrudnikam» and in Ukraine in the Chernobyl district of the Kyiv Region – «nagrudnik» (in the villages of Chapayevka, Staroselie), «nagrudnik zo spodnitsej» (in the villages of Terekhi, Opachichi), «plattya», «shandarak» (in the village of Paryshev), in the Kyiv-Sviatoshyn district – «jupashka» (in the town of Boyarka) [1, p.484-486; 2, p.22; 5, p.70]. Ukrainian researchers emphasize that a skirt with a bib should be considered as an example of modification of traditional types of costume, since, most likely, it was youth clothing that was not worn by the older generation in the past, and the variety of names indicate their local origin [1, p. 486]. In the 1950s, such a sundress was worn with calico blouses decorated with compositions of polychrome floral motifs embroidered with a cross or a smooth surface, while under the skirt with a bib they wore a lower, longer linen skirt, the hem of which was trimmed with embroidery and lace [2, p.23]. In front, according to a long tradition, they wore a calico apron with embroidery.

Conclusion. On the Belarusian-Ukrainian borderland, a zone of ethnic and cultural contacts, in the early XX century in folk costume of the neighboring districts of Polesie and the Dnieper existed skirt with sewn bodice. Developed transport and economic ties, the penetration of factory fabrics and examples of Western European and urban fashion samples into the peasant environment in the late XIX – early XX centuries led to the active adoption of new fashionable forms by Polesie women in folk costume – skirts with a bodice. This type of clothing is characterized by common traditions of cut, design and decorative decoration. However, the skirt with a bodice was not distributed everywhere and was not formed at the same time, but was distributed mainly in the adjacent sections of the Belarusian-Ukrainian border under the influence of cultural, historical and socio-economic factors. The common traditions of designing a skirt with a bodice in the folk costume of Polesie were formed as a result of active ethno-cultural interaction of Belarusians, Ukrainians and Russians on the border. Artistic features are shown in the decoration of the sundress, which indicates the process of creativity of Polesie women, their desire to make it beautiful. The Belarusian and Ukrainian names of the skirt with a bodice indicate the richness of the dialect culture of the Polesie region.

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PERFORMING WORK IN AN UNCONVENTIONAL DRAWING TECHNIQUE-POINTILLISM

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Non-traditional techniques in visual activities are currently extremely popular. There are several non-traditional drawing techniques: grattage, stamping, pointillism, and many others.

The most popular is pointillism, as it is one of the most successful methods of introduction to drawing.

«Pointillism is not only a direction of art and painting of the 19th century, it is a specific technique of painting. Art historians believe that pointillism, as an art direction, was a product of neo-impressionism. The year of birth of the style is 1885, the motherland is France, where the founders of the direction studied and developed» [1]. The unique direction in French «pointiller» means «write with dots».

Our ancestors also used the art of pointillism. This was shown in ornaments and spot painting. At that time, ornament and spot painting absorbed many sacred and magical meanings. The ornament helped the ancient Slavs to protect their homes, themselves, and their families, for this purpose, patterns were applied to Windows, doors, clothes, towels. Spot painting was decorative in nature.


This technique is interesting and exciting for any age. It concentrates attention, develops accuracy, color perception, imagination and improves mood.

The purpose of the work is to study, to get acquainted and to introduce to the world art and folk culture.

Material and methods. Methods and techniques of training were: verbal, visual, practical, creative and game.

Findings and their discussion. This technique was tested on 5-year-old children of preschool age, on the basis of The state educational institution «Nursery-garden № 81 in Vitebsk». The theme of the work was «a goldfish», as a popular fairy-tale character. Many fairy tales, songs, poems, and theater productions are dedicated to goldfish.

Materials for performing creative work are simple and accessible. Children of preschool age begin to feel the artistic image better, use their own meaning in the work. It is better to divide work with children into stages.

Materials for work: half an A4 sheet, paints, cotton swabs, a simple pencil, eraser, decorative elements, colored paper, glue.

The work starts with a sketch. Children draw fish, sand and seaweed with a simple pencil. The fish is located in the center. Children can add more seaweed, sea rocks, and seashells. You can use a coloring template and print in a pale gray color. The author of the article used the second option and printed only the fish. Children painted algae and the bottom of the sea.

To make children More familiar with the technique, they start drawing from the bottom of the sea. Preschoolers try different techniques of drawing with a cotton swab. Hold it straight, at an angle, use several at once. Then proceed to the algae. Dots are put with yellow-green paint or light green.

After the algae, it isomer to draw the fish. Children fill the whole fish with colored dots. Some guys use two colors at once: lemon and cadmium yellow. Create the effect of iridescent scales.

The next goal is water. Many guys wanted to use several colors: blue, light blue, and even a little purple. By the same principle, children fill in the background of the sea.

Preschoolers should be reminded that the theme is «drawing dots». They increasingly want to smudge the paint and create more creative work. For the next lesson, children completed the contour of the fish, the bottom of the sea and algae, some children wanted to make bubbles with air. The outline was made in a bright color. For fish – red, for algae – dark green, and for the sea floor brown.

Small dotes made a single composition. The work didn’t stop there. The author of the article told children about the design of their creative work and decoration with small decorative elements.

Passepartout, buttons, and marine decorative elements are being prepared. Children sticked their work on a passepartout and Decorated a small frame.


The job has been done. The group has made a whole marine gallery.

Conclusion. Artistic and aesthetic education includes working with children of preschool age, introduces and develops our creative activities. Using different materials allows to become original creators.
All ingenious is simple!

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THE USE OF BELARUSIAN MYTHOLOGY IN FINE ARTS LESSONS OF THE ETHNIC EDUCATION OF SCHOOLS

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The spiritual crisis of modern society has not passed by the youth of Belarus either. Spiritual values and ideals alien to the Belarusian people are increasingly penetrating the minds of young generations. It seems that to resist the expansion of a foreign culture, teachers of art may refer to mythology, ethnic values, and traditions of Belarusians in fine arts lessons.

In the educational space of Belarus, students of art and pedagogical specialties, choose the topics of Belarusian mythology for their theses. Returning to the origins revives ethnic memory, the accumulation of knowledge by students, which is necessary in future pedagogical work aimed at familiarizing students with the spiritual heritage of the folk.

Comprehension of the events taking place in the world community, the study of scientific literature allows us to conclude that the problem of ethnic education of the younger generations of students is one of the most urgent for the academic subject «Fine Arts» and for education in general. The object of our research is the educational process at the Department of Art and Graphics. The subject of the research is the preparation of students for the ethnic education of students on the example of Belarusian mythology.

The objective of the study is to substantiate the role of Belarusian mythology in preparing students of art and pedagogical specialties for the ethnic education of students.

Material and methods. Methods used: descriptive, comparative, analysis method.

Findings and their discussion. The word «mythology» (from the Greek. Mythology, from mythos – «legend» and logos – «word, story, doctrine») was introduced by the Athenian philosopher Plato around 400 BC to distinguish real historical events from fictional stories about gods and heroes [1]. Belarusian mythology is a complex of ancient legends and traditions of Belarusians.

The traditions of the people of Belarus are rich and varied. Weddings, the birth of a child, Christmas, various folk festivals, etc. have always had an ethnic orientation. In the research of scientists, the idea is clearly expressed that ethnic education has always been based on the aesthetic variety of nature, on folklore. It's emotionally coloured images have a powerful educational influence on children [2].

The myths of the ancient Belarusians established a connection between the past, present and future of the people. With their help, one generation passed on to another the accumulated life experience, knowledge, and spiritual values. Our subjective experience, gained in the lessons of the fine arts of the Republic of Belarus, shows that in the lessons of fine arts, mythology helps schoolchildren to get to know more deeply the life of our folk, traditions, customs, culture, our ancestors' way of life. It gives an idea of goodness and evil, selfless love, humility, obedience, justice and wisdom of our distant ancestors. The main characters of these myths were fictional heroes, whose labour and feats were great examples of high spirituality for the younger generations. They reflected self-sacrifice and loyalty of our folk.

The main methods of ethnic education of schoolchildren in pedagogical practice: storytelling (acquaintance with the use of myths); conversation (discussion with students of the characters of myths, their actions and deeds in difficult life situations); making illustrations on the theme of Belarusian mythology; discussion with students of the content of the drawings.

The ancient Greek thinker Plato spoke about the relevance of mythology in the education of young generations. He emphasized the responsibility of those people who create myths: «... if their work is good, we will allow it, if not, we will reject it. We will persuade educators and mothers to tell children only recognized myths to shape the souls of children rather than their bodies» [3].

Thus, the main idea of ethnic education of students in fine arts lessons is the revival of ethnic memory, devotion to the motherland, to our state, which as L. V. Loiko emphasizes, «consolidates society, serves as the foundation of statehood, is a guarantee of national security» [4].

Unlike today's understanding of myths as fairy tales, the mythology of the ancient Belarusians includes generalized values. These values are a set of ideas that contributes to the unification of people.

Conclusion. Applying mythology at the lessons of fine arts forms typical Belarusian values in modern students. Also mythology helps to understand everyday life, culture and traditions of distant ancestors.

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GUIDELINES FOR CERAMICS CLASSES FOR PRIMARY SCHOOL CHILDREN

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In today's environment, the problem of personal development is increasingly attracting attention of teachers, effective methods and means of developing training, as well as researchers of psychologists and educators. From the point of view of G.I. Shchukina, the cognitive interest is "the selective orientation of the person, which is addressed to the field of cognition, to its subject side and the very process of mastering knowledge." In the presence of cognitive interests, teaching becomes a close, vital activity, in which the schoolboy himself is interested.

The Education Code of the Republic of Belarus outlines the importance and importance of additional education for children and youth as a system conducive to the development of inclinations, interests, social and professional self-determination of children and young people. In this regard, extracurricular activity represents a wide space for the formation of cognitive interest. The most effective form of extracurricular work for the development of cognitive interests is the circle classes that promote the implementation of multilateral students' interests. Schoolchildren learn to be independent in work, acquire useful practical skills.

The relevance of the study lies in the effectiveness of classes in decorative and applied art as an opportunity for the development of a creative personality.

The purpose of this work is to analyze the methodical recommendations of manual molding training sessions, taking into account age-related features and the content of the assignments.

Material and methods. The study material was the work of pupils of the 3th-4th classes of schools and grammar schools in Vitebsk, who attend a ceramics circle organized at the PSU on the basis of P.M. Masherov's ART-Academy Square. Methods used: research, descriptive and generalizing method.

Findings and their discussion. Visiting a circle of ceramics, children work with natural material - clay, which changes its physical properties at different stages of work. In the process of interaction with clay there is the development of fine motor skills, which is extremely important for children of primary school age. It is closely related to the development of speech. In the human brain, the centers responsible for speech and finger movements are very close. At the fingertips are receptors associated with the brain. While working with clay, the relevant parts of the brain are activated, stimulating the adjacent areas responsible for speech. By smearing clay, the child uses the pads of his fingers and thus feeds the pulses to the brain.

Clay is ideal for conveying a person's emotional state, as the process of processing it delivers a lot of positive emotions. At the end of the day, the ceramic product is an undeniable confirmation that a child can do a beautiful and useful thing with his own hands, and it's a contribution to improving self-esteem [1].

In the run-up to Mother's Day, students were asked to perform a decorative heart-shaped mural. Taking into account the different age group, the younger was asked to perform panels with a minimum amount of decor (Figure 1), and older children with the reworking of stamps (Figure 2). It took two classes to complete the product, each lasting 1.5 hours. The work was divided into four stages.

The first phase included making cardboard patterns in the shape of a heart, preparing tools, and mass to work, and stamps. Also the information part, namely the history of the holiday and analyzed the works of different masters, making decorative panels [2]. Presentations containing instructional maps, required technological information, and panel samples were used in the presentation of the material.

Stage two. After reviewing the sequence of work on the scheme, the students began to do practical work. A layer 3-4 mm thick was rolled out, a pattern was applied and a heart was cut out with the help of drips along the contour. Remnants of clay crumpled, rolled the bundles, which laid out on the contour of the heart and tapped a wooden spatula for fixation. After laying out the word "mother" was also tapped with a spatula. Then the students proceeded to decorate the product.

Stage three. The dried products were fired in a muffle furnace. Fourth stage. Fired products were painted with acrylic, as this coating is safer than glaze.

The last stage in the work was to see the results. The children, evaluating their work and the work of other students, emphasized the most important points for themselves that they will apply in the future.

Figure 1. Works of the III class. Figure 2 Works of IV class.

It was revealed that in the uneven-age group, younger children develop faster, focusing on the success of the older participants. Older children in such a group learn responsibility by helping younger ones.

Conclusion. The study showed that the study of methods of working with clay and the manufacture of products from it fascinates children, develops their imagination and desire to learn about folk arts. Working in this direction, students can appreciate the important role and importance of the artist in the world around them. The students presented the finished panels-hearts to their mothers, thereby congratulating them on the holiday.

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RETHINKING THE OLD

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At present, people are waking up interest in everything ancient and natural: earthen and wooden dishes, leather goods and other man-made household items that came to us from the past. And, undoubtedly, now these are not just items made "antique". All these things appear before us in a new way: already rethought, incorporating a great variety of ideas and decisions of the masters of the past who worked on them.

We will try, using the example of a wooden spoon, as one of the objects close to us and understandable at first glance, to determine the attitude of a person to household items that were in use in the old days, but for objective reasons faded into the background and gave way to more progressive things. Based on the received data

The purpose of the research is to reveal the attitude towards household items in different historical periods using the example of wooden spoons as an object of folk art.

Material and methods. The research materials are examples of wooden spoons from various periods. Methods used: study and analysis of carpentry objects.

Findings and their discussion. To begin with, let's decide what we will consider a spoon and what antiques can be attributed to this category. A spoon is a wooden, bone or metal object for scooping up liquid and friable food. It is a round or oval concave, shallow container on a long or short, flat or round handle [1]

It is impossible to determine from what time a person began to use spoons, but we can assume that it was about the same time as pottery. The first “spoons” were not spoon at all - shells and animal bones were used as spoons. It was so convenient that this way of eating was used in ancient Greece. Spoons in a familiar form appear in Ancient Egypt, where they were made of ivory, stone and wood. Metal spoons - made of bronze and silver - first appeared during the heyday of ancient Roman and ancient Greek civilizations. In the Middle Ages and later, other metals and their alloys – copper, tin, gold, brass – were also involved in the manufacture of a spoon. In Russia, the first silver spoons were cast by order of Prince Vladimir for his squad.

But we understand that all these objects belonged to the life of the privileged estates. For most people, things changed more slowly and weaker. So, in the life of the peasants of Eastern Europe, all the same wooden spoons prevailed due to their cheapness and ease of manufacture. They carried a spoon with them, they even said: "A stubborn guest does not go without a spoon" [3].

Spoons were not just for eating - they played other roles in human life. For example, the first mention of spoons as a musical instrument dated back to 1259

[2]. The spoon has also been used in a wide variety of rituals, from communion to wedding. There were shoe spoons, spoons

For each task, the spoons were made from different materials, had different shapes and were decorated in different ways. So, for example, for food, spoons were usually made from linden or alder - simply because these tree species were the easiest to process. For medicines and tinctures, oak spoons were usually used.

The spoon was considered a purely personal item - they marked their spoons and avoided the use of strangers. Spoons were often carried with them in special cases, either just behind the belt or behind the bootleg.

There were number of reasons to giving spoons: housewarming, wedding, birth of a child. Such spoons were painted and were not used for eating.

Over the past century, due to technological progress and large-scale socio-economic transformations, which, for example, have resulted in the availability of metal and plastic household items, traditional products have faded into the background and rather become an opportunity for craftsmen to compete in the level of their skills.

Conclusion. Nowadays traditional products such as wooden spoons are re-entering everyday life due to public interest in environmental issues. But they change, as does the attitude towards them. If earlier such an object as a spoon was associated with myths about the other world and was closely tied to human life, now this myth has changed: such an object is associated with environmental friendliness, with the history of ancestors. Knowing and understanding this, we will correctly place emphasis on the various qualities and properties of such products, depending on the purpose of their production, be it the reconstruction of the life of our ancestors or the creation of a musical instrument.

Figure 1. Variety of shapes of modern wooden spoons

Figure 2. Possibilities of decorating wooden spoons

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DIGITAL ART IN THE SECTION OF AUGMENTED REALITY FORMATION

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In modern society, the interaction of people with the environment is increasingly taking place through the means of communication. Various communication signs fill the world around us. From the very first days of life, a person is obliged to constantly develop the ability to recognize symbols through which he will interact with the world around him [1].

At the present stage of development of information technologies, on the one hand, and the ecological situation on a global scale, on the other, virtual means have become a positive alternative to traditional (material) means of communication. The virtualization of the material world is considered today not only from the point of view of logical and abstract symbols, but also from the concrete-figurative side of human thinking. Today, the bandwidth of modern networks makes it possible to fill the augmented environment with voluminous virtual models. What makes the research of this area relevant within the framework of art history analysis.

The purpose of the study is to examine the degree of influence of digital art on the formation of the visual series of augmented reality.

Material and methods. The research material was scientific literature and creative works of domestic and foreign authors. Methods of systematization, analysis and generalization of data were used.

Findings and their discussion. The modern transformation of virtual communication objects reveals a clear tendency in the development of an individual (personified) approach to the formation of a high-tech environment, as a result of which the demand for various objects of digital art is increasing, which in turn creates a vast field of action for a digital artist.

As a result of these social trends, the requirements for the visual filling of the augmented environment with artistic means have increased dramatically. From that moment, conditionally passed the "Rubicon", artistic objects created by high-tech means became predominant in the formation of augmented reality. The virtual environment has allowed the digital artist to create a unique precedent by synthesizing different types of visual arts. The space of mixed reality has ceased to be static, the author has transformed it with the help of his art, using such expressive means as: color, texture, volume, light, animation (movement). Augmented reality technology makes attempts to create an environment where virtual objects form a single indivisible whole with the physical world.

Augmented reality technology is booming today. World leaders in information communications are continually bringing AR products to market with enhanced audiovisual performance. This, in turn, puts forward new requirements for the talent of a digital artist and the quality of his creation. At the same time, the creation of a comfortable environment for human life is the main goal of the technology. Augmented reality as a means of forming a high-tech environment can radically change our understanding of space. Today it is already possible to state the fact of the emergence of such a trend in art as the creation of virtual objects for augmented reality.

An important aspect of human interaction with AR is to ensure user satisfaction with the level of interaction with objects. In this connection, an intuitive understanding of visual images created by artistic means is required. At the same time, the conditions for creative work are becoming extremely high, both from the aesthetic component and from the performance technique.

The main task of digital art objects in the formation of augmented environment is to improve the interaction between a person and augmented reality, while increasing the artistic and expressive content of information [2].

Conclusion. It should be noted that, based on the results of the analysis of specialized literature, it was revealed that theoretical studies on the visual image of augmented reality in the formation of a subject-spatial environment are presented in a minimum amount in domestic scientific works. Most of the publications in the field of virtualization of the material world belong to specialists in the usa, western europe and japan, both in print and in the form of electronic resources. Nevertheless, domestic artists actively participate in the practical creation of artistic objects of the augmented environment.

The creation of digital art objects for augmented reality with high-tech means in the long term poses the main task of human-computer interaction to develop a system that levels the barrier between the physical and virtual world [3]**.** In this case, a special role is assigned to the visual series, as a result of which the importance of the role of a digital artist cannot be overestimated.

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METHODS OF TEACHING THE TECHNIQUE OF WET FALLING IN THE SYSTEM OF ADDITIONAL EDUCATION

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Acquaintance of pupils with the wet felting technique is one of the main topics of the ”Magic Wool“ association program. In the course of classes, the child develops diligence, observation, imagination, cognitive processes such as thinking, imagination and attention, forms a sense of color. Felting contributes to the development and improvement of coordination of movements, fine motor skills of the hands, tactile perception. Masters of this technique, along with traditional technology, come up with and use author's ideas and innovations. Wet felting gives a person the opportunity to show freedom of creativity, which is expressed not only in the choice of the manufactured product, but also in the choice of the genre. This can be a landscape painting, a scarf, a bag with an abstract pattern, or a mixed media piece. Such approaches are attracting more and more people to this type of decorative art.

The purpose of this study is to reveal the methodological features of the organization of a lesson on teaching work in the wet felting technique.

Material and methods. The research material was the work of students of the association for interests “Magic Wool” on the basis of the Senno regional center of children and youth. Methods used: exploratory, descriptive, observation.

Findings and their discussion. In the 2020/2021 academic year, in the program of association by interest “Magic Wool”, a significant number of hours are intended to study the technique of making decorative wool products using water. The work began with studying the history and traditions of felting, the characteristics of the material and ways of working with it. The wool is very soft and pleasant to the touch, thus arousing interest in the work of children. Felt can be dyed in any color, complemented with embroidery, beads, lace, feathers, creating original items. The students got acquainted with the works of such masters as I. Kolesnikov, A. Shirkov, O. Stashkevich.

In order to master the basic techniques of working with wool and acquire skills for performing more complex work in subsequent lessons, the children were asked to make brooches in the form of various colors (Fig. 1, 2).

Figure 1. Brooch in the form of a rose

Figure 2. Brooch-flower

When presenting the new material, presentations and videos, master classes were used, which contained the necessary technical information. After considering the sequence of making the product, the students proceeded to the practical task, which included the selection of the necessary materials, the preparation of the template, and the creation of the basis for the felt.

As a result of observation, it was revealed that the children were carried away by the work process, despite the fact that the process itself required a lot of time, perseverance and hard work. It can be concluded that the work in this technique interested students. After the brooch was made, they began to make more complex products - paintings.

In order to increase interest in this technique of decorative and applied art, the work of master classes was organized, participation in multi-level exhibitions. Thus, one of the creative works in the wet felting technique was awarded a second degree diploma at the exhibition-competition "Kalyadnaya zorka" (Fig. 3).

Figure 3. Creative work "Winter Night"

Conclusion. The research has shown that making wool products attracts children, stimulates them to show imagination and creativity. Through the use of various techniques for making felt, various decorations, gifts and souvenirs can be made.

ACCESSING STUDENTS TO THE CULTURAL HERITAGE OF BELARUS IN THE SYSTEM OF ADDITIONAL EDUCATION

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One of the topical problems of education that requires a timely solution is the development of patriotism and introduction to the cultural heritage of primary school children through arts and crafts. This problem is solved by the association of interests "Creative Belarusians" created on the basis of the Senno regional center of children and youth in the 2020/2021 academic year. The program includes various techniques such as painting, sculpting, applique, weaving and others. In the course of classes, the child becomes familiar with the cultural heritage of the people, develops diligence, observation, imagination, and forms a sense of color. Classes contribute to all-round development, improvement of coordination of movements, fine motor skills of hands, tactile perception. Thus, by combining various techniques in the classroom, it is possible to come up with and use the author's ideas to create various fakes.

The purpose of this study is to reveal the problem of introducing students to the cultural heritage in the lessons of associations by interests.

Material and methods. The research material was the work of students of the association of interests “Creative Belarusians” on the basis of the Senno regional center of children and youth. Methods used: exploratory, descriptive, observation.

Findings and their discussion. The program of the association by interests "Creative Belarusians" is intended to study the cultural traditions of the Belarusian people, which were revealed in the following sections: "National Holidays of Belarus", "National Masters of Belarus", "Belarusian Doll", "Symbols of Belarus". Work in each section began with a study of the history and traditions of the Belarusian people.

In order to master the basic techniques of working in various techniques and acquire skills to perform more complex work in subsequent classes, the children were asked to perform simple applications from natural material on the topic: "Belarusian forest", "Forest inhabitants" (Fig. 1, 2).

Figure 1. Application on the theme "Belarusian forest"

Figure 2. Application on the theme "Inhabitants of the forest"

When presenting the new material, presentations and videos, master classes were used, which contained the necessary technical information. After considering the sequence of manufacturing the product, the students, together with the teacher, proceeded to perform the practical task, which included the selection of the necessary materials, the execution of the sketch, the execution of the color sketch, and the gluing of the elements onto the sheet format.

As a result of the observation, it was revealed that the children were carried away by the process of work, despite the fact that the process itself required perseverance and hard work. It can be concluded that the work in this technique interested students. Some students liked the work in this technique so much that they wanted to do some more work at home on their own.

In order to increase interest, participation in multilevel exhibitions of students' arts and crafts was organized.

Conclusion. The study showed that the study of cultural traditions in arts and crafts classes attracts children and develops the desire to learn about the heritage of the Belarusian people. Thanks to the use of various techniques in the classroom, you can make various postcards, gifts and souvenirs and thereby give positive emotions to your family, friends and relatives.

ACTUAL PROBLEMS OF THEORY AND PRACTICE OF JURISPRUDENCE AND FINANCE

COMMODITY EXCHANGE SERVICE AGREEMENT AS AN ELEMENT OF COMMODITY EXCHANGE TRADING

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The current public procurement legislation for legal entities and individuals, including individual entrepreneurs, with their participation in public procurement procedures, establishes a number of rules creating preconditions providing contract obligations. There are a number of relationships between potential participants, participants and third parties; in particular, relationship between a potential participant and a commodity exchange arises on the basis of a commodity exchange service agreement (here and after – agreement) in case of participation of a potential participant in the commodity exchange trading as a kind of public procurement procedure.

Nowadays the relevant contract obligations have not been sufficiently studied, and therefore the need for their legal analysis is obvious.

The purpose of the research is to study the agreement, concluded in case of participation of a potential participant in the commodity exchange trading as a kind of public procurement procedure and to identify its legal nature.

Material and methods. The article uses legal acts regulating the relevant relations, scientific approaches to the problems of contract obligations. The methodological basis of the study is system analysis method, formal legal methods etc.

Findings and their discussion. Commodity exchange trading as a kind of public procurement procedure is regulated by the legislation on commodity exchanges, as well as by separate norms of the Law of the Republic of Belarus dated July 13, 2012 No. 419-3 "On public procurement of goods (works, services)".

In Belarus there is the only one commodity exchange – Belarusian Universal Commodity Exchange – founded for the purposes of organizing exchange trade (Article 1 of the Law of the Republic of Belarus dated January 5, 2009 No. 10-3 “On Commodity Exchanges”).

In order to participate in commodity exchange trading the agreement has to be. The terms of such agreement depend on the status of a bidder – a resident of the Republic of Belarus, a non-resident of the Republic of Belarus, as well as a bidder – an individual who does not engage in entrepreneurial activity.

The subject of the agreement is based on the provision by the commodity exchange to the client with the right to participate in commodity exchange trading, to make exchange transactions, and to provide exchange services.

It is obvious that we are talking about the service agreement for organizing and conducting commodity exchange trading to a participant (a bidder and (or) an broker), for which exchange fees (payment for organizing and conducting commodity exchange trading charged by the commodity exchange, the amount of which is determined in accordance with the legislation).

Thus, the agreement refers to service contracts for the provision of service fee.

The essential terms of the agreement for exchange services are the condition on the subject, the price of the service (tariff) (in this case, the exchange fee). For example, in the form of an agreement developed by the Belarusian Universal Commodity Exchange for the exchange service of a bidder – a resident of the Republic of Belarus (Appendix 1 to the Rules of Exchange Trading at OJSC “Belarusian Universal Commodity Exchange”), it is provided that the rates of the exchange fee charged from a bidder are determined by the Belarusian Universal Commodity Exchange in accordance with legislation of the Republic of Belarus and are posted on its Internet website (www.butb.by). In this case, the exchange has the right to unilaterally change the rates of the exchange fee by notifying a bidder by posting information on the Belarusian Universal Commodity Exchange Internet website.

Thus, the procedure for changing the price (tariff) of the contract is established.

Conclusion. Having analyzed the legal nature of the agreement, we noted the following issues. We believe that the contract is consensual, due to the fact that the moment of concluding the contract is the moment of reaching an agreement on all essential conditions in the prescribed form. Bilateral nature implies the fulfillment of mutual obligations - on the one hand, for the provision of services that are the subject of the agreement, and, on the other hand, for their payment.

Retribution is predetermined by the fees put by the commodity exchange for the provision of exchange services and by the nature of the contract itself.

The commodity exchange as a commercial organization (open joint stock company) is a legal entity with special legal capacity that performs to some extent public functions, including those related to the creation of conditions for commodity exchange trading (since it regulates exchange trading); the activities of the exchange are mediated by the statutory obligation to organize and conduct commodity exchange trading, and the corresponding services must be carried out to everyone who asks for services (part one of paragraph 1 of Article 396 of the Civil Code).

Accordingly, it can be argued that the agreement is qualified as public for the commodity exchange, for which, due to the nature of the activity, there is no legal possibility to refuse to reach the agreement with any applicant.

Also, the service fee, other terms of the agreement are the same for all consumers of such services, but differ depending on the legal status of the entity (customer) - a bidder (a resident of the Republic of Belarus, a non-resident of the Republic of Belarus, as well as a bidder – an individual who does not engage in entrepreneurial activity).

The legal nature of the agreement includes a consensual, bilateral, reimbursable and public nature. The contract refers to the accession contract.

FEATURES OF ENSHRINING THE LIST OF GROUNDS FOR DEPRIVATION OF PARENTAL RIGHTS IN THE REPUBLIC OF BELARUS AND NEIGHBORING COUNTRIES

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The legislation of the Republic of Belarus complies with the world requirements and approaches to the protection of children's rights. The Republic of Belarus joined the Convention on the Rights of the Child in 1990, and on November 19, 1993 adopted the Law “On the Rights of the Child”. The Convention on the Rights of the Child is the basic international legal document that considers the rights of children in details. It enshrines the child’s right to protection, care and respect for his human dignity.

The relevance of the topic of our research is that the effectiveness of the state in this matter remains low. One of the main reasons for this situation is the lack of comprehensive measures established by the state aimed at protecting the rights of the child and strengthening measures of parental responsibility.

The purpose of the study is to highlighting features of fixing the grounds for deprivation of parental rights in the family legislation of the Republic of Belarus and foreign countries.

Material and methods. To write the article, we used the legal norms of the Republic of Belarus, the Russian Federation, the Ukraine and Poland. The methodology is based on the methods of analysis and generalization of data on the research topic.

Findings and their discussion. The protection of the rights and legitimate interests of children is primarily ensured by parents. It is on them that the state assigns the rights and responsibilities for the upbringing, education and protection of their children. However, often there are situations when the parents themselves need help, or a child needs protection from their own parents.

Unfortunately, there are cases when unscrupulous parents cease to fulfill their duties to the child. The legislation of our country in such situations tries to protect the rights of the child. Due to non-fulfillment of their responsibilities for the life support of their children, parents may be deprived of parental rights or restricted in them. However, the deprivation of parental rights is the last resort when the preventive work of the trusteeship and guardianship authorities, the internal affairs division, and commission on Minors could not give a positive result.

In accordance with article 80 of the Code of the Republic of Belarus on Marriage and Family, the grounds are provided under which the parents or one of them may be deprived of parental rights in relation to a minor child. These include: they shy away from the upbringing and (or) maintenance of the child; they abuse parental rights and / or abuse the child; they lead an immoral lifestyle that has a harmful effect on the child; they abandoned the child and submitted a written statement of consent to adoption if they would be separated from the child.

The content of each of the paragraphs is disclosed in other regulatory legal acts. Thus, in accordance with clause 8 of the Decree of the Plenum of the Supreme Court of the Republic of Belarus "On judicial practice in cases of deprivation of parental rights" of 2002, parents avoidance of fulfilling their responsibilities for raising children may be expressed in a lack of concern for child's moral and physical development, health, education, maintenance, as well as refusal to take a child from a healthcare organization after birth, without good reason, or leaving a child in a healthcare organization after birth.

Abuse of parental rights should be understood as the usage of these rights to the detriment of the interests of children, for example, creating obstacles for a child to receive education and medical care, inducement to begging, theft, the consumption of alcohol or drugs, etc. To strengthen this guilty behavior of legal representatives in relation to children, Article 173 of the Criminal Codex of the Republic of Belarus provides for the condemnation of a parent for involving a minor in antisocial behavior.

By parental abuse of a child, the legislation in the Child Rights Act means:

✓ physical violence (beatings; infliction of wounds, bruises, burns; torture; attempts to strangle and drown).

✓ sexual violence (sexual harassment; rape; lecherous acts; all types of sexual contacts; involvement of children in the shooting of pornographic films).

✓ mental abuse (threats; insults; lack of respect, attention, love for the child; intimidation; rejection of the child; deprivation of the child from social contacts).

✓ neglect of needs (lack of food, clothing, shelter; lack of attention and care).

Refusal of a child is an independent basis for deprivation of parental rights in the presence of a written application from the parents or one of them about the refusal and the absence of valid reasons to take the child from the health care organization.

Each of the above grounds is independent for filing a claim for deprivation of parents or one of them of parental rights; however, this does not exclude the possibility of filing a claim against one or both parents on several grounds.

The legislation and practice of neighboring foreign countries show that the grounds for deprivation of parental rights differ from the Belarusian. In the Russian Federation, at the legislative level (Article 69 of the Family Codex), and not in the explanatory acts, it is specified that evasion of maintenance is also malicious evasion of payment of alimony, and evasion of parental duties is the refusal to take the child from a maternity hospital, without good reasons, medical, educational or social organization. One of the main conditions is established diseases – chronic alcoholism or drug addiction, as well as the commission of the intentional crime against the life or health of their children, another parent of children, spouse, or other family member. Thus, the list of grounds in Russian legislation is wider than the Belarusian one. The grounds are expanded by listing the culpable illegal actions of legal representatives.

Ukrainian legislation (Article 164 of the Family Code) specifies the period after which parents may be deprived of parental rights if the child was left in the maternity hospital or there was no care for him. It is interesting to clarify what is a deliberate failure to fulfill the responsibilities of education - the lack of conditions for physical health and mental development. This occurs when parents do not care about the education and preparation of the child for life, do not communicate enough with him, and do not provide right nutrition and medical care. A separate independent basis is any exploitation of a child, which can be expressed in compulsion to hard work, inducement to begging, prostitution or committing a crime.

The list of the Family Codex of Poland contains only three grounds: long-term non-fulfillment of parental rights, abusing of parental rights (compulsion to physical work or beating a child), neglect of parental rights (non-payment of alimony).

Conclusion. Thus, considering the examples of other states on the issue of consolidating the grounds for deprivation of parental rights, we conclude that in the Republic of Belarus, when making a decision on deprivation of parental rights, it is necessary to use not only the Marriage and Family Codex, as is the case in neighboring countries, but a set of normative acts, which complements, more widely discloses the content of the grounds, clarifies the concepts. The narrowest list is enshrined in Polish family law; the most widely represented are grounds in the Ukrainian one. We believe that it is necessary to move away from the practice of expanding the number of normative acts in the regulation of one type of relationship for the accurate and uniform application of legislative norms.

SOCIAL ENTREPRENEURSHIP – OPPORTUNITIES AND CHALLENGES FOR YOUNGSTER'S IN THE 21ST CENTURY

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Nowadays, social development plays a special role in entrepreneurship. It is a way of promoting social growth. Social entrepreneurship provides services and solves social issues in order to benefit society rather than maximize profits. In the world, it is rapidly developing and improving, it affects everyone, helping in the development of technology and integrating social development risk groups.[1] However, social entrepreneurship is developing more slowly in Latvia. In many European countries, there is an opportunity to learn more about entrepreneurship in higher education. This is a specialized field that needs to be known and understood. In Latvia, it is not perceived as a special, significant department.[2] The concept and operation of social entrepreneurship are explained in the country but is not understood a use and actualization of it. Its essence and concept are incomprehensible. This is proved by the fact that in Latgale only 2% engage in social entrepreneurship, but in Riga - 58% [3]. There are a small number of social enterprises, most of them have a problem to improve and apply knowledge about the defined type of activity in practice. It can be concluded, that there are not enough competent persons in Latvia, who have an understanding of the direction of social entrepreneurship. People's misunderstanding of social entrepreneurship is only one of the factors of inefficient development, which needs to find the most appropriate solution.

The research aims to explore the problem of social entrepreneurship development. It is important to raise understanding of the concept and its meaning and to help find a way to apply it. By finding the identified solutions, social entrepreneurship would develop faster and there would be more interest and need for it in society.

Material and methods. The following methods were used to explore the concept, peculiarities and problems of social entrepreneurship: historical, comparison, interpretation. Unlike other countries of the world, the understanding of social entrepreneurship in Latvia has emerged recently. Laws related to social enterprise were studied, publications, literature and statistical research data were used. The semantic method in the study helped to discover the true meaning of the concept of social entrepreneurship. Using the historical method, the emergence and development of social entrepreneurship have been clarified. There was observed a change in business direction from the 18th century to the 21st century [4]. Comparing social activity in Latvia and other European countries, the problem was clarified, and solutions were sought in the future. Studying laws in Latvia related to the social entrepreneurship, shortcomings were found and assumptions for its improvement were made.

Findings and their discusson. The research led to the following conclusions. They are revealing the importance of social entrepreneurship, the problem, as well as solutions, are being offered.

1. Social entrepreneurship is a type of entrepreneurship that is based on promoting social impact rather than making a profit. For a social enterprise, every employee receives a salary, it is not a charity. The salary is paid in dividends or cannot be distributed. Social entrepreneurship is a tool for providing goods or services, creating good conditions for society. It is a specific type of business, which has no official definition in Europe or the world and understanding of its borders. However, the main criteria that define and identify social entrepreneurship is a company with a social purpose. According to Nobel Peace Prize winner Muhammad Yunus, the goal of social entrepreneurship is primarily to address the social problem as opposed to making a profit for business owners. The measure of the effectiveness of a social enterprise is its ability to find successful solutions to a social problem. The mission of a social enterprise is to influence people's lives, not to count the money earned [5]. At the historical stage since 18th to middle of 21st century social entrepreneurship was improved form 4 development stages: agrarian, industrial, service and innovation economy. Pattern of economy group as efficiency and directed by resources. At the time social entrepreneurship's trend took worldwide meaning. It affects social risk groups, technologies, education and ecology. Social entrepreneurship characterizes 5 signs, which determine European Conception. It includes the main purpose, meaning of existence and operation of company. Exist different social entrepreneurship types: non-profit organization, cooperative, business of social purpose, social firm, social responsible business, source of profit. The most popular type of social entrepreneurship in Latvia is-source of profit [6].

2. In Latvia law of Social Entrepreneurship, came in power on 1st of April 2018. Its purpose is to promote life quality of community and facilitate groups at risk of social exclusion employment by creating beneficial economic environment for social entrepreneurs [7]. Social entrepreneurship law of Latvia bases on issued EU international documents- European Social Charter, "Europe 2020", UN Universal Declaration of Human Rights. Commercial law, Labour law, Environmental Protection law are included in law of social entrepreneurship. Also, law determines few practical support instruments, requirements and restrictions. One of the most advanced spheres of social entrepreneurship is integration. It provides support for social groups at risk. Important to notice that Social entrepreneurship development purpose is not only integration in community disabled people, but also adjustment in community other groups at risk, for example, elder people, long term unemployed, youth. For these groups it is difficult to fit in the labour market.

3. According to collected statistical data and social operation research in Latvia, it can be concluded, that country is facing these problems: It slows

down social operation development. 58% of whole country's Social entrepreneurs work at capital city- Riga, while in Latgale, which is ¼ of Latvia's territory, there is only 2% of social entrepreneurs. [8] European Commission identified the most important factors at social entrepreneurship sphere, which slows down development at European Union [9]. It includes uncompleted informative background in the country and Europe. Financial market deficiency, insufficient evaluation of education in social entrepreneurship sphere, also, restrictions at profit distribution and difficulties to attract investors. Latvia and Europe are facing one of the most important problems which is misunderstanding of the term "Social entrepreneurship". Most of the entrepreneurs do not know how to use their obtained knowledge in practical way [10]. In the higher institutions of education in country social entrepreneurship as another sphere, process, which is necessary to consider and give education. Only few universities in Europe offer study programs, where social entrepreneurship is as a specialization or model. These universities are: Roskilde University, London School of Economics and Political Sciences. The most developed countries at social entrepreneurship are Finland and Belgium, they created models at social entrepreneurship sphere for higher institutions of education. This kind of entrepreneurship could be more developed, if there would be enough competent people, which could help for new entrepreneurs to get knowledge about practical use of social entrepreneurship. Also, it could be more developed, if the term would be more understood.

4. As this sphere is not really developed, it is difficult to completely change conception of people thinking and rights, so unlikely development would be fast and progressive. But the first step could be: to raise awareness about social entrepreneurship and its benefits around teachers, students and society. Higher education institution's academics' have skills gaps in this area. It is necessary to development teachers' competences and update study programmes, to make them more relevant to current Europe's economic, social model and international labour market situation. It is evident that there is an urgent need to promote social entrepreneurship among educators and to produce highly qualified graduates capable. Rezekne Academy of technologies is involved in project, which is based on involving model of social entrepreneurship at the higher institutions of education. And this is the proof, that in Europe and Latvia constantly is happening improvement of social entrepreneurship and provided development.

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LEGAL SUPPORT OF E-BUSINESS IN THE REPUBLIC OF BELARUS

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Today one of the most important infrastructure elements in the formation of a new economy is the world system of unified computer networks for storing and transmitting information "Internet". The business is undergoing a process of reorientation to remote work with clients, especially in a difficult epidemiological situation. The use of ICTs is becoming a daily occurrence. Mass media and global communication mechanisms are used in all spheres of life. All this indicates the relevance and importance of improving legal support in the field of e-business.

Research objective: relevance identification of features and improvement of the mechanism of e-business financial and legal management.

Material and methods. As part of the research, the works of domestic and foreign scientists, as well as normative legal acts are studied. The following general scientific methods were used: analysis, comparison, analogy and others, as well as structural-legal and formal-legal methods.

Findings and their discussion. The Republic of Belarus has started implementing the national security Concept since 2010, which pays special attention to information security. The Information sphere is becoming a system-forming factor in the life of people, societies and states.

In this regard, the information sphere plays a key role for the national security of the country. Among the sources of threats to national security in the information sphere, the Concept identifies the following phenomena and trends:

- dissemination of false or intentionally distorted information;
- the quality of national content does not match the world level;
- insufficient efficiency of information support;

- openness and vulnerability of the information space to external influences;

- monopolization of key segments of information markets by foreign information structures;

- development of information manipulation technologies, etc.

All this is closely related to the process of conducting e-business in the Republic of Belarus. Speaking about this form of entrepreneurial activity, it should be noted that e-business is "a form of business process in which interaction between subjects occurs in the electronic space" [1]. When launching a business on the Internet, companies pursue the following tasks:

- expansion / diversification of sales markets;
- expanding your market share;
- expanding the customer base;
- reduction in temporary ways, "the client-the seller»;
- access to the international economic zone, etc.

The basis of legal regulation of electronic commerce in the Republic of Belarus is the Law of the Republic of Belarus "On state regulation of trade and public catering in the Republic of Belarus [2], the Law of the Republic of Belarus "On information, informatization and information protection" [3], the Law "On electronic document and electronic digital signature" [4] , etc.

It should also be noted that at the legislative level, many aspects of e-Commerce are not fixed. Due to the rapid development of information and communication technologies, new ways and opportunities for online trading are constantly emerging, which are not reflected in the legal acts in a timely manner. In legal regulation, it is not enough just to protect business, ensure the rights and interests of consumers and the state, as new legal restrictions are emerging. All this indicates a lack of flexibility and speed of adaptation of the domestic legislative system to the needs of business. It is also necessary to take into account the information security of personal data of buyers.

Conclusion. The legislation of the Republic of Belarus does not address the protection of the right to privacy in the context of the transfer to third parties of personal data, information about the amount and conditions of electronic transactions. As a result, individual companies use this to their advantage in online trading. We will refer to personal data as phone numbers, residential addresses, credit card numbers, and passport data.

It follows that the legislation of the Republic of Belarus does not fully establish responsibility for violation of the procedure for obtaining personal data.

In this regard, the following steps should be taken in the Republic of Belarus

- develop a comprehensive legal act that would ensure full and comprehensive regulation of the e-Commerce sector;

• clearly define the rights and responsibilities of subjects who work with personal data;

• improve the information, financial and legal literacy of citizens in matters of personal data protection;

• create an integrated economic and legal system for regulating e-business.

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PREVENTION PROBLEMS OF A NEWBORN CHILD: THE RIGHT TO LIFE VIOLATION

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In the system of social protection of states, prevention of violation of the right to life of a newborn child is defined as a priority, because the life of a child is the highest value of the state. The relevance of the topic of our research lies in the fact that the effectiveness of preventive measures by the state in this direction remains low. One of the main reasons for this situation is the insufficient efficiency of work on the social rehabilitation of families at risk.

The purpose of our study is to use a structural method to highlight the main problems of prevention of measures to violate the right to life of a newborn child and to propose ways to overcome these problems.

Material and methods. The scientific and theoretical basis is the normative legal norms, the works of the authors, considering the issues of prevention of measures to violate the right to life of a newborn child. When writing the paper, the method of analysis of theoretical and legal views was used. The method of analysis was used in conjunction with the method of synthesis, which made it possible to combine various points of view into a single whole and systematize the features of consolidating these issues.

Findings and their discussion. In the Republic of Belarus, according to the Protocol of the joint meeting of the Grodno Regional Coordination Council for the Prevention of Offenses, the Committee for Minors of the Regional Executive Committee, the Coordination Council of the Regional Executive

Committee for monitoring the implementation of the Decree of the President of the Republic of Belarus No. and the legitimate interests of newborn children.

So, when a child appears among women who lead an immoral lifestyle, who are not registered for pregnancy, who entered a health care organization in a state of alcoholic intoxication, in relation to whom facts of consumption of narcotic drugs, psychotropic substances, their consumption of alcoholic beverages were established during pregnancy, as a result of which preventive measures were applied to them, the health care organization informs the district education department within 1 working day after the birth of the child about the identification of criteria and indicators of the socially dangerous situation of the newborn child [1, p. 452].

According to the legislation, a measure of individual prevention of offenses is a preventive conversation, which is conducted by an official of the subject of crime prevention with a citizen whose behavior in public places, at the place of residence, work, study or lifestyle gives reason to believe that an offense may be committed.

In some cases, the forced removal of the child from the family also occurs, when staying in the family of origin threatens life and health, and sometimes the mother abandons the child of her own free will. The main reasons for the refusal to raise newborn children, women call the difficult financial situation or congenital diseases of children. In light of this, there is a need to improve preventive measures aimed at preventing abandonment of children. The main problem in the approach to prevention is the lack of an interdepartmental system, which does not allow identifying women at risk at the antenatal clinic level and creating an infrastructure of services for this group. In addition, the level of training of specialists in this area is insufficient to organize effective preventive work. Therefore, in order to create a system for identifying and accompanying young mothers, providing effective assistance to women in difficult life situations who intend to abandon a child, a combination of both social measures and medical and psychological measures is necessary [2, p. 15].

Conclusion. Thus, the prevention of child abandonment will be carried out through the organization of a system for identifying a woman with the intention of rejecting a woman in health care institutions, prompt transmission of information about a rejection to a failure prevention service, an emergency visit of a specialist to a woman, an assessment of the nature of the rejection, and work to keep the child in the family. So, each woman will be assigned an employee of a medical institution and a route for individual client support will be created. In the event of a change in the decision to refuse the woman, support is provided until the problems that led to the refusal and the creation of a situation where the child's rights are fully protected or there is no threat of violation of the child's rights is provided.

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TO THE ISSUE OF BIOLOGICAL TRACE SYSTEMATIZATION

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Biological traces are an integral part of the system of material traces, and the effectiveness of work with them contributes to the solution of the main task of combating crime – the assistance in the disclosure and investigation of crimes by its own specific forces and means.

The relevance of this study lies in the fact that the systematization of knowledge is carried out not only across the entire scale of the subject, but also within individual sections and industries. When dismembering the system, its elements and functions are distinguished on which the integrity of the object depends. Through the systemic-structural approach, an idea of the forensic system, its sections and subsystems is formed. This approach allows for forensic classification, including biological traces.

At the moment, special attention is paid to the problems of systematization, since it plays a key role in any human activity. At this stage in the development of the science of forensic science, the available classifications of biological traces do not differ in unity of opinion, modern interpretation and the presence of a systematic approach that promotes the integrity and interconnection of types of biological traces, which once again emphasizes the importance of this topic.

The purpose of our study is to investigate the existing classifications of biological footprints and, on the basis of a system-structural approach, identify the grounds for systematizing these footprints.

Material and methods. The methodological basis was formed by the general provisions of the theory of knowledge, logic and forensic science. Among the methods of forensic science, methods of comparison, analysis and generalization, etc. were used. The scientific and theoretical basis is the works of S.P. Kuznetsova, V.A. Mamurkova, I.A. Aistov and other scientists who reveal certain issues of classification of biological traces.

Findings and their discussion. When investigating crimes against a person, such as murder, rape, grievous bodily harm, etc., forensic research of the components and end products of the human body's vital activity is of great importance [1, p. 75]. Components and end products of the human body's vital activity are understood as secretions and parts of the human body, i.e. biological footprints.

The classification of biological traces in forensic science is a logical means of systematizing knowledge about forensic techniques, methods and objects for which they are intended to work. Therefore, an important question is about the basic criteria available in forensic science for the classification of the entire variety of biological objects and the construction, taking into account them, of the first, most general level of the system of these traces, which will create the basis for the subsequent systematization of biological traces.

So, referring to the issue of classification of biological traces, I.A. Aistov believes that the originality of these traces is expressed in their reflection of the biological component of the event under study, and suggests classifying them taking into account the temporal, spatial and situational characteristics of the formation of traces [2, p. 71]. Thus, he identifies the following grounds for classification: by the object of education; by the mechanism of formation of traces; circumstances of occurrence of traces of biological origin; by the method of detection; by stage of the crime; by qualitative and quantitative characteristics; on the localization of these traces. In addition, if we talk about the significance of this or that classification, it is necessary to look at the purpose and tasks of using the proposed structures of the type, for the optimization of the activities of which this classification is being built, taking into account the situational moments of its application. A class of objects can be characterized as a set of objects and phenomena, as well as processes that have a common feature, similarity of certain qualitative characteristics.

V.A. Mamurkov proposes a classification according to the procedural status of traces of biological origin (traces-reflections and traces-samples obtained from the objects being inspected); by size, shape, degree of perceptibility (macrotraces, mesotraces and microtraces); as well as the division, as in biology, of substances into types: living, biogenic, bio-inert and inert [3, p. 56]. Studies of these types of substances in the framework of forensic bioscopy are used to establish the circumstances of the location of an object or object in a specific area of the terrain to obtain material evidence in the process of proving in criminal cases.

O.A. Sokolova believes that classifications can be formed according to certain categories of cases (for example, biological traces characteristic of murder, rape, theft, etc.), types and varieties of biological trace-forming objects (people, animals), according to the types of instruments of crime (traces arising from the use of firearms, stabbing and other objects) [2, p. 73].

Undoubtedly, all the proposed grounds are important for the classification of biological traces, but investigative and judicial practice indicates that the differentiation of traces of biological origin, depending on what type of forensic examination they are, is of great importance. In our opinion, it is also necessary to distinguish in forensic bioscopy, in addition to human bioscopy, bioscopy of ecological systems.

Conclusion. Based on the foregoing, using the systemic-structural approach, it can be concluded that as the first level of systematization of biological traces, two sections should first be distinguished: biological traces of a person and biological traces of other objects of living nature. Using this approach, it is possible to divide forensically significant biological objects into two groups: 1) people and biological objects derived from them, including traces of biological nature; 2) other biological objects (flora and fauna, etc.). At other levels, the following grounds can be used as grounds for systematizing biological traces: by the object of formation, by the mechanism of formation of traces, the circumstances of the occurrence of traces of biological origin, by the method of detection, types and varieties of biological trace-forming objects, by stages of crime, by qualitative and quantitative characteristics, according to the localization of these traces, according to certain categories of cases, according to the types of instruments of crime.

The value of the proposed grounds for the systematization of biological traces lies in the fact that they fully correspond to the prevailing ideas about biological examination, as well as its varieties and objects. Based on the goals and objectives of the study of biological traces, on the basis of the proposed grounds, it is possible to form a coherent system of biological traces with interrelated elements that contribute to an increase in the efficiency of detecting and investigating crimes.

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PROBLEMATIC ISSUES OF 295 ARTICLE APPLICATION OF THE CRIMINAL CODE OF BELARUS: THE PROSECUTOR'S OFFICE PRACTICE IN VITEBSK REGION

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At the present stage, weapons are a means of increased danger, violation of the turnover, regulation and use of which creates a potential public danger to the life and health of people. In the Republic of Belarus and most European countries, the use of weapons by criminals in the perpetration of homicides and other violent crimes is very rare. This state of affairs became possible due to the existing criminal prohibition. In the Republic of Belarus, in order to protect public safety and public health, criminal responsibility has been established for a number of acts involving weapons, ammunition and explosives. Over the past two years the largest number of crimes in this category has been registered in Vitebsk region.

The objective of the research is to analyze the practice of the Prosecutor's office of Vitebsk region in solving crimes related to illegal actions with weapons, ammunition and explosives.

Material and methods. The material of the study is the Criminal Code of the Republic of Belarus, the Law of the Republic of Belarus "On weapons", the Decree of the Plenum of the Supreme Court of the Republic of Belarus No. 1

"On judicial practice in cases of crimes related to illegal actions in relation to weapons, ammunition and explosives (articles 294-297 of the Criminal Code)" and investigative and judicial practice of the Prosecutor's office in Vitebsk region. The methodological basis is formed by methods of analysis and generalization of data on the discussed topic.

Findings and their discussion. The study of investigative and judicial practice, the generalization of which was carried out by the Prosecutor's office of Vitebsk region in 2019, indicates the presence of a number of errors made when qualifying the actions in relation to the designated category of objects.

The Supreme Court of the Republic of Belarus pays considerable attention to this issue. All necessary explanations on the application of the current criminal law in this area are given in the Decree of the Plenum of the Supreme Court No. 1 as amended by the Decree of the Plenum of the Supreme Court of the Republic of Belarus from March 29, 2018.

It should be noted that the criminal law establishes responsibility for the following illegal actions in relation to weapons, ammunition and explosives: manufacture, acquisition, transfer into possession, marketing, storage, transportation, shipment, carrying. The responsibility for these actions, which were committed repeatedly, by a group of persons by prior agreement and under a number of other aggravating circumstances, is compounded [1, art. 295].

The concepts of all these actions are reflected in detail in the specified decree of the Plenum of the Supreme Court of the Republic of Belarus. Let's pay attention to some of them.

One of the first questions when qualifying the actions of persons who "have a craving for pistols and cartridges" is the attribution of a material object to the subject of a crime. The decree of the Plenum indicates that the courts should resolve questions about the conformity of the subject of the crime to any type of weapons, ammunition and explosives on the basis of an expert opinion. Also, a careful approach is required to study the expert's opinion on whether the weapon or cartridges for it are suitable for firing. For instance, in a number of criminal cases, cartridges that were not suitable for firing a shot, gas cartridges, were unreasonably recognized as objects of crime. Trafficking of such items does not entail criminal responsibility [2, par.3].

In paragraph 8 of the decree of the Plenum, illegal acquisition of items specified in article 295 of the Criminal Code is understood as their receipt on a paid or gratuitous basis by citizens who do not have the right to do it, by purchase or exchange, as a reward for a particular service, and others. In the absence of grounds for this, the actions of a number of persons were qualified on this basis. One of the errors in imputing this attribute is that the prohibited explosives were found in persons, particularly gunpowder, were acquired by them legally when they were hunters and had the right to carry and store hunting smoothbore weapons, purchased gunpowder, but it did not had it over in accordance with the procedure, that is established by the law, after the abolition of the relevant permission. In this case, storage and other actions, if they took place, will be illegal [2, par. 8].

The next category of errors is incorrect imputation of the sign of acquisition of weapons in the case of theft. Theft of such items is an independent crime, which entails responsibility under article 294 of the Criminal Code. Such actions cannot be regarded as their illegal acquisition in the context of the provisions of article 295 of the Criminal Code. The same follows from the decree of the Plenum, according to which the theft and storage of such items, their marketing or carrying will be qualified under the totality of articles 294 and 295 of the Criminal Code [2, art. 21].

It should be emphasized that the actions of persons who accepted these items for temporary storage were mistakenly qualified as illegal acquisition of weapons, ammunition and explosives. Illegal transfer of weapons into possession according to the decree of the Plenum of the Supreme Court is considered as a violation of the procedure, which is established by the law, the provision of these items for the purpose of temporary or paid or gratuitous storage, as pledge by other persons [2, art. 9].

It is necessary to highlight the fact that certain difficulties are caused by questions of qualification of actions for the considered category of crimes on the basis of repetition. In accordance with the paragraph 15 of the decree of the Plenum actions of persons on the basis of repetition are subject to the qualification if they have an outstanding and unspent conviction or they are not exempted from criminal responsibility for the same act that preceded this one [2, art.15].

It should be noted that persons who have committed illegal circulation of traumatic weapons and ammunition for them are subject to criminal responsibility, since, in accordance with the Law of the Republic of Belarus “On weapons”, the circulation of such weapons and ammunition is prohibited on the territory of the Republic of Belarus [3, art.8].

At the same time, the presence of a permission issued by the competent authorities of a foreign state for the storage and use of such weapons and ammunition in the territory of this state is not a basis for releasing a person from responsibility for actions with weapons.

Conclusion. Thus, when analyzing the practice of the Prosecutor’s office in Vitebsk region in solving crimes related to illegal actions in relation to weapons, ammunition and explosives, the most typical problematic issues of the application of article 295 of the Criminal Code of the Republic of Belarus in the classification of such crimes were identified. Paying attention to these inconsistencies can help in the future in law enforcement practice to disclose these crimes.

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ASSESSMENT OF THE REPUBLIC OF BELARUS REGIONS' COMPETITIVENES POSITIONS IN INTERNATIONAL COOPERATION

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Region's competitiveness is an economic category, that represents a conditioned by the economic, social, political and other factors, the region's ability to provide a high level of living and income to owners of capital, as well as effective use of existing economic potential in the production of goods and services [1].

The regions' competitiveness is formed as a result of purposeful active regional investment, demographic and commercial policies. Its implementation should be provided with an objective assessment of the region's competitiveness level, which reflects the competitiveness rating, the improvement of which is relevant for the regions of the Republic of Belarus.

The purpose of this paper is to analyze Republic of Belarus regions' competitiveness positions.

Material and methods. Base of the research are the works of domestic and foreign scientists in the field of competitiveness, statistical reports of the Belarusian national statistical Committee.

When writing the paper, such research methods as analysis and synthesis, deduction and induction, and a systematic approach were used.

Findings and their discussion. Among various approaches assessing the competitiveness of regions, there is an approach in which the competitiveness of regions is evaluated by three components: demography, investment (investment attractiveness) and foreign trade turnover. As a demographic component of the competitive positions of the regions of the Republic of Belarus, we consider data on the population of the regions of the Republic of Belarus for the period 2015-2020 [2].

As can be seen from table 1, during this period there is a nationwide downward trend in the population. At the same time, the city of Minsk and the Minsk region show population growth, while in all other regions the population is decreasing. The highest rate of population decline occurs in the Vitebsk region.

Investment attractiveness at the meso-level is usually understood as an integral characteristic of separate regions of the country in terms of the investment climate, the level of development of investment infrastructures, the possibility of attracting investment resources, and other factors that affect the formation of investment returns and investment risks.

Table 1. Population of the Republic of Belarus and its regions in 2015-2020 (Data as of January 1, thousand people.)

	2015	2016	2017	2018	2019	2020
The Republic of Belarus	9480,9	9498,4	9504,7	9491,8	9475,2	9408,4
Regions:						
Brest	1388,9	1387,0	1386,4	1384,5	1380,3	1347,0
Vitebsk	1198,5	1193,5	1188,0	1180,2	1171,6	1133,4
Gomel	1424,0	1422,9	1420,7	1415,7	1409,9	1386,6
Grodno	1052,6	1050,1	1047,4	1043,7	1039,3	1025,8
The city of Minsk	1938,2	1959,8	1974,8	1982,4	1992,7	2020,6
Minsk	1407,9	1417,4	1423,1	1426,5	1428,5	1472,0
Mogilev	1070,8	1067,7	1064,3	1058,8	1052,9	1023,0

In table 2 information on the main foreign direct investment flows to the real sector of the economy of the Republic of Belarus for the period 2014-2018 is presented [3].

Table 2. The main foreign direct investment flows to the real sector of the economy of the Republic of Belarus for the period 2014-2018 (USD, mln.).

	2014	2015	2016	2017	2018
The Republic of Belarus	10168,9	7 241,4	6 928,6	7634,2	8 537,1
Regions:					
Brest	139,5	101,2	99,3	199,7	256,4
Vitebsk	148,7	86,8	81,9	75,0	75,9
Gomel	238,5	234,3	216,1	188,6	203,6
Grodno	137,2	105,9	136,4	154,1	149,8
The city of Minsk	8 642,1	6062,3	5689,6	6206,1	6 640,0
Minsk	608,2	479,4	538,4	618,7	1 036,6
Mogilev	254,7	171,3	167,0	192,0	174,9

Commercial activity is an element that plays the most important role in improving the competitiveness of economic entities, including regions. Foreign trade turnover (export and import) and production of products to meet the needs of the population consist the commercial activity of the regions.

Table 3 below presents information on the commercial activities of the regions of the Republic of Belarus in 2018. (USA million dollars)

Table 3. Commercial activity of the Republic of Belarus regions in 2018 [4].

Region	Export	Import	Balance
Brest	2 379,7	1 728,0	651,7
Vitebsk	2 215,0	3 136,7	-921,7
Gomel	4 135,0	5 634,8	-1 499,8
Grodno	2 293,1	1 644,4	648,7
The city of Minsk	12 582,5	15 901,5	-3 319,0
Minsk	7 336,8	5 793,4	1 543,4
Mogilev	2 060,3	1 349,7	710,6

As we see from the data, presented in the tables, over the period 2015-2020, the city of Minsk and the Minsk region experienced population growth, while other regions of the Republic of Belarus experienced population decline. The volume of foreign direct investment received in the Republic of Belarus for the period 2014-2018 is mostly contained in the city of Minsk and the Minsk region. According to the results of commercial activity of the Republic of Belarus in 2018, it is clear that the volume of export and import is much higher in Minsk and the Minsk region.

Conclusion. Based on the analysis performed, we can see the current Republic of Belarus regions' competitiveness positions. The factors of the current situation and the potential methods for its improvement are the prospects for further research.

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METHODS OF NON-TARIFF REGULATION OF FOREIGN ECONOMIC ACTIVITIES

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State policy in the field of regulation of foreign trade transactions is aimed primarily at the realization of the country's own interests. The emphasis, as a rule, is shifted towards the national producer and consumer. This also applies to our state to a certain extent. The market transformation of the Belarusian economy provides for the development of such elements of the economic system, which, on the one hand, are able to provide equal conditions for the implementation of economic activities for all business entities, and on the other hand, serve as an instrument of state influence on the overall situation in the economy.

Material and methods. The material of the research is the study and use of the regulatory legal base, which regulates the basis of non-tariff regulation of foreign economic activity. Methods: formal legal, comparative legal analysis and generalization.

Findings and their discussion. As you know, the main instruments of customs policy, foreign economic activity are the use of tariff measures, that is, economic, and non-tariff – administrative regulation. In the process of customs and tariff regulation, the state influences the price of goods, which is reflected in the volumes of import or export of goods, and the formation of an internal market for goods. That is, the regulation of foreign trade turnover with foreign states is carried out, the national commodity producer is protected, the state budget is replenished with receipts from foreign economic operations [3]. The duty is reflected in the rate of development, the level of capital accumulation, rates of return in certain sectors of the economy, affects domestic employment, protects national producers from dumping, and creates conditions for national goods to access foreign markets. Despite its economic nature, customs and tariff regulation can have features and political influence. The imposition of a duty or its elimination can be a political leverage.

Nevertheless, the use of economic regulation measures in foreign economic relations in their pure form does not always achieve a specific goal. Therefore, along with tariff, non-tariff regulation measures are also applied. With their help, regulation of foreign trade is also carried out, the national market and commodity producer are protected, the international obligations of the Republic of Belarus are fulfilled. The introduction of state rules, regulations, prohibitions, which the state resorts to if necessary, creates a special regime for regulating the trade circulation of a particular product; noneconomic, administrative and technical conditions can restrict or complicate free trade between states [2].

It should be noted that the customs legislation is one of the most capacious blocks in the system of the current Belarusian legislation, including the regulations of state authorities at various levels.

The key goal of the state customs policy is to ensure the most effective use of customs control instruments. The concept of "methods of non-tariff regulation in foreign economic relations" includes a fairly wide range of the format of customs control. There are two main types of document that is used in customs practice as a method of regulating foreign economic activity. The first is customs and tariff measures, which include various financial regulatory instruments, and the second is a fairly large block of non-tariff measures, which also takes place and is widely used in customs law. A number of factors contributed to the reasons for using non-tariff measures.

The development of foreign economic activity plays a special role in modern conditions, when the process of integration of the economy of the Republic of Belarus into the world economy is taking place. The Belarusian government is pursuing a policy of consistently developing mutually beneficial trade with all foreign countries that are willing to do so. The continuous, directed development of foreign economic activity is very important both for the entire Republic of Belarus and for each individual enterprise in any of the industries.

Belarus has established export-import relations with more than two hundred countries of the world. The most important export positions are oil and refined products, potash and nitrogen fertilizers, metal products, trucks and cars, tractors, tires, dairy and meat products, furniture. In imports, the largest place is occupied by energy resources (oil and natural gas), commodity, materials and components (metals and products from them).

However, the pure use of economic measures to regulate foreign trade, firstly, does not always give the desired positive result, and secondly, economic measures do not equally affect the supply of goods to the country in large and small batches, thus initially putting them in unequal conditions. Therefore, in most countries, along with economic measures, administrative measures are also widely used to regulate foreign trade, directly limiting the import and export of goods, protecting the domestic market from both excessive imports and the possibility of a shortage of domestic goods. At the same time, however, the buyer is limited in the right of free choice between domestic and imported goods.

Non-tariff measures of state regulation of foreign trade, depriving the buyer of free choice of goods and thereby weakening the competition of domestic goods with foreign ones, it would seem, should undermine the market mechanism. But this is not the case, because such measures are applied to the supply of a relatively small group of goods or for a limited period and are intended to solve certain economic and social problems that require prompt government intervention. Thus, non-tariff measures do not destroy the country's internal market, but, on the contrary, contribute to its normal functioning.

The use of non-tariff regulation measures in the conditions of independent implementation of foreign trade operations by a large number of companies makes it possible to influence the growth of the foreign trade deficit, equalize the trade and payments balances, more efficiently manage foreign exchange in case of an acute shortage of it for purchasing abroad the most necessary goods in the country, and mobilize foreign exchange reserves for servicing external debt of Belarus.

To date, the state has established the following measures for non-tariff regulation of the movement of goods across the customs border: quotas, licensing, issuing permits and establishing prohibitions, certification, phytosanitary and veterinary control, setting extremely minimum prices, application of excise stamps.

They are established based on considerations of state security, protection of public order, morality of the population, human life and health, protection of the historical and archaeological heritage of the peoples of Belarus and foreign countries, including intellectual property, protection of the interests of Belarusian consumers of imported goods.

Conclusion. Foreign economic activity is becoming an increasingly important factor in the development of the national economy and economic stabilization of the Republic of Belarus as an independent entity in the international political and economic arena. Now there is practically no industry in industrialized countries that would not be involved in the sphere of foreign economic activity. Despite the wider distribution and constant use of customs import and export duties, non-tariff methods of regulation are considered to be more effective in the implementation of the state's foreign trade policy, since they are not bound by any international obligations; more convenient in achieving the desired result in foreign economic policy. This has resulted in the choice of this topic.

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BILINGUISM AS A CONSTITUTIONAL LEGAL PHENOMENON IN THE REPUBLIC OF BELARUS

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Intensive and long-term contacts between peoples often lead to bilingualism (or bilingualism from Latin *bi*- “two, lingu language”). It has been established that about half of the world's population is either bilingual or multilingual, and in many countries of the world bilingualism is the norm (compare, for example, the situation in Russia, on the territory of which, along with Russian, there are such languages as Tatar, Bashkir, Yakut, Buryat, Ossetia and many others). This phenomenon is typical for India, West Africa, New Guinea and others, where residents usually speak the local, regional version of the language and the state (usually in the past colonial language). The purpose of this study is to characterize the features of the constitutional regulation of bilingualism in the Republic of Belarus.

Material and methods. The material of the work is the Constitution of the Republic of Belarus, the Law "On Languages in the Republic of Belarus", etc. When analyzing the normative material, the formal legal method and the method of specific legal analysis were used.

Findings and their discussion. In accordance with the Constitution, the state languages in the Republic of Belarus are Belarusian and Russian (Article 17). The movement towards state multilingualism (bilingualism) in Belarus has a long history and is predetermined by the peculiarities of the national composition of the population, the majority of which are Belarusians and Russians. Russian-Belarusian bilingualism is considered by many researchers as a unique phenomenon, not only because it is fixed by law, but also due to the closely related and mental ties of citizens, their common historical past. Among the former Soviet republics one can hardly find a people closer to the Belarusian, which is reflected even in the name of our country. This linguistic situation is undoubtedly explained by the cultural and historical heritage of the long stay of Belarus in the Russian Empire and the USSR, where Russian played the role of the language of intercultural communication, a means of introducing scientific and cultural achievements.

On January 26, 1990, the Supreme Council of the BSSR adopted the Law "On languages in the Republic of Belarus". For its time, it was progressive, took into account new trends in the development of the Belarusian society and allowed a wider use of the Belarusian language. It allowed an alternative use of Russian or Belarusian languages, its implementation entirely depended on the language choice of the person. Later, after the collapse of the USSR and the receipt of state independence by the Republic of Belarus, there were numerous changes in the attitude towards the Belarusian language, reflected in different versions of the draft Constitution. So, in the 1st draft of 1991 in Art. 36 it was indicated that the only state language is Belarusian. In the last version of the Constitution, on the eve of its final adoption, the draft indicated the role of the Russian language as a means of intercultural communication [1, p. 104-105]. However, the assignment of the status of the only state language to the Belarusian language revealed a number of problems, since the Belarusian language, previously little used in the process of communication, had a clearly insufficient degree of communicative adequacy [2, p. 79].

Taking into account the negative historical experience of radical changes in the linguistic sphere of other countries, the growing discontent and the maturation of the ethno-linguistic conflict, on May 14, 1995, the issue of languages was put to a nationwide referendum, during which 88.3% of voters spoke in favor of assigning the Russian language a status equal to Belarusian. It can be considered that bilingualism enshrined at the constitutional level (statehood of the Belarusian and Russian languages) is a positive phenomenon for the development of the state and society. In 1998, bilingualism was officially confirmed in the Constitution of the Republic of Belarus, where Russian is recognized as the state language along with Belarusian.

However, according to N.B. Mechkovskaya, the legal equality of languages is not always a sufficient condition for their actual balance [3, p. 103]. This is clearly confirmed by the linguistic situation of modern Belarus, where, despite the identical legislative status of the two state languages, there is a stable closely related bilingualism, characterized by the dominance of the Russian language in all spheres of people's life – in everyday communication, science, public administration, education, office work, the mass media.

According to the 2009 census, about 140 nationalities live in the Republic of Belarus, but the titular nation is dominant in numbers, 83.7% of the republic's residents identify themselves as Belarusians. 53.2% of the respondents named Belarusian as their native language. However, the overwhelming majority of those participating in the survey (70.2%) indicated Russian as the language of everyday communication [4]. This indicates that Belarusian citizens have actualized the cultural and symbolic meaning of the Belarusian language, its association with their ethnicity. The results of the census indicate that the absolute majority of Belarusians, regardless of their ethnic origin, acquire Russian as their first language, which supports its predominant role in society. The Belarusian language acts as a second language, since proficiency in it is developed not during communication in a natural environment from an early age, but through specialized training [5, p. 40]. The real picture of proficiency in 2 languages is largely predetermined by educational institutions, where today 98% of Belarusian schoolchildren study in Russian. The linguistic imbalance is also obvious when choosing a subject for passing the obligatory exam at the centralized language testing. In 2020, according to the RIVSH, the exam was written in the Belarusian language by 19 thousand applicants, in Russian - 53 thousand.

Conclusion. Thus, it seems to us that the low percentage of the use of the Belarusian language in the sphere of everyday communication is due to the absence of the requirement for proficiency in both state languages at the level of legislation. Knowledge of both state languages is required only from employees of public administration bodies to carry out the required scope of official duties and is a kind of addition to qualification requirements. For the rest of the citizens not employed in this industry, fluency in Russian and White-Russian is not required. Moreover, Art. 14 of the Law of the Republic of Belarus "On Citizenship" obliges anyone who wants to obtain citizenship of our country to know only one of the state languages [6, p. 68–69]. In 2010, the expansion of the use of the Belarusian language was declared the most important task. The government approved an action plan to popularize and expand the scope of its use in society. For example, recently they began to write the names of streets in Belarusian, make announcements in transport, billboards promoting the beauty of the Belarusian word have been installed in cities, and Belarusian speech is increasingly heard from TV screens. It seems to us that the measures taken can be supplemented by the introduction of a proportional balance for the use of both state languages in the media, the mandatory publication of all legal documents, and description of goods and services in two languages.

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THE SCOPE OF THE CRIMINAL OFFENSE “HUMAN TRAFFICKING” IN REPUBLIC OF LATVIA

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There has never been a more important moment to engage the fight for freedom. Now, more than ever, we must collectively commit to stopping human traffickers and protecting victims. We will not be deterred from dismantling this crime down to its very foundations and ensuring the protection of future generations [11]. Human trafficking[1] has become a global problem worldwide, and it doesn't matter where you are. That is why it is important to understand the scope of the criminal offense human trafficking in legislation of Latvia. The EU covers over 4 million km² and has 446 million inhabitants [4], but at the same time the population of Latvia is only 1,907 million [4] what makes 0,428% from all EU countries. A significant number is still registered in Latvia on trafficking in person cases.

Material and methods. This research is based on international and supranational understanding what trafficking in person is, that is why the main approach is based on comparative research methods. For analysing criminal offenses in Latvia, is used qualitative empirical approaches (qualitative

[1] In some sources the legislator is using the concept “trafficking in person” or “trafficking of human beings”. So in this research for the sake of uniformity authors are using concept “human trafficking”, reserving rights to refer and extend it to the other concepts mentioned above.

empirical research method). Qualitative empirical approaches to law have been discussed in detail to understand the position of victims in criminal proceedings and in order to understand the effects of legal arrangements for stakeholders in social aspects. And more, it is extremely important to establish paradigms about integrity of national laws and regulations in international agreements, such as Convention for the Suppression of the Traffic in Persons and of the Exploitation Of The Prostitution Of Others [9] and Charter of Fundamental Rights of the Europe Union [2], etc. Critical analysis of regulatory enactments gives a clear view on legal realism. So, this triangulation is made in order to reinforce internal and external validity of this research.

Findings and their discussion.

1. The main causes of human trafficking must mention globalization of the economy and the social inequalities that prevail among the world's population. Taking into account the situation in Latvia, girls and young women with secondary education or secondary unfinished and without an occupation, single mothers, the homeless could be at risk group in human trafficking, but it is also important to note that all citizens are at certain risk, especially those who in search of work given abroad. From the point of view of human trafficking in Latvia, it can be as the country of origin of the victims of human trafficking, as the country of transit and the country of destination [1].

The current legislation on trafficking in persons in Latvia covers all forms of trafficking indicated in the UN Trafficking in Persons Protocol. Latvia uses both a general human trafficking law and a law against “sending a person for sexual exploitation” to prosecute cases of trafficking in persons [8p. 23].

Criminal liability in Republic of Latvia is mentioned in Criminal Law Section 154.[1] [6] but meaning of Human Trafficking is mentioned in Criminal Law Section 154.[1] [6] this responsibility is defined by Convention for the Suppression of the Traffic In Persons And of the Exploitation of the Prostitution Of Others [9], United Nations Convention against Transnational Organized Crime [12] especially Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children [7], supplementing the United Nations Convention against Transnational Organized Crime[12], Council of Europe Convention on Action against Trafficking in Human Beings [3] as well as a number of other international agreements and legal acts of the Council of Europe.

2. Human trafficking, according to Republic of Latvia legislation, includes trafficking for sexual exploitation, forced labour, to commit criminal offences, holding in servitude and the removal of organs and tissues [6]. In Latvia this criminal offence is recognized to be especially serious crime, because it is directed against personal liberty, honour and dignity. The protection of personal liberty, honour and dignity are strengthened in international documents of human rights, so that means - human trafficking is also violation of human rights.

Human trafficking is a hidden and complex crime. Crime, which victims most often remain invisible to the public, who themselves are often unaware that they have been deceived or coerced, that they have been exploited by force, deception or threats and blackmail and have become victims of human trafficking. Fear, shame and guilt are the reasons why victims do not report crimes and do not seek help. Victims often lack the encouragement or necessary information about their rights, where to go and get help. To mark the European Union Day against Trafficking in Human Beings, the European Union Crime Prevention Network (EUCPN) and European countries launched an anti-trafficking campaign on 17 October 2019, the main aim of which is to reach people who may be victims of trafficking in need. support, assistance and protection [10]. Thus, reflect the fact that the issue of human trafficking is a day-to-day issue of legal policy.

3. According to Criminal law, to identify human trafficking as a criminal offence, it is necessary to establish qualifying features - actions have been committed by using violence or threats or by means of deceit, or by taking advantage of the dependence of the person on the offender or of his or her state of vulnerability or helplessness, or he or she is material dependent from offender.

The fact that Latvia, from the point of view of human trafficking, can described as a country of destination, show information in social networks - in November 2020 detained an organized group (Latvian bakery company “ADUGS”) on suspicion of human trafficking, laundering of criminally obtained capital, and causing bodily harm. Its members have exploited foreign workers at the baked goods company, using their helplessness, forcing them into material dependency, making threats and harming them physically. During the investigation, it was found out that up to 10 third-country nationals have been exploited for a long-time in this company, taking advantage of their vulnerability, not paying them a salary for their work in full and driving them into a disproportionately large debt. Workers have been deprived of their passports, subjected to physical violence and threatened with deportation if they do not comply with all the requirements of the criminal group. All people had legal work permits [13].

This case shows, that Latvian legislation, mostly in accordance with Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime Article 3, subparagraph a) [7], has been adapted to meet modern requirements for the scope of human trafficking. As we can see in the mentioned case in bakery company “ADUGS”, there were no trafficking elements, criminal offence has been established according to other elements, such as foreign workers' helplessness, forcing them into material dependency, making threats and harming them physically. That is why we can confidently say that the understanding and scope of human trafficking is still growing. It is hard to predict how far the scope of human trafficking can develop in globalization period, but it marks a new horizon for research on social factors in the world. Especially coronavirus is a huge challenge in scope of human trafficking, on one hand, and, in dynamics of transnational organized crimes activities, on other hand.

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THE PROSECUTOR'S OFFICE AS AN ANTI-CORRUPTION BODY

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One of the actual problems of our time for all states is corruption-related crimes. Corruption manifests in a wide variety of actions of officials and related actions of individuals and legal entities who want to obtain public and private services illegally today. The public danger of corruption is very high, because it is a serious social problem that negatively affects economic development, harms and undermines confidence in the authority of government, and ultimately destroys the principle of fairness and impartiality of justice.

The purpose of the study is the purpose of the study is to analyze the regulatory legal acts regulating the activities of the prosecutor's office in dealing with the corruption in the territory of the Republic of Belarus.

Material and methods. The material of the study is the Law of the Republic of Belarus "Anti-Corruption Law ", the Law of the Republic of Belarus "On the Prosecutor's Office" and the Criminal Procedure Code of the Republic of Belarus. The methodology is based on the methods of analysis and generalization of data on the research topic.

Findings and their discussion. It is necessary to notice that the Republic of Belarus is uniformly and consistently conducting an anti-corruption policy. This is shown by the data provided by the international non-governmental organization Transparency International, whose activities are aimed at identifying, preventing and combating corruption in the world. Since 1996, this organization has been compiling an annual ranking of the most corrupt countries based on the Corruption Perception Index.

The above-mentioned organization has compiled an annual ranking of the most corrupt countries based on the "corruption perception index" since 1996.

The Corruption Perceptions Index is an assessment of corruption in a country, which is based on publicly available data and a survey of experts, entrepreneurs, where they assess corruption in their country on a 100-point scale.

According to the assessment, 100 points are given to a state that is not completely corrupt, and 0 points are received by a completely corrupt state. Thus, the following countries became the least corrupt: Denmark and New Zealand – 87 points; Finland – 86 points; Switzerland, Singapore and Sweden – 85 points. For comparison, you should pay attention to the most corrupt countries which are: Somalia – 9 points; South Sudan – 12 points; Syria – 13 points [4].

This information is necessary in order to determine the degree of corruption in the Republic of Belarus and its neighboring countries in comparison with the most corrupt countries. Thus, Belarus received 45 points out of 100, taking 71st place out of 183 countries in the overall position (Russian – 28 points and 144th place; Ukraine – 30 points and 131st place).

The basis for the fight against corruption is its consolidation in terms of legislation. The main legislative act is the Law of the Republic of Belarus of 15.07.2015 No. 305-3 "Anti-Corruption Law" (in the Russian language – «О борьбе с коррупцией») (further in the text *«Law No 305-3»*), which establishes the legal foundations of state policy in the field of combating corruption, protecting the rights and freedoms of citizens, public interests from threats arising from manifestations of corruption, maximum involvement of the public in revealing the facts of corruption and informing law enforcement agencies about it. Remarkably that Chapter 2 of the Law No 305-3 is devoted to state bodies engaged in the fight against corruption and their special divisions. With this in view a given article examines the prosecutor's office in the context of the vested competences and powers to combat corruption [2].

Such laws of the Republic of Belarus as "The Republic of Belarus Procurator's Office Act" (in the Russian language – «О прокуратуре Республики Беларусь»; *hereinafter referred to as "Law No 220- 3"*), "Anti-Corruption Law" (*previously mentioned as "Law No 305- 3"*), the Criminal Procedure Code of the Republic of Belarus regulate the activities of the Prosecutor's Office, as well as departments for combating corruption and organized crime of the prosecutor's offices of Minsk and regions.

Prosecutors' offices occupy a special position in the system of law enforcement agencies that fight corruption in the Republic of Belarus. According to paragraph 2 of Article 4 of Law No. 220-3, the coordination of state bodies law protection activity engaged in the fight against corruption and the coordination of anti-corruption activities of other organizations involved in the fight against corruption is entrusted directly to the prosecution authorities [3].

This Law No 220-3 stipulates that the Prosecutor General of the Republic of Belarus, as well as subordinate prosecutors of territorial and transport prosecutor's offices, within their competence coordinate law enforcement activities of state security bodies, internal affairs bodies and other state bodies engaged: a) in the fight against corruption and crime, b) in the activities to combat crime of other organizations that are involved in the fight against crime to prevent offenses.

For this purpose, a coordinating meeting on combating crime and corruption headed by the prosecutor is formed, i.e. an interdepartmental body, which is engaged in the coordination of the law enforcement activities of state bodies that fight crime and corruption.

The prosecution authorities: coordinate anti-corruption activities of state bodies; ensure the rule of law, legality, order and protection of the rights and legitimate interests of citizens and organizations, public and state interests; carry out anti-corruption activities by exercising supervision over the fulfillment of the requirements of the criminal procedure legislation and laws during operational-search activities on corruption offenses.

Article 34 of the Code of Criminal Procedure establishes the provisions on the activities of the prosecutor in the implementation of criminal prosecution and the maintenance of public prosecution in the criminal court for corruption offenses [1].

This Law also defines other powers of the prosecutor's office to combat corruption, during the implementation of which they carries out the fight against all manifestations of corruption.

In addition, the prosecutor's office can carry out a pre-trial investigation in criminal cases of corruption offenses in the cases provided for by the Criminal Procedure Code of the Republic of Belarus.

The tasks facing the prosecutor's office in the anti-corruption activities can be solved in the process of performing other functions entrusted to the prosecutor's office. Thus, the Prosecutor General of the Republic of Belarus has the right to submit to the Plenum of the Supreme Court of the Republic of Belarus proposals for providing the courts with explanations on the application of legislation arising from the consideration of cases and the execution of court decisions [3, art 13]. The aforementioned law stipulates that the Prosecutor General of the Republic of Belarus, his deputies, subordinate prosecutors of territorial and transport prosecutors and their deputies have the right, within their competence, to send proposals to the rule-making body on the adoption (publication), amendment, addition, interpretation or recognition as invalid of normative legal acts. Thus, in 2014 the General Prosecutor's Office prepared a draft Law "Anti-Corruption Law". This draft law was adopted by the House of Representatives of the National Assembly of the Republic of Belarus on June 26, 2015 and approved by the Council of the Republic of the National Assembly of the Republic of Belarus on June 30, 2015.

Conclusion. Summing up, it should be noted that one of the important areas of the prosecutor's office activity is not only cooperation with law enforcement agencies of the Republic of Belarus, but also cooperation with prosecutorial authorities and other law enforcement agencies from foreign countries and international organizations to ensure activities that will be aimed, first, at identification, elimination or limiting the reasons giving rise to conditions or contributing to corruption, and, second, prevention, suppression, disclosure, investigation of corruption offenses and punishment of those responsible for such actions.

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ISSUES OF PROVIDING PSYCHIATRIC ASSISTANCE TO THE POPULATION DURING THE COVID-19 PANDEMIC

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In January 2020, the World Health Organization (WHO) declared the outbreak of a new coronavirus disease, COVID-19, as a public health emergency of international concern. According to the WHO survey, the COVID-19 pandemic has disrupted or stopped the provision of essential mental health services in 93% of countries around the world, while the demand for services in this area is growing due to the consequences of the pandemic (death of relatives, isolation, loss of income, etc.). The survey, conducted in 130 countries, provided the first global evidence of the devastating impact of COVID-19 on access to mental health services, and highlighted the urgent need for increased funding [1].

The relevance of this study is caused by the impact of the pandemic on people's mental health and the creation of new barriers to receiving mental health care for people already suffering from such disorders, as well as the impact on the economy, which is associated with the difficulties of financing mental health care.

The aim of this work is to study the impact of the pandemic on the provision of mental health care to the population based on the analysis of the WHO survey.

Material and methods. As a material for the study, a description of the WHO policy on the issue under study, the WHO survey conducted during the COVID-19 pandemic, as well as the work of specialists in this area were applied. The following methods were used: analysis method, formal legal method and comparative legal method.

Findings and their discussion. The above-mentioned survey, conducted between June and August 2020 in 130 countries, identified changes in mental health services delivery and highlighted the shortcomings of the current system in dealing with emergency situations. For example, more than 60% of countries reported failures in the provision of mental health service to vulnerable groups of the population, including children and adolescents (72%), the elderly (70%). In 67% of countries, there were problems in counseling and psychotherapy. 30% of countries reported barriers to access to medicines for people with mental disorders. About three quarters of countries reported at least partial interruptions to mental health services in schools and workplaces (78% and 75%, respectively) [2].

Today, more than 75% of people with mental disorders in developing countries don’t receive the necessary assistance, which is the result of extremely inadequate funding for this area. On average, about 2% of the budget of the entire health care system was allocated by states to programs for the provision of such assistance under normal conditions, which is insufficient for the normal functioning of the system according to WHO [3]. The organization warns that as the pandemic continues, the number of mental disorders will rise, so urgent financial support for the mental health sector is needed. WHO also noted that the organization's goal in the field of mental health in 2020 is to increase funding for this sector. Economic support for states is a necessary condition for reducing spending in other areas. For example, one dollar invested in the treatment of depression and anxiety disorder brings an economic benefit of $7 by reducing crime and the cost of maintaining the criminal justice system [3].

WHO recommends three sets of actions for states to mitigate the impact of a pandemic: inclusion of community mental health action as a critical component in the national COVID-19 response; ensuring the availability of psychosocial support in emergencies (people with COVID-19 and mental disorders should have equal access to medical and social services as other people with COVID-19 without discrimination); and ensuring the inclusion of mental health services in general health packages and insurance schemes [4].

Before the pandemic was declared, there were already restrictions on access to quality mental health care. Access is now even more limited due to the risk of contracting the virus in long-term care facilities, as well as the repurposing of such facilities to care for people with COVID-19. These measures are due to numerous studies, for example, according to the International Network for Long-Term Care Policy, about half of all deaths associated with COVID-19 in Australia, Belgium, Canada, France, Ireland, Norway and Singapore comes from residents of long-term care institutions [5]. The solution to this problem can be the introduction of remote psychiatric care, including the use of such simple means of communication as telephone and SMS. A successful experience in attracting modern technologies is the system of providing mental health care during the pandemic in Madrid. Patients were given the opportunity to receive advice through mobile and video communication, partnerships were established between psychiatric staff and IT specialists to create electronic medical records and ensure the confidentiality of this information. At the same time, patients with the most serious diseases were transferred to specialized clinics with the provision of all the necessary measures against COVID-19. Egypt, Kenya, Malaysia and New Zealand have decided to increase the capacity of emergency telephone lines for mental health services [4].

Conclusion. Therefore, maintaining and strengthening mental health services and programs should be a priority to meet current and future mental health needs and help prevent the growth of mental illness in the future, including by introducing modern technology into such care to minimizing infection with COVID-19 and other viral diseases. More funding for this health sector is needed, as well as the inclusion of psychosocial considerations in the national response to COVID-19. Social and financial protection measures during a pandemic are especially needed to prevent the consequences of people's loss of livelihoods. Priority should be given to protecting the rights of people with severe mental disorders and psychosocial disabilities. These actions play an important role in ensuring national protection systems for people with mental illness during a pandemic.

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CONSTITUTIONAL AND LEGAL STATUS OF NATIONAL MINORITIES IN CENTRAL AND SOUTH-EASTERN EUROPEAN COUNTRIES

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Nowadays the problem of legal regulation of national minorities is one of the most relevant; in addition, sometimes it became a reason for difficult conflict situations in the modern world. Therefore, ensuring their collective rights and relations with a titular nation should be based on tolerance and mutual respect. In response to geopolitical situation of Central and South-Eastern Europe countries, their multi-ethnic, multi-religious and multi-lingual population diversity outlines particular attention to legal mechanism ensuring the rights and freedoms of the national and ethnic minorities. The purpose of the study is to characterize the peculiarities of the constitutional regulation of the national minority status of Central and SEE.

Material and methods. In writing this article Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (UN), The Framework Convention for the Protection of National Minorities (CoE), The convention on providing the rights of persons belonging to ethnic minorities (CIS), constitutional legislation of Czech Republic, Slovak Republic, Romania and others were used. To analyze normative documents a formal legal and comparative legal method of research was used.

Findings and their discussion. The problem of the political and legal status of national minorities in this region has been repeatedly the topic of discussions by international and regional organizations – the UN, PACE, the European Parliament. In modern Europe 87 indigenous peoples live, of which 33 constitute an ethnic majority in at least one sovereign state, and the remaining 54 are ethnic minorities. [10]. The relationship between the ethnic majority and minority determines the stability of the development of states.

International experts have not yet come to a uniform understanding of the term "national minorities". Thus, the 1992 Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities defines minorities as “distinctive national or ethnic, cultural, religious and linguistic groups” [1]. The complexity of the definition is associated with the variety of situations, in which national minorities live: some are located compactly, separate from the dominant part of the population, others are dispersed throughout the state, often outside of it. Some minorities have an awareness of their collective identity, their own written language, while others retain only a fragmentary idea of common history and origin. There are also subjective factors of national and cultural identification of persons as members of a minority. The situation is sometimes complicated by the fact that representatives of an ethnic minority are in an unequal legal position due to discrimination by the dominant ethnic group, to some extent socially isolated from the rest of society, which leads to a heightened sense of group solidarity, belonging to "One whole". International Covenant on Civil and Political Rights in Art. 27 asserts that “the protection of the rights of persons belonging to national or ethnic ... minorities contributes to the political and social stability of the states in which they live” [6]. According to the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, States (Article 4) must create conditions that allow persons “belonging to minorities to express their characteristics and develop their culture, language, religion, traditions and customs, with the exception of those cases when a specific activity is carried out in violation of national legislation and contrary to international standards” [1]. By PACE resolution of March 9, 2012 No. 1866 (2011) "Additional Protocol to the European Convention on Human Rights with regard to National Minorities" 5 "minimum standards" for the status of national minorities and their members were formulated: the right of every person freely express their affiliation with a national minority; political rights (in particular, freedom of association, the right to form political parties, participation in elections, representation in government at the national and regional levels); cultural rights, including the right to cultural autonomy and the preservation of national identity; the right to decide on various forms of autonomy in accordance with European practices as well as national or regional traditions;

the right to freely use the language of minorities in private and public life, especially in relations with administrative bodies, when carrying out legal proceedings in the territories of their traditional residence ” [8].

The Council of Europe Framework Convention requires strict observance of the rights and freedoms of national minorities: “the upheavals that took place in European history have demonstrated that the protection of national minorities is a necessary condition for stability, democratic security and peace on the European continent” [7]. For a long time, the problem of national minorities in the CEE states was hushed up or it received insufficient attention from the legislator, which led to the emergence of separatism of non-titular peoples, to the disintegration of Yugoslavia, the partition of Czechoslovakia, the emergence of civil wars in a number of countries of the region in 1990-1995.

A number of countries in the region, after overcoming ethnopolitical contradictions, came to the conclusion about the need for a more detailed consolidation of national minority rights at the highest legal level, which is embodied in their newest constitutions. So, the Constitution of Slovakia in sect. IV "Rights of national minorities and ethnic groups" in Art. 34 guarantees "citizens who form ... national minorities or ethnic groups, full development." At the same time, the Basic Law fixed the provision that “the solution of issues related to minorities should not pose a threat to the territorial integrity of the state” (Article 34, paragraph 3).

In the Constitution of Serbia in sect. 2 “Human and minority rights and freedoms”, recognizing the supremacy of international human rights standards, it was emphasized that "the purpose of protecting inalienable human and minority rights is to protect human dignity and the realization of freedom and equality, based on the rule of law", ... " it is prohibited to discriminate on racial, sexual, ethnic, religious and other grounds ”(Art. 21), “Discrimination against national minorities”(Art. 76).

The state guarantees their "equality before the constitution and the law" (Art. 75), in the administration of the state, "protection of national, ethnic, cultural, religious specificity, the right of association and cooperation with compatriots" (Art. 80), strictly "prohibits compulsory assimilation of members of national minorities” (Art. 78). Article 80 of the Constitution "Development of the spirit of tolerance" enshrines the mandatory maintenance of "intercultural dialogue between people, regardless of national, ethnic, linguistic, cultural groups." However, according to the constitutional provisions, “in the case of restriction of the rights and freedoms ... of minorities, all state bodies, in particular the courts, must consider the content of the restricted right, the expediency of the restriction, its nature and limits ..., the ratio of the restriction to its goals and capabilities ” (Article 20).

An integral part of the Constitution of the Czech Republic is the Charter of Fundamental Rights and Freedoms. In ch. 3 "Rights of National and Ethnic Minorities" it proclaims that "belonging to any national, ethnic minority should not harm anyone." Citizens are guaranteed the right to education in their native language, to use it in official bodies, to participate in the resolution of issues related to national and ethnic minorities (Article 24). However, the constitutional acts do not specifically enshrine the right of separate representation of national minorities in the highest bodies of state power.

Conclusion. Thus, the CEEC countries have accumulated quite a wealth of experience in regulating the legal status of national and ethnic minorities. At the constitutional level, states recognize their collective rights, the equality of citizens regardless of race, nationality and ethnicity, guarantee national minorities comprehensive development, the right to preserve national customs and culture, the development of their native language (the right to disseminate and receive information, education in their native language, create national organizations, participate in solving state issues related to national minorities, etc.), respect for the ethnic, cultural, linguistic and religious identity of persons belonging to a national minority. All of the above creates conditions that will strengthen peace and harmony in these countries. The experience of constitutional and legal consolidation of the status of national minorities in the CEEC countries can be implemented in Belarusian national legislation.

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INVESTMENT STRUCTURE IN THE REPUBLIC OF BELARUS

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It is impossible to create modern capital and ensure the competitiveness of producers in foreign and domestic markets without investment. The processes of updating the world's commodity production and market infrastructure are driven mostly by investment.

The purpose of the study is to analyze the results of investment policy in the Republic of Belarus in 2020.

Material and methods. The research was based on Law of the Republic of Belarus of 12.07.2013 No. 53-Z 'on investments'. To gain the mentioned aim we have used the following method: analysis of statistical data.

Findings and their discussion. Investment is defined as any property and other objects of civil rights belonging to the investor by right of ownership, other legal basis allowing him to dispose of such objects invested by the investor in the territory of the Republic of Belarus by the methods stipulated in this Law, for the purpose of obtaining profit (income) and (or) achieving other significant results or for other purposes unrelated to personal, family, house and other similar use, in particular: movable and immovable property, including shares in the authorized Fund, shares in property of a commercial organization, established on the territory of the Republic of Belarus, monetary funds, including attracted, including loans, credits; rights of claim that have an assessment of their value; other objects of civil rights that have an assessment of their value, with the exception of types of objects of civil rights that are not allowed to be in circulation (objects withdrawn from circulation) [1].

The investment climate of the Republic of Belarus is one of the main factors for an investor when making a decision.

At present there are several reasons why investors do not want to invest in the economy of the Republic of Belarus: the tax burden; high competition with the public sector; the uncertainty of the privatization policy; the uncertainty of the macroeconomic situation in the country.

Although there are problems in Belarus that hinder the flow of investment, it is impossible to talk about the state's investment unattractiveness.

We can highlight the main advantages of the Republic of Belarus:

1. Geographical location of the Republic of Belarus: due to its geographical location, Belarus is an important transport and trade corridor between Europe and the CIS countries, despite its lack of access to the sea. Numerous oil and gas pipelines, Railways, highways, waterways, and communication lines between Western Europe, Russia, and Asian countries run through the territory of Belarus.

2. Access to the market of the EAEU countries (Armenia, Belarus, Kyrgyzstan, Russia, Kazakhstan).

3. Transport and logistics infrastructure: every year more than 100 million tons of European cargo move through the territory of Belarus, of which about 90% is between Russia and the EU. At the same time the transit potential of Belarus is far from being exhausted: Belarusian transport corridors are loaded no more than 25 – 40% of their actual capacity. Thus, Belarus is the best link between the CIS countries (primarily Russia) and the EU countries, which can be used profitably by foreign companies when placing their production, logistics and sales divisions on the territory of the country.

4. Highly qualified personnel: a large number of people have higher, secondary or basic education – more than 90%. This percentage is achieved thanks to strong training, which makes it possible to work safely in companies of all industries and abroad.

5. Decent standard of living, as well as the absence of interethnic and religious conflicts: in the ranking of countries in the world in terms of living standards published in the UN human development report in 2014, Belarus ranked 53rd (out of 187) and is recognized as the leader among all CIS countries.

From January to June 2020, the economy of the Republic of Belarus used 12.76 billion rubles of investment in fixed assets, or 98.8% in comparable prices compared to the level of January – June 2019. While the share of investment in fixed assets to GDP was 19.3% in the first half of 2020, there was a decrease in investment activity for all regions except the Vitebsk region (105.6% compared to January – June 2019) and the Minsk region (117.6%).

If we consider in detail the structure of investments by type of economic activity in January – June 2020, the most significant amounts of investment are invested in real estate operations (the share of total investment is 24.1 %), manufacturing (23.6 %) and agriculture, forestry and fisheries (13.4 %).

Also, during this period, the largest amounts of investment in fixed assets were used for the implementation of investment projects for the construction of the Belarusian nuclear power plant, the Starobinsky mining and processing plant of the Slavkaliy IOO, the third line of the Minsk metro, projects implemented by Belaruskali, BNBC and oil refineries.

In January – June 2020 foreign investment in the economy of the Republic of Belarus amounted to 4.5 billion US dollars, of which 3.2 billion US dollars or 70.8% – foreign direct investment, 4.5 million US dollars or 0.1% – portfolio, 1.3 billion US dollars or 29.1% – other.

The volume of foreign direct investment on a net basis (excluding debt to a direct investor for goods, works, services) in January – June 2020 amounted to 1.4 billion us dollars [2].

Conclusion. Today the Republic of Belarus is actively working on the transformation of the regulatory framework governing business in order to attract more investors and create a favourable investment climate. Work is underway to improve the tax system.

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LEGAL BASIC PRINCIPLES REGULATION OF THE ONLINE SPACE IN THE NATIONAL CYBER SECURITY STRATEGIES IN THE EU COUNTRIES

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In the last decade, due to the growing vulnerability of society in the Internet space, many states have adopted national cybersecurity strategies, the fundamental principles of which are designed to form the basis for a more effective countering cyber threats. The purpose of this study is to analyze and compare the concepts of national cybersecurity of a number of European states.

Material and methods. The main materials of the study are the concepts of national cybersecurity of Germany, Sweden, Finland, Spain, etc. In the course of the research, formal legal and comparative legal methods were used.

Findings and their discussion. One of the first European states to adopt in 2011 a special act in the field of cyberspace security in order to maintain and promote the economic and social prosperity of the state and society is Germany. The adoption of the Cyber Security Strategy was primarily driven by the increasing intensity of IT threats both within Germany itself and from abroad. The document notes that only the creation of special standards of the international level and their responsible observance will guarantee a successful counteraction to online threats of both the entire world community and individual countries. Protection of information and communication technologies is named among the basic principles according to the Strategy; integrity, authenticity and confidentiality of data in cyberspace; international coordination and intensive exchange of information between law enforcement agencies. The document also highlighted 10 strategically important goals in the achievement of which Germany sees a significant improvement in the level of national cybersecurity: the reliability of IT systems, increased IT security in public administration, the creation of the National Cybersecurity Center and the National Cybersecurity Council, effective suppression of cybercrime, coordination of actions to ensure cybersecurity in Europe and around the world, development of mechanisms for responding to cyber-attacks, etc. [1].

At the legislative level, the Nordic countries also pay significant attention to this problem. Thus, in 2013, the Cybersecurity Strategy of Finland was adopted with the aim of ensuring proper protection of all processes occurring on the Internet, preventing Internet threats to citizens. The key tasks according to the Strategy define the need to protect the strategically important functional state structures of Finland from any cyber threats, access of citizens to the safe Internet space, which should be achieved by active interaction of subjects not only at the national, but also at international level. Effective cooperation between authorities and other participants in Internet relations, increasing comprehensive awareness of the cybersecurity situation among key actors involved in ensuring the vital functions of society and the state, empowering enterprises and organizations as leading subjects of the business community to promptly respond to cyber threats, equip law enforcement agencies with sufficient means to disclose cybercrimes, provide conditions for the effective implementation of cyber security measures in accordance with national legislation, etc. [2].

In 2016, the Swedish Government also constructively approached the urgent need for the development of legal cyber regulation in the state, in connection with which the National Cybersecurity Concept was adopted, designed not only for power structures of all levels, but also for individuals. The document emphasizes that this Concept is an integral part of the legislation in the field of ensuring comprehensive security in Sweden, which implies compliance with the fundamental principles of protecting the life and health of the population, the general functioning of society in the online space. However, it lacks a clear definition of the concept of cybersecurity, despite a detailed list of key provisions on which, in the understanding of the Swedish legislator, the most complete cybersecurity should be based, namely: ensuring confidentiality, reliability and availability of information, guaranteeing fundamental values and goals of society such as human rights, Swedish sovereignty, the right to autonomy, economic stability. As a means of implementing the declared principles, the Swedish legislator has provided for the provision of a systematic and comprehensive approach to ensuring cybersecurity; expanding the capabilities of preventing, detecting and managing cyber-attacks and other IT incidents; increasing the ability to prevent and combat cybercrime; constant increase in the level of knowledge about the phenomena occurring on the Internet; expansion of international cooperation, etc. [3].

In addition to the Spanish government structures, invited EU expert consultants also took part in the creation of the Spanish National Cyber Security Strategy 2019. The Strategy provides a brief definition of the term cybersecurity: “a common global space, technically equipped and broadly connected”, which is complemented by listing the goals and activities of the Spanish state in the field of online relations: centralized public administration of countering cyber threats; the use of high-level technological systems; ensuring the sustainability of the online structures most important to society. The Spanish legislator has identified a number of fundamental goals, the adherence to which should provide the society with the state of the most effective cybersecurity: an integrated national segment of the Internet; protection of information processed by the public sector; safe and secure use of cyber space to protect against illegal or malicious activity; proper prosecution of cybercriminals; protection of business, social ecosystem and citizens; formation and commitment to legal online culture and strengthening of technological skills; security of international cyberspace, etc. [4].

Conclusion. Similar specialized concepts of national cybersecurity, which partially define the conceptual apparatus of legal regulation of the online sphere and consolidate the fundamental goals and principles of the functioning of the cyber society, currently exist in many European states, including Hungary, Poland, Portugal, France, Czech Republic, Estonia and other countries. They are the necessary basis for building a legal online space. In our opinion, there is a need for the adoption of such a special act in the Republic of Belarus.

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THE PROBLEM OF HUMAN RIGHTS IMPLEMENTATION IN THE CONTEXT OF COVID-19 PANDEMIC

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The article examines the features and problems of natural human rights implementation in a pandemic, identifies the main reasons for the violation of such rights in these conditions.

The purpose of the work is to analyze the implementation of human rights in the context of the COVID-19 pandemic.

Material and methods. The main materials of the work are International Covenant on Economic, Social and Cultural rights, International Covenant on Civil and Political rights, Report of the Congressional Research Service «Sanctions against Iran», etc. Formal-legal and comparative-legal research methods were used.

Findings and their discussion. Currently, the scale and severity of the pandemic is increasing every day to the level of a threat to public health, which, on the one hand, may justify the restriction of some rights, for example, those that have arisen due to the introduction of quarantine measures (isolation) that restrict freedom of movement. On the other hand, restricting fundamental human rights and their principles, such as transparency and respect for human dignity, contributes to an ineffective response to riots and destruction that are the product of excessive quarantine measures that do not meet the above criteria.

In accordance with the International Covenant on Economic, Social and Cultural Rights, every person is assigned the right to «the highest attainable standard of physical and mental health» [1, art.12]. According to it, the governments of the countries should take appropriate measures to prevent, treat and combat epidemic, endemic, occupational and other diseases. However, the right to health has a close relationship with other human rights, including the right to life, food, work, freedom of movement, education and access to information, and many others. Since these and other rights and freedoms are its integral components.

Note that the relevant law also stipulates the obligation of governments to prevent diseases of medical workers by providing medical information and proper protective clothing and equipment. Since, in cases of its limitation, most countries will face a low level of health care, as well as a lack of access to medical care, medicines, and medical equipment. An example is Hungary, where a poorly understaffed public health system is the result of a lack of basic hygiene protocols, isolated rooms, and a shortage of medical workers, doctors and nurses, and medical supplies in general, which in turn has led to the spread of nosocomial infections. The US authorities imposed sanctions on Iran, contributing to limiting the funding of humanitarian aid, incl. access to medical equipment, medicines [2]. On this basis, governments have a responsibility to take steps to ensure that the health care system is accessible to all without discrimination. In addition, we should not forget about equipping with protective equipment, medical supplies, medicines, as well as social protection programs for families of medical workers who are at the forefront of the fight against the pandemic.

Another fundamental human right is the right to freedom of expression, including the right to seek, receive and impart information. It should be noted that in the context of a pandemic, permissible restrictions on the relevant right for public health reasons should not jeopardize this right itself, as these restrictions contribute to ineffective communication of the onset of the disease, as well as distrust of government actions. For example, the Chinese government initially limited access to information from the public, thereby underestimating the extent of the infection. A number of countries, on the contrary, provided open access to messages and transparent reporting on the number of infections. The Taiwan government has taken swift steps to combat the virus, including the timely provision of detailed statistics to help stave off misinformation, panic and raise citizens' vigilance [3]. So, one of the main ways to combat false information is timely, accessible, understandable in all languages information, incl. for people with and without low literacy. In addition, legal safeguards based on human rights should govern the correct use and processing of personal health data.

In a pandemic, the imposition of mandatory quarantine or isolation of people with symptoms of the disease is the result of restricting the right to freedom of movement. Such restrictions may be imposed only when they are lawful, pursue a legitimate aim and when these restrictions are proportionate, taking into account their consequences. Some countries have introduced quarantine measures to prevent transmission and effectively reduce the spread of the disease. The Italian government imposed a self-isolation regime with severe restrictions on movement and fundamental freedoms. According to him, persons who violated travel restrictions without a valid excuse can be fined up to 206 € and receive a three-month prison term [3]. Other governments, such as the governments of South Korea, Taiwan, have responded to the outbreak by not imposing radical restrictions on personal freedom, but have reduced the number of travelers from other countries with significant outbreaks. The Singapore authorities, in particular, have adopted a contact tracing program for those who have been confirmed with the virus. However, it should be understood that in cases of the introduction of quarantine measures, the question arises about access to food, water, medical care and medical care. This is especially true for the elderly and people with disabilities who require regular assistance.

With the closure of educational institutions, the right to education of hundreds of millions of students was limited. Based on this, UNESCO recommended that states apply high-tech methods to ensure continuity of learning. For example, online platforms have been used in many countries to facilitate distance learning.

Currently, most countries face a shortage of humanitarian assistance, especially for low-paid workers. Especially in countries like the USA, where low wages can be combined with lack of access to sick leave and health insurance. It should be noted that it is necessary to guarantee paid leave without loss of wages, both for illness and for other family reasons. Without proper help, they can face economic hardship. For example, one-time cash subsidies to families whose children receive free school meals or special social assistance for families can help mitigate negative impacts. European countries, including Italy, France and Spain, have adopted special financial measures to support workers, low-income families and small businesses [4].

Conclusion. Thus, the spread of a threat to public health should not be a justified refusal to protect and respect human rights. Without an adequate level of protection of such rights, a pandemic will inevitably exacerbate political, economic and other crises, both at the national and international levels. In order to prevent them, it is necessary to provide medical institutions with protective equipment, medical supplies, medicines, as well as social protection programs for the families of medical workers.

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INTERACTION BETWEEN STATE, LAW AND ECONOMY

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The question of studying the relationship between state, law and the economy is one of the most acute political and topical at all times, from the very inception of these institutions to the end of their existence. The importance of studying this issue lies in the fact that its problems affect the interests and needs of various social groups. In view of the development of economic relations in the modern world, this topic is of particular interest. As a result of the profound changes that have affected the state, law and economy over time, their ratio and their impact on each other have changed.

Despite the fact that many scientific papers have been devoted to the analysis of this issue, it still remains relevant to this day.

Material and methods. The study of the interaction of the state, law and economy is carried out on the basis of economic processes analysis in the historical aspect. Such methods of scientific knowledge as historical, logical, systemic analysis and synthesis, induction and deduction were used.

Findings and their discussion. The question of the interaction of state and law with the economy is a question of their relationship and mutual influence. The general scheme of the interaction of state and law with the economy is quite clearly presented in the theory of Marxism. From the point of view of Marxism, the basis of all social life is made up of production relations, the totality of which forms the economic basis of society. Above this basis is the so-called superstructure, which, along with political, legal, moral, religious and other forms of social consciousness, also includes social institutions corresponding to these forms, including the state and law. Consequently, what is the economic basis of society; such are the state and law. In the modern domestic theory of state and law, the issue of the interaction of state and law with the economy is proposed to be considered in a practical plane, linking it with the presence or absence of a market economy and market relations in society. Taking into account this criterion, three groups of social systems are distinguished: systems in which traditional market relations are completely or almost completely absent; systems with emerging market relations; and systems with highly developed market economies. At the same time, it is emphasized that in the world there is no general model of interaction of the state and law with the economy, suitable for all social systems without exception. Each of the selected groups of social systems is characterized by its own specific relationships between the state and law and the economy, their forms and methods of their interaction, their own principles of their relationship, their own limits of influence on each other [1, p. 263].

For systems in which traditional market relations are completely or almost completely absent (socialist countries, countries with authoritarian and totalitarian regimes), the interaction between the state, law and economy is characterized as follows.

Firstly, state ownership dominates in such systems. At the same time, the exclusive property of the state is land, its subsoil, waters, forests, the main means of production in industry and agriculture, means of transport and communications, banks, etc. The other forms of ownership are assigned a secondary and subordinate role.

Secondly, there is a strong connection between the state and law, on the one hand, and the economy, on the other. Such a connection, justified in emergency situations (for example, in a war), in ordinary life is fraught with the emergence of stagnation and crisis phenomena.

Thirdly, there is an excessive centralization of economic levers in the hands of the state, the concentration of the entire mechanism of economic management in central government structures.

Fourthly, rigid, centralized regulation is being replaced by a more flexible, decentralized regulation of economic relations.

Finally, in systems with a highly developed market economy (Great Britain, Germany, USA, France, Japan, etc.), the interaction of state and law with the economy is considered as the most preferable. The characteristic features of this interaction are as follows.

First, there are mainly partnerships between government and market structures.

Second, government intervention in the economy is minimal and reasonably necessary.

Third, administrative and legal means and methods of influence of the state and the right on the economy are organically combined with financial and other means and methods.

Fourth, in the hands of the state are concentrated only the minimum material resources that are objectively necessary for its normal existence and functioning. But at the same time, the financial and tax systems are completely concentrated in the hands of the state.

Fifth, private ownership dominates all other forms of ownership, including state ownership.

Sixth, the legal regulation of economic relations is predominantly decentralized, providing the participants in economic relations themselves with ample opportunities when concluding agreements and performing other lawful actions.

For the modern correlation of the state-economy, law-economy are crucial because they determine not only the internal policy of the state, but also its position in the world [2, p. 272].

The state regulates not only domestic but also foreign economic activity. The strengthening of the role of the state in foreign economic activity is influenced by such factors as the aggravation of competition in world markets; destabilization of exchange rates; increased imbalance in the balance of payments; huge external debt.

Each state seeks to create favorable external conditions for the development of the national economy. Based on specific national interests, the state pursues either a policy of liberalization or protectionism. State regulation of the external environment takes place through a set of measures that can be subdivided into customs tariffs and non-tariff regulation measures. Currently, the state regulates foreign economic activity on a larger scale and more efficiently. At the same time, the regulation of foreign economic activity is aimed not at preventing competition, but at a more flexible impact on it.

It should be noted that the state is the only subject of foreign economic activity that has the right to establish binding "rules of the game" for others and for itself in a particular area. Thus, it turns out that in one person a political organization endowed with powers and a subject of economic activity is united. Entering into civil legal relations, the state should act as an equal participant in them along with other subjects of civil turnover both in the internal and external spheres. The state acts in the field of foreign economic activity in two forms:

Firstly, the state, as the bearer of state power, in a normative manner regulates property and other relations, establishes the content and limits of legal personality of individuals and legal entities, as well as the state education itself, takes measures to create favorable conditions for citizens to access the markets of other states. The state licenses certain types of activity, regulates foreign economic activity within its competence.

Secondly, the state, on an equal footing with other participants in property turnover, enters into civil law relations [3, p. 13].

The state, using its powers of authority, can conclude international treaties, participate in the creation of international organizations and intergovernmental commissions designed to promote the development of foreign economic activity for citizens of this state to access the markets of other states.

Conclusion. Thus, the relationship between state, law and economy is characterized by the inextricable connection of these three integral components of human life. When it comes to the relationship of law-economy or state-law, the presence of the third component of the connection is always implied, that is, the state-law-economy.

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THE STATE AS A SPECIAL SUBJECT OF FOREIGN ECONOMIC ACTIVITY

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Participants (or subjects) of foreign economic activity, along with the main subjects, which in international relations are states, and secondary - international organizations, are legal entities and individuals (national and foreign). The fundamental functions for the implementation of foreign economic activity lie with the state, which is directly involved, and also regulates this activity.

One of the main properties of the state, as a participant in foreign economic relations, is the legal capacity for independent international action, the independent exercise of rights and obligations. The fundamental rights of the state, as a subject of international economic relations, are, in particular, the maintenance and strengthening of relations with other subjects.

Material and methods. The study of the state as a special subject of foreign economic activity is carried out. Such methods of scientific knowledge as logical, systemic analysis, analysis and synthesis, induction and deduction are used.

Findings and their discussion. The main duty of the state is the conscientious observance of the principles and norms of international law. The peculiarity of the legal personality of the state as a subject of international relations lies in its right to participate in the so-called “diagonal” relations, in which, on the one hand, the state acts, and on the other hand, foreign legal entities and individuals.

The state, as a subject of foreign economic activity:

- develops foreign economic policy (including currency and credit, quotas and licensing of foreign economic activity), and also implements it;
- establishes the legislative basis for international economic relations in economic activity;

- in accordance with generally recognized principles and norms of international law, concludes and implements contracts in the field of foreign economic activity;

- establishes the procedure for the creation and registration of joint ventures, international associations, associations of enterprises and organizations engaged in foreign economic activity;

- takes part in ensuring the protection of the economic interests of both the state as a whole and objects of foreign economic activity, as well as citizens of citizens outside the state;

- establishes the size and rates of taxes, fees, mandatory payments to various budgets from the income of participants in foreign economic activity;

- defines free economic zones for entrepreneurship;

- establishes legal protection for foreign investors;

- participates in the creation and activities of international economic and scientific-technical organizations, as well as intergovernmental committees for trade and economic cooperation and other international economic bodies [2, p. 398].

The state strengthens its status guided by international norms and principles, forms favorable conditions for integration into the world economic system protects the domestic market and domestic producers, deepens cooperation with international economic financial organizations.

For all the multi-vector foreign policy, the state determines its territorial-country priorities, since cooperation with all countries should be based on a mutually beneficial basis. Technological and industrial cooperation, entry into free trade associations, customs and economic unions, as well as other forms of integration are carried out only if this does not contradict the national interests and security of the state. The state can act as a participant in legal relations regarding state loans, guarantees for loans of the subjects of this state, investment contracts and contracts of sale.

The state becomes a participant in foreign economic transactions in cases of concluding transactions on its behalf in the manner prescribed by Art. 125 of the Civil Code of the Republic of Belarus, that is, when on its behalf such transactions are made by the relevant body, within its competence, or using the institution of specially authorized persons. Therefore, when making a foreign economic transaction, for example, by a state enterprise, the Republic of Belarus does not become a participant in foreign economic turnover [3, p. 77].

Various bodies can act on behalf of the state in foreign trade. As a rule, on behalf of the state in foreign economic activity, the Ministry of Foreign Affairs and trade missions of the Republic of Belarus subordinate to it, located abroad, act.

The principles of foreign economic activity of the state are:

- the unity of the customs territory and foreign economic policy, which is an integral part of the state's foreign policy;

- insensitivity and reciprocity of foreign states in the implementation of foreign economic relations;

- complete unity of the system of state regulation and control over foreign economic activity;
- priority of economic measures of state regulation of foreign economic activity;
- exclusion of unjustified state interference in foreign economic activity;
- the unity of currency regulation and currency control; stimulation and support by the state of foreign economic activity;
- protection by the state of the rights and legitimate interests of participants in foreign economic activity.

A state (or a group of states) enters into contractual relations with another state. When negotiating with each other, or with a group of other states on accepting certain obligations, their essence is reflected in the form of certain documents (treaties). State regulation of foreign trade is carried out through customs and tariff regulation; non-tariff regulation; bans and restrictions on foreign trade in services and intellectual property; measures of an economic and administrative nature, promoting the development of foreign trade activities.

The state, represented by the Government of the Republic of Belarus, takes measures to promote the development of foreign trade activities, including:

- development of programs for the development of foreign trade activities;
- taking measures to ensure crediting of participants in foreign trade activities;
- ensuring the functioning of systems of guarantees and insurance of risks associated with the implementation of foreign trade activities;
- organization of trade exhibitions and fairs, specialized symposia and conferences and participation in them;
- organization of advertising campaigns and campaigns for the development of foreign trade in goods, services and intellectual property;
- creation and development of a system of foreign trade information and information and consulting services;
- maintaining the state system of product cataloging;
- implementation of various forms of stimulation and encouragement of foreign trade activities [1, p.1].

Derivative or secondary subjects in international law are international organizations. The role of international economic organizations in foreign economic activity, as a rule, is determined by their constituent documents, by virtue of which they are obliged to provide member states with assistance in solving problems of an economic nature or to organize their cooperation in solving such problems.

The expansion of areas of economic cooperation between states has led to the formation of numerous sectorial international economic organizations in the areas of international trade, monetary and financial, transport and protection of intellectual property.

Conclusion. With the development and complication of international economic relations, the role of the state in the management of economic processes is strengthening, and at the same time, the direct participation of the state in private law relations increases. The state, as a subject of such relations, uses a special legal regime, according to which the states, its property, transactions with its participation are not subject to the authority of another foreign state, i.e. its jurisdiction.

The peculiarity of the legal regime of the state as a participant in foreign economic activity lies in its immunity from foreign jurisdiction. State immunity is its right arising from sovereignty, but not an obligation. Therefore, the state has the right to waive immunity, both in general and from any of its elements. And states often do this to facilitate their cooperation with foreign citizens and legal entities.

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THE PROBLEM OF INTERNATIONAL ADOPTION IN THE POST-SOVIET SPACE

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In most countries of the post-Soviet space, one of the most important demographic problems is the trend of population aging. In this regard, in order to improve the demographic situation, countries at the legislative level pay special attention to the adoption policy both within their territory and at the international level. The purpose of this publication is to study the problems of legal regulation of international adoption in the post-Soviet space.

Material and methods. The research is based on the Convention on the Protection of Children and Cooperation in Respect of International Adoption, Code of the Republic of Belarus on marriage and family, the Protocol on Cooperation between the Ministry of Education of the Republic of Belarus and the Commission on International Adoption under the Presidium of the Council of Ministers of the Italian Republic on the adoption of minor citizens of the Republic of Belarus by citizens of the Italian Republic, Council Regulation ministers on some issues of adoption, the establishment of custody, guardianship over children, etc. Formal legal and comparative legal research methods were used for the analysis of the normative material.

Findings and their discussion. International adoption is carried out in the Republic of Belarus in accordance with the Convention on the Protection of Children and Cooperation in the Field of Interstate Adoption, adopted in The Hague on 05.29.1993. In the Republic of Belarus, it entered into force in 2003. According to the Convention, «the member states recognize that a child must grow up in a family environment, in an atmosphere of happiness, love and understanding; international adoption can bring the benefits of a permanent family to a child who cannot find a suitable family in his or her home country; interstate adoption should be carried out in the interests of the child and with full respect for his or her fundamental rights» [1].

Analyzing the statistical data of the National Center for Adoption of the Ministry of Education of the Republic of Belarus for the last ten years, it should be noted that there is a decrease in the number of children adopted by foreign citizens. So, in 2018, out of 10,489 children, 557 were adopted, of which 118 were adopted by foreign citizens, in 2019, out of 8,564 children, 530 were adopted, of which 78 were adopted by foreign citizens: 46 boys and 32 girls aged 6 to 17 years [2].

The main provisions of the adoption of a child in the Republic of Belarus are enshrined in Chapter 13 of the Code on marriage and family. Thus, in accordance with art.120 of the code, «adoption is allowed in relation to orphaned children, children left without parental care, if they have not acquired full legal capacity. Adoption is also subject to children whose only one or both parents: have died; have been deprived of parental rights; have consented to the adoption of a child; are recognized in court as incapacitated, missing or deceased; are unknown» [3]. It is specifically stipulated in national legislation that the adoption of siblings by different persons is generally not allowed, except in cases where it is in the best interests of the children.

According to art.125 of the Code of Marriage and Family, a list of persons entitled to be adoptive parents is determined: these are capable persons of both sexes, with the exception of persons suffering from chronic alcoholism, drug addiction, substance abuse; who cannot be adoptive parents for health reasons; deprived of parental rights; former adoptive parents or a suspended guardian or trustee, if the adoption was canceled due to improper performance by them; having a conviction for intentional crimes, as well as those convicted of intentional grave or especially grave crimes against a person. The list of subjects that cannot apply for adoption also includes persons whose children were found to be in need of state protection due to their failure to fulfill or improperly fulfill their responsibilities for the upbringing and maintenance of children, as well as those who do not have a permanent place of residence, living quarters that meet certain sanitary and technical requirements; do not have sufficient income; recognized by the court as incompetent or partially capable [3]. The fundamental principles, the register of necessary documents for international adoption, its procedure are detailed in the Regulation on the procedure for international adoption and the establishment of international custody, guardianship of children from 31.01.2007 [4].

Currently, in the Republic of Belarus, international adoption is carried out only by Italian citizens in accordance with the Protocol on Cooperation between the Ministry of Education of the Republic of Belarus and the Commission on

International Adoption under the Presidium of the Council of Ministers of the Italian Republic on the adoption of minor citizens of the Republic of Belarus by citizens of the Italian Republic [5].

In the field of international adoption, the Convention on protection of children and cooperation in respect of foreign adoption, adopted in The Hague on 29.05.1993, should not be overlooked. This Convention sets out the main provisions and principles of international adoption [1]. Turning to foreign legislative experience, I would like to note that in the post-Soviet countries, as a rule, similar legal bases for the procedure of national and international adoption are established (chapter 13 of the Code of the Republic of Kazakhstan «On marriage (matrimony) and family», chapter 19 of the Family code of the Russian Federation, etc.). However, art.91 of the Code of Kazakhstan sets out a number of additional restrictions when determining the range of possible adoptive parents, namely: for persons who adhere to non-traditional sexual orientation; those who have an outstanding or outstanding criminal record for committing a deliberate crime at the time of adoption, stateless persons; men who are not married, except in cases of actual upbringing of a child at least 3 years old due to the death of the mother or deprivation of her parental rights; persons who have or have had a criminal record, who are or have been prosecuted for murder, intentional harm to health, against public health and morals, sexual integrity, extremist or terrorist crimes, human trafficking; citizens of the Republic of Kazakhstan who have not undergone psychological training (with the exception of close relatives of the child) [6]. This is due to the constitutional consolidation of traditional family values in Russia and Central Asian countries.

Conclusion. Thus, Belarus has a sufficient legal basis in the field of international adoption, a solid platform has been created to ensure a legal mechanism to protect the rights and legitimate interests of a child in the event of international adoption, a sufficiently long period of monitoring for his social and cultural and psychological adaptation, worthy of the conditions of his upbringing and maintenance.

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LEGAL REGULATION OF AUDITING IN THE REPUBLIC OF BELARUS

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In modern conditions, when the establishment of economic ties between enterprises is often hampered by the lack of trust of partners to each other, the need for reliable economic information is especially acute, in which all participants in economic turnover, without exception, are interested, regardless of ownership. Therefore, it is necessary that the information provided by business entities is reliable, objective and consistent with the current legislation. Auditing contributes to this information. Analysis of the legislation on auditing allows us to conclude that it lags behind in rapidly developing public relations, not solving all the problems associated with the legal regulation of relations that develop during the audit. Auditing is a relatively new type of entrepreneurial activity in the Republic of Belarus.

The object of the research is public relations associated with audit activities. The subject of the research is the normative, doctrinal and praxeological aspect of auditing in the Republic of Belarus, in the implementation of audits and the provision of other audit services.

Material and method. The research is grounded on the Law ‘On Auditing’, in particular on the normative, doctrinal and praxeological aspect of auditing. The research method is presented by the study and analysis of scientific literature on the discussed topic.

Findings and their discussion. Auditing organizations, auditors – *individual* entrepreneurs, when carrying out audit activities, conduct an audit of accounting (financial) statements and provide other services, the list and procedure for the provision of which are established by the national rules of auditing. In addition to the Law ‘On Auditing’, auditing is also regulated by other regulatory acts that determine the procedure for conducting certain types of audit, especially the audit of various business entities (entrepreneurship), etc. These normative legal acts include the rules for the implementation of audit activities, approved by resolutions of the Ministry of Finance of the Republic of Belarus.

The rules of auditing activities uniform requirements for the procedure for carrying out audit activities, including planning and documenting an audit, drawing up working documents for an auditor, an auditor's report, as well as assessing the quality of an audit and / or providing audit-related services and professional training of auditors and their assessment qualifications.

Many users in our country consider audit as a tax audit, which is why the audit services market in the Republic of Belarus is developing weakly. Currently, a huge amount of work is being done to resolve all the accumulated problems associated with audit management. New Belarusian requirements are being developed based on international experience, but adjusted for our economy. The work on their progress, taking into account the changes in the economy of the Republic of Belarus, does not stop, and therefore they are becoming more and more similar in terms of the requirements for International Auditing Standards.

It should be noted that one of the main issues at the moment is the issue of the responsibility of auditors. Responsibility for:

- violation of the legislation of the Republic of Belarus on audit activities;
- violation of the terms of the contract for the provision of audit services;
- reliability of the auditor's opinion expressed in the auditor's report;
- as well as for the issuance (signing) of a knowingly false audit report.

At present, special attention is paid to the auditor's responsibility to provide audit services of appropriate quality. This is primarily due to the fact that the Law "On Auditing" contains a provision according to which the audit does not release the audited entity from liability for violation of the procedure for carrying out economic activities, non-compliance of the submitted accounting (financial) statements with legal requirements.

The auditor is invited to give an opinion on the financial statements. If the auditor gives a positive opinion, then he thereby recognizes the good quality of the work of the customer's personnel and gives him every reason to trust his primary accounting documentation and financial (accounting) statements, as well as to use it in current economic activities (including in communication with authorities).

Accordingly, if, as a result of the provision of audit services, they made an incorrect judgment about the state of the customer's financial (accounting) statements, then the service should be regarded as of poor quality, and the auditor may be brought to civil liability for improper performance of his obligations.

As a result, as a result of improper performance by the auditor of his duties, the customer's right to obtain a reliable qualified opinion on how his staff copes with accounting and financial (accounting) reporting. When restoring this right, he bears certain costs due to the nature of the mechanism for restoring this right by competent verification by the authorized bodies with the possible application of certain financial sanctions.

It was determined that from the point of view of financial consequences, the responsibility of the audit organization to the state is more tangible (stricter) than the responsibility to counterparties.

Thus, we can say that the regulatory legal framework, methods of auditing activities require revision, the results of which are likely to increase the authority and confidence in the audit in society. The solution to the problem of ensuring the quality of audit services is possible with the further development of national audit standards, their compliance with international audit standards.

Conclusion. The main directions contributing to the development of the audit market in the country are as follows:

• in the formation of the state policy in the field of audit activity, the priority factor of the quality of audit services should be recognized, including the cost factor, which is aimed at increasing the usefulness and efficiency of audit for the economy with the purposeful use of this component;

• unified audit quality assessment system;

• introduction of new technologies that will increase the productivity and quality of audit;

• to consolidate at the legislative level new approaches to the regulation of audit activity;

• reducing the risks of users of reporting;

• development of cooperation at the international level.

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THE ROLE OF INFORMATION TECHNOLOGY IN EDUCATION OF ART STUDENTS

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Information technologies are widely used in the process of teaching art students. The use of modern information technology tools in teaching allows teachers to plan their work more effectively, demonstrate visual material, thereby facilitating the perception and assimilation of information. Informatization of education has made it possible to master computer graphics, animation, and 3D modeling everywhere, not only in the University environment, but also independently using personal computers.

Art students learn the basics of computer graphics, complete interactive lectures, create presentations and visual projects, and generally use a wide range of information technologies.

The purpose of the research is to determine the attitude of students towards the use of information technologies in the process of teaching special disciplines.

Material and methods. The research is based on the results of a survey taken by students of the art and graphic faculty of the VSU named after P. M. Masherov. 43 students took part in the survey. The survey “Use of information technologies in teaching students of the art and graphic faculty” was developed. The following methods were used: system-structural analysis, description, generalization.

Findings and their discussion. When studying at the art and graphics faculty, the use of information technologies varies quantitatively depending on the student's specialty – “Design” or “Fine arts” [1]. The specialty “Design” is given more time for both self-study and classroom study with the use of computer technologies. In particular, we can note the use of a wide range of specialized programs – CorelDraw, Autodesk 3d Max, Adobe Photoshop, Adobe Illustrator, Sketch Up, etc.

The results of a survey conducted among students of the faculty of art and graphics majors “Design” and “Fine arts” showed that the most preferred information technologies in the learning process are: the Internet (69.8%) and specialized computer programs (41.9%) (Fig.1). Less popular is the use of graphic editors (27.9%), Moodle system (25.6%), word processors (20.9%), video and audio information (16.3%).

The frequent use of specialized computer programs and graphic editors is due to special disciplines related to the learning the basics of computer graphics, 3D modeling and animation. Among art and graphics students, the most common programs to use are Adobe Photoshop (83.7%), CorelDraw (74.4%), Microsoft Word (62.8%), Autodesk 3d Max and Microsoft Power Point (46.5%).

The research also showed that students of the faculty of art and graphics use information technology in self-study with different frequency: 79.1% daily, 14% – several times a week, 7% – several times a month.

Regarding the ease of perception of material in classes with information technology, 88.4% of students indicated that the process of perception of information is facilitated, while 11.6% answered negatively.

Complexity in the perception of information refers to one of the disadvantages of training sessions with the use of information technologies, highlighted by students (Fig. 2).

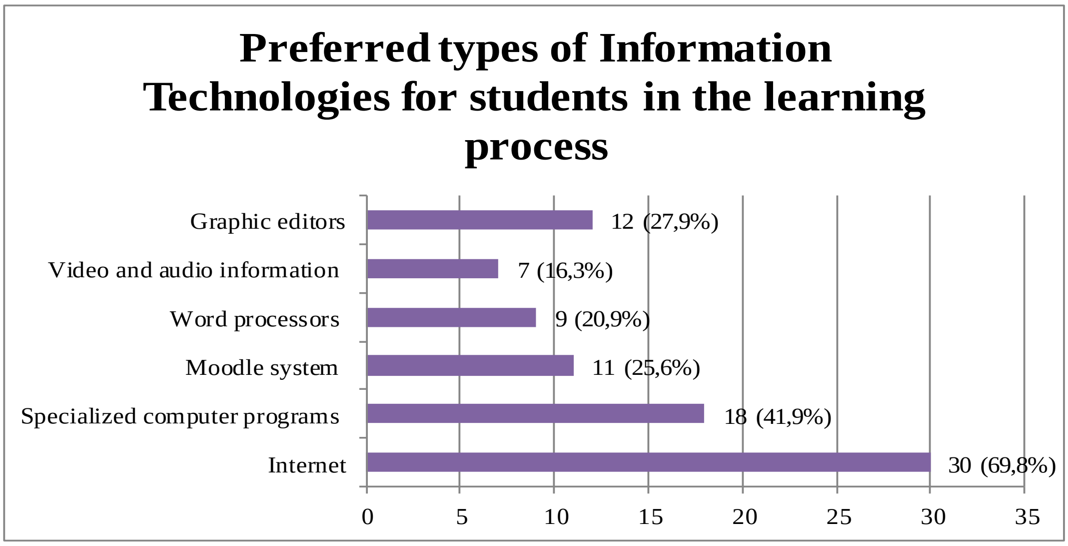

Fig. 1 – Preferred types of information technologies for students of the art and graphic faculty.

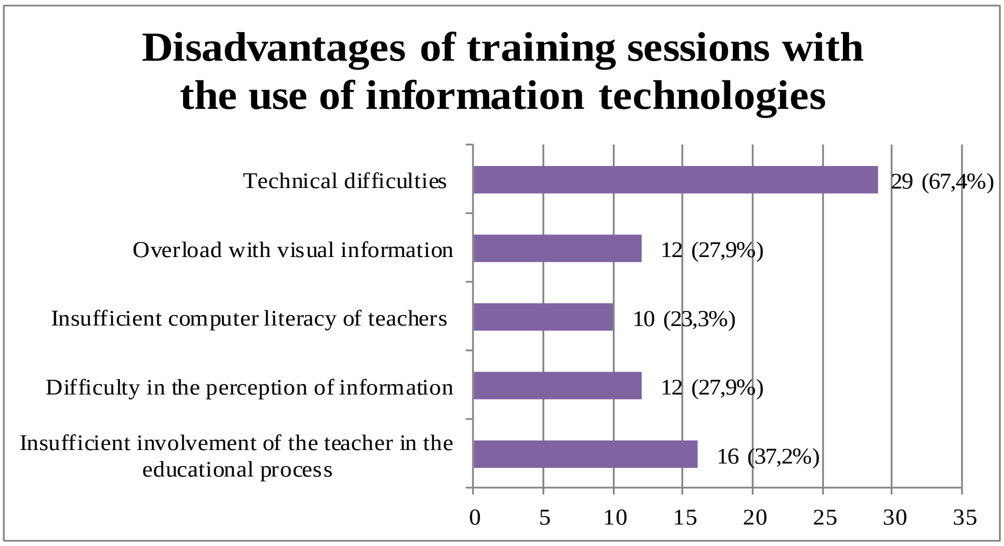

Fig.2 – Disadvantages of training sessions using information technology, highlighted by students.

Thus, the main disadvantage of training sessions with the use of information technologies, students identify technical difficulties – 67.4%. This problem is quite common at the art and graphics faculty, since students do not always have the opportunity to use information technologies when necessary in classroom settings. Students of the design specialty need Internet access when working in specialized programs, to search for and select textures, samples for modeling, etc.

The problem of insufficient involvement of the teacher in the educational process (37.2%) may arise due to the lack of explanatory comments accompanying the visual material. Overload with visual information and difficulty in its perception (27.9%) occur when demonstrating a poorly composed presentation that contains an overabundance of text or visual information. The problem of insufficient computer literacy of teachers (23.3%) is typical for older teachers.

Conclusion. In general, the impact of information technology on the learning process has positive and negative sides. The research showed that the use of information technologies plays an important role in both classroom study and self-study of students of the art and graphic faculty. In particular, this is due to the specifics of subjects and the need to use computer technologies and specialized programs.

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LEGAL STATUS OF FOREIGN LEGAL ENTITIES IN THE REPUBLIC OF BELARUS

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According to Art. 1113 of the Civil Code of the Republic of Belarus, foreign legal entities carry out entrepreneurial and other activities in the Republic of Belarus regulated by civil legislation in accordance with the rules established by this legislation for such activities of legal entities in the Republic of Belarus, if the legislation of the Republic of Belarus does not provide for foreign legal entities other [1].

Foreign legal entities in the Republic of Belarus are legal entities organized in accordance with foreign legislation and having their location on the territory of a foreign state.

The relevance of the study is due to the presence of a wide range of organizational and legal forms of foreign legal entities and the personal law of each of them, recognizing the corresponding organizational and legal form as a subject of law.

The purpose of the research is to analyze the legal regime of the activities of foreign legal entities in the Republic of Belarus.

Material and methods. The research material is the study and use of the regulatory legal base that regulates the legal status of foreign legal entities in the Republic of Belarus.

When writing the work, such methods were used as: formal legal, analytical and generalization method.

Findings and their discussion. The national legislation of the Republic of Belarus, as well as international treaties to which Belarus is a party (in particular, numerous agreements on the promotion and mutual protection of investments) provide foreign legal entities with a national legal regime, which implies the right of foreign legal entities on the territory of the Republic of Belarus in the implementation of entrepreneurial and other economic (economic) activities not prohibited by law, enjoy the rights and bear obligations on an equal basis with legal entities of the Republic of Belarus, with the exceptions determined by national law or relevant international documents.

According to Art. 1112 of the Civil Code of the Republic of Belarus, the civil legal capacity of a foreign legal entity is determined by the law of the country where the legal entity is established. A foreign legal entity cannot refer to the restriction of the powers of its body or representative to conclude a transaction, which is not known to the law of the country in which the body or representative of the foreign legal entity made the transaction [1].

A foreign legal entity carries out entrepreneurial and other activities in the Republic of Belarus regulated by civil legislation, in accordance with the rules established by this legislation for such activities of legal entities of the Republic of Belarus, unless otherwise provided for by Belarusian legislation for foreign legal entities.

The guarantees of the Republic of Belarus in respect of foreign legal entities are legally formalized by international treaties and national legal norms of the Republic of Belarus. The Republic of Belarus provides on its territory the following guarantees to foreign legal entities:

• Guarantee no less favorable conditions for the activities of foreign legal entities and enterprises created with their participation than for legal entities and individuals of the Republic of Belarus;

• Guarantee the preservation of the legislation in force on the day of registration of the enterprise of a foreign legal entity for 5 years, if the acts of legislation of the Republic of Belarus adopted after the registration of this enterprise worsen the situation and conditions for the activities of foreign legal entities and the enterprises created by it. An exception is the change in the legislation of the Republic of Belarus in the field of defense capabilities, environmental safety and public health protection;

• Guarantee the observance of the legal rights and interests of foreign legal entities and enterprises created with their participation. Foreign investments in the territory of the Republic of Belarus may not be nationalized, withdrawn, seized, forcibly bought or subjected to other equivalent in consequences and leading to the deprivation of a foreign investor of his ownership or control or a significant advantage of his investments, except by a sentence or a court decision, and for reasons of public necessity, subject to the conditions and procedures specified by law, with timely and complete (adequate and effective) compensation for the value of the alienated property;

• Guarantee the timeliness, adequacy, effectiveness of compensation in the currency in which the initial investments were made in the case of compulsory alienation of foreign investments in the territory of the Republic of Belarus for reasons of social necessity;

• Guarantees protection from illegal actions of state bodies and their officials. Interference in the economic and other activities of an enterprise with foreign investments by state bodies and their officials is not allowed, except for the cases when the duties of state bodies and their officials for control and supervision over the activities of the enterprise provided for by the current legislation are carried out;

• Guarantees compensation for losses by a court decision to foreign investors in case of unlawful interference or improper performance of duties by state bodies of the Republic of Belarus and their officials in relation to the investor or enterprise;

• Guarantees freedom of use of income from investment activities (after taxes and fees) to foreign investors in accordance with the legislation of the Republic of Belarus;

• Guarantee the application of the provisions of an international treaty in which the Republic of Belarus participates;

• Guarantee competent consideration of disputes between foreign legal entities and other legal entities and individuals.

Foreign legal entities have the right to judicial protection of their rights. As stated in Art. 541 of the Civil Procedure Code of the Republic of Belarus, foreign legal entities have the right to apply to the courts of the Republic of Belarus and enjoy civil procedural rights equally with legal entities of the Republic of Belarus, unless otherwise provided by legislative acts, international treaties of the Republic of Belarus and agreements of the parties [2].

Conclusion. Thus, having studied the material on the problem of the legal status of foreign legal entities in the Republic of Belarus, it is possible to come to the following conclusions: compliance with the legal status of foreign legal entities in the Republic of Belarus corresponds to the documents of the CIS member states: Convention of the Commonwealth of Independent States on human rights and fundamental freedoms: international human rights standards in the publication of legal norms and their implementation on the territory of the

Republic of Belarus; the legal status of foreign legal entities on the territory of the Republic of Belarus does not contradict international documents in the field of human rights (Universal Declaration of Human Rights, etc.); the legal status of foreign legal entities on the territory of the Republic of Belarus contributes to the development of economic and political ties.

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THE ACTIVITIES OF THE EXECUTIVE AUTHORITIES ON CHILD PROTECTION

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The chosen topic is very relevant, it is the younger generation that is the guarantor of the continuation of the existing society, the guarantee of its prosperous future development. The protection of children's rights in the Republic of Belarus is the most important political, social and economic task. To create favorable conditions for the life and development of children, the efforts of the republican government bodies, local executive and administrative bodies, and public associations have been consolidated.

The purpose of this article is to define the system of executive bodies dealing with the problems of child protection and protection.

Material and methods. The scientific and theoretical basis is the normative legal acts, the works of the authors, in particular Starovoitov O.M., considering the issues of studying the activities of executive bodies for the protection of children. When writing the article, the methods of comparison, generalization and synthesis were used.

Findings and their discussion. The system of protecting the rights of the child in the Republic of Belarus, according to the Constitution, is headed by the President of the country. Part I of Article 79 reads: «The President of the Republic of Belarus is the Head of State, the guarantor of the Constitution of the Republic of Belarus, human and civil rights and freedoms». The President implements the function of the guarantor both in his daily practice and by initiating laws, issuing decrees, decrees aimed at protecting the legal status of every person, including children. The responsibilities of the Government of the Republic of Belarus include taking measures to ensure the rights and freedoms of children, ensuring the implementation of the Constitution, laws and decrees, decrees and orders of the President of the Republic of Belarus.

In 1996, in order to implement and improve the state policy to ensure the protection of the rights and legitimate interests of children under the President of the Republic of Belarus, the National Commission on the Rights of the Child was created, which is accountable to the President and annually informs him about the implementation of state programs to support children and families, protect their rights and legal interests, as well as on the work of the commission on the implementation of its tasks. Decree of the President of the Republic of Belarus №675 of November 16, 2006 approved a new Regulation on the National Commission on the Rights of the Child and its updated composition.

The main tasks of the National Commission on the Rights of the Child are: 1) control over the observance of the rights and legitimate interests of children; 2) monitoring and analysis of the situation of children in the Republic of Belarus; 3) participation in the development of legislative acts on the implementation of the rights and protection of the legitimate interests of children; 4) development of proposals for improving social policy and mechanisms for supporting childhood, strengthening the family; 5) taking measures to ensure the well-being of children in the family, increasing the responsibility of parents for raising children; 6) approval of national reports that are submitted to the United Nations Committee on the Rights of the Child; 7) informing children and the population in the field of children's rights; 8) assistance in interaction of state bodies and other organizations with foreign states and international organizations on the implementation of the rights and protection of the legitimate interests of children, and more. Purposefully and specifically at the meeting of the Commission, topical issues of protecting the rights of children, organizing their full-fledged life are discussed.

On November 16, 2006, the Decree of the President of the Republic of Belarus № 675 was adopted, which contributed to the formation of the Commission in each of the regions and the city of Minsk, to ensure enhanced protection of the rights and legitimate interests of children. In accordance with the Regulations on the Child Protection Bodies in the Republic of Belarus, the tasks of the Child Protection Bodies include: ensuring social protection of the rights and legal interests of children; ensuring the implementation of representation for the protection of children's rights; and other tasks stipulated by the family legislation of the Republic of Belarus.

The implementation of the functions of guardianship and guardianship in relation to minors in accordance with the Regulations on the bodies of guardianship and guardianship in the Republic of Belarus, approved by the

Resolution of the Council of Ministers of the Republic of Belarus № 1676 dated 28.10.1999, is entrusted to the departments (departments) of education, and in cases stipulated by legislative acts, - to the commission on juvenile affairs of the district (city) executive committee, local administration, in relation to persons recognized as incompetent, - to health departments (departments), in relation to capable persons in need of guardianship for health reasons, - to departments (departments) for labor, employment and social protection of local executive and administrative bodies in accordance with article 143 of the Marriage and Family Code.

The activities of these bodies are not sufficiently delineated in this area. It can be expressed both in the form of control and in the form of assistance. The general functions of the above-mentioned bodies include deprivation of parental rights, search for guardians, protection of personal property and non-property rights of children. All coordination of child protection activities is carried out through the Ministry of Education of the Republic of Belarus.

In May 2002, the United Nations Committee on the Rights of the Child considered the second periodic report of the Republic of Belarus on the implementation of the provisions of the Convention on the Rights of the Child. The concluding remarks on the results of its consideration noted the positive efforts of our state to improve the situation of children, bring national legislation in line with the basic norms of the Convention, and ensure the priority of children's interests in the social policy of the state. The United Nations Committee on the Rights of the Child expressed concern that, due to certain reasons for the transitional period of socio-economic development, our state did not succeed in ensuring the full implementation of the Convention on the Rights of the Child, and made specific recommendations for its achievement. It is necessary to create in the Republic of Belarus, in accordance with the Paris Principles, an independent and effective instrument for the protection of children's rights. It must be accessible to all children under the age of 18, have the authority to receive and investigate complaints of child rights violations, and have the necessary staff, financial and technical resources.

Conclusion. Thus, there is a need to introduce the institution of the ombudsman. This issue has been discussed in the Republic of Belarus since 2002. For several years, UNICEF, in cooperation with the Ministry of Education, the Minsk City Executive Committee and other departments, has been preparing for the creation in the Republic of Belarus of a special institution of the Ombudsman for the Rights of the Child. As a result, a pilot project was approved in agreement with the local authorities, which was agreed with the local authorities, however, at the last moment, for some reason, this project was suspended [1, p.53]. This issue is under discussion in the following direction: determining the structure of the body, the main sources for the Republic of Belarus [1, p.54-55].

In this way, the system of executive authorities is a mechanism for implementing state policy in the field of child protection. Despite the well-developed system of state authorities for the protection of children, we consider it necessary to improve this system by conducting a full examination of the executive authorities in the field of child protection, and clearly identifying and delimiting their functions, which will contribute to the effectiveness of public administration in this area.

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OBSTACLES TO ACCESS LEGAL REMEDIES FOR CORPORATE HUMAN RIGHTS ABUSES

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The relevance of the study is that protection from human rights violations, related to business activities is directly depend on ensuring access to effective remedies, in particular, judicial mechanisms. As part of its duty, the state must provide a framework for the applicant's ability to seek redress for human rights violations.

The purpose of the research is to analyze the obstacles the applicant faces.

Material and methods. To achieve the above goal, annual report of the United Nations High Commissioner for Human Rights and European Parliament report were used. The study is based on general scientific methods of analysis, synthesis and formal legal method.

Findings and their discussion. At the moment, various obstacles arise at each stage of the legal process.

So in a study conducted by the organization «Amnesty International» three main categories of barriers faced by victims of business-related human rights violations have been identified when applying for remedies [1, p. 5].

The first category includes issues related to the difficulties for applicants in securing legal representation, complexity of corporate structures, difficulties in establishing the responsibility of the parent company and jurisdictional problems. At the moment, the availability of qualified legal aid is severely limited, particularly when it comes to complex transnational cases involving corporate human rights violations, especially since the trial may take more than a decade. The complex corporate structure of multinational companies in many cases does not allow to prove involvement and to prosecute the parent company for the actions of the subsidiary, even if the company is wholly owned by the parent company. The issues of applicable law and the establishment of jurisdiction are also a serious problem for justice.

The second category is related to the lack of access to information necessary for victims to substantiate their claims. As a rule, corporate human rights violations and related petitions have a large number of applicants. However, in most European countries, there is no possibility of filing a class action.

The third category concerns the influence of multinational companies, which may lead to States being unwilling or unable to develop regulatory and/or legal instruments to hold companies accountable. Often, especially in developing countries, the lack of an independent judicial system, corruption among officials, limited resources to handle complex transnational cases, or the direct fear of losing foreign investment can lead to denial of access to justice for ordinary citizens.

As a result, states do not meet their obligations to protect human rights and do not provide effective access to judicial remedies, which should be the basis of justice.

The report submitted to the European Parliament reviewed 35 cases of corporate human rights violations by companies from 6 EU countries, but in total they cover 23 countries with predominantly low and middle income levels. Of the 35 cases involving corporate human rights violations in third countries by companies based in the EU, 12 cases were initiated for human rights violations in third countries and were dismissed (2 of which were partially resolved), 17 cases are still ongoing (1 of which was partially resolved), 4 cases were fully settled out of court with compensation, and only 2 cases resulted in a successful outcome in court for the plaintiffs [2, p. 18].

The United Nations High Commissioner for Human Rights, in his report A/HRC/32/19, identified criteria for determining whether an effective remedy can be obtained in the legal system. The criteria include: legal liability for violations established in national legislation, law enforcement agencies can promptly and effectively request legal assistance, and judicial authorities must have the authority and capacity to make an independent decision [3, p. 9].

Conclusion. Thus, these obstacles significantly complicate or make it impossible for victims of human rights violations to access effective judicial mechanisms. The international community must develop international convention on human rights and business providing a comprehensive framework to the access to remedy mechanisms allowing the enforceability of the parent company's responsibility to monitor the behavior of its affiliated companies and supply chain in third countries. After all, effective and progressive legislation should become the main tool of the state in fulfilling the obligation to implement human rights related to business activities.

1. Improving accountability and access to remedy for victims of business-related human rights abuse through non-State-based grievance mechanisms [Electronic resource]: Annual report of the

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2. Access to legal remedies for victims of corporate human rights abuses in third countries [Electronic resource]: European Parliament report of 1 February 2019 // European Union. - Access mode: https://www.europarl.europa.eu/RegData/etudes/STUD/2019/603475/EXPO_STU(2019)603475_EN.pdf. - Access date: 02.11.2020.

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POLITICAL NEUTRALITY OF JUDGES

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Recently, the role of impartial, objective, politically neutral legal proceedings has been increasing. In this regard, the official legal consolidation in the legislation of the Republic of Belarus and in foreign countries, including the behavior of a judge plays an important role.

The purpose of the research is to identify the features of the legal consolidation of the political neutrality of judges in the legislation of the Republic of Belarus and in foreign countries.

Material and methods. The theoretical base is statuary act in the field of judiciary, namely the Law of the Republic of Belarus «On Civil service», the Code of honor of judge, the Code on Judiciary and the Status of Judges and other regulatory acts. When writing the article, the method of analysis of theoretical and legal views was used. The method of analysis was used in conjunction with the method of synthesis, which made it possible to combine various points of view into a single whole and systematize the features of consolidating these issues.

Findings and their discussion. Political neutrality of judges is enshrined in legislative acts not only in the Republic of Belarus, but also in foreign countries.

The main legal act establishing the legal status of judges is the Code on the Judiciary and the Status of Judges (further the Code of judiciary), which, in turn, indicates on other acts, which complement the regulation of the legal status of judges. Feature of status of judge is determined by the Constitution of the Republic of Belarus. The Code sets that judge is public servant and thereby expends lists of statuary acts including in him the Law of the Republic of Belarus “On Civil Service”. The Code also consolidates duty of judges comply the provisions the Code of honor of judge of the Republic of Belarus. As a general rule these acts should establish general rule of legal status of judge, complement, not contradict each other.

The Law of the Republic of Belarus "On Civil service" does not regulate the activities of specific organizations and government structures it sets internal rules of civil service organization, namely, the position of employees, the establishment of their special status, requirements for them, their rights and obligations, restrictions, relations within the organization between employees and citizens, rules for recruiting, conducting certification, examinations, responsibility. In its turn the Law of The Republic of Belarus "On Civil service" is not determining document in current work of public servant but has a significant impact on establishment of legal status.

The Code of honor of judge sets and consolidates proper behavior and his duties during the performance of work duties and outside of working hours. This document applies to all judges as well as retired persons related to the judicial community.

The Code of judiciary sets out the basic principles for the conduct of judges: independence, removability, inviolability, a prohibition on holding positions in the bodies of other branches of government, political neutrality. The content of the principles is further disclosed in the Code of honor of judge. These principles, on the one hand, are guarantees in the legal status of judges, on the other hand, restrictions. An expanded list of restrictions is enshrined in the Law of the Republic of Belarus "On Civil service".

An interesting limitation associated with the guarantee of the impartiality of judges through the consolidation of political neutrality of judges, which contains the prohibition of membership in a political party and other public associations pursuing political goals. The judge does not have the right to provide them with any support, materially or in any other way. According to the Code of Honor, a judge, while fulfilling his job duties, cannot openly express his opinion about political events, the situation in the country, or a particular ideology, publicly express his sympathies and antipathies towards a particular candidate for election or appointment to a public office. A judge cannot speak publicly about court cases, a judge must behave with dignity, thereby convincing everybody of his impartiality.

In its turn the Public Service Act contains rules of behavior, restrictions of public servant, but it doesn't prohibit membership in political parties, public associations, but on the contrary establishes the right on freedom associations. The Public Service Act also prohibits the collection of personal information about belonging to political parties, other political associations, pursuing political goals as well as to establish restrictions and (or) advantages in the formation of information about candidates for public office, depending on their belonging to political parties and other public associations. Such a restriction and prohibition is a significant difference from the Code of judiciary and, at first glance, contradict. At the same time, the Law of the Republic of Belarus «On Civil Service» has a reference norm to articles of the Constitution, in which Article 36 restricts the right to membership in political parties and other public associations pursuing political goals specifically for judges. The consolidation of the political neutrality of judges at the level of the Constitution is an important indication that the government establishes political neutrality for all public servants without restrictions.

The principle of political neutrality is ambiguous in consolidation in neighboring countries it was not even included in the 2006 Bangalore Principles of Judicial Conduct because it is controversial. For example, in Switzerland, judges are elected based on their party affiliation. In other European countries, judges can be involved in politics and be elected to parliament, local councils, without losing their position as a judge. Therefore, it cannot be said that the principle of political neutrality is unambiguous and it is applied in all countries of the world community. Each country, at its own discretion, decides whether it is necessary to strictly prohibit the participation of judges in the political life of the state, but the general approach, in almost all states, judges should not undermine their independence and question their objectivity when participating in the political life of the country. The activity of a judge should be based on an orientation exclusively towards normative legal acts, and not towards political attitudes. The judge must adhere to public policy, not the policy of a particular party. With political neutrality, there must be a prohibition on the use of official position in the interests of political parties, public and religious organizations, as well as a prohibition on the creation of party organizations in government bodies.

Conclusion. In the Belarusian legislation, the regulation and establishment of the principle of political neutrality are taken comprehensively, consistently securing guarantees that judges should adhere to neutrality in their work and make their decisions on the basis of the law and not from the position of belonging to any party or public association. At the same time, it cannot be said that of the legal acts mentioned and analyzed by us, some regulates the legal status of a judge most fully. Only in their consistent and complex totality acts fully regulate the status of judges, establish principles, rules, restrictions and privileges, in the absence of one of them, such regulation will be incomplete.

THE RIGHT TO BIRTH AND THE PROBLEM OF ABORTION LAW AND POLICY IN THE LEGISLATION OF FOREIGN COUNTRIES

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The right to birth is one of the derivatives of the right to life. It is enshrined in a number of international acts, at the level of constitutional and sectorial legislation of many countries. As its legal guarantees, some restrictions on various levels of abortion are established in national legislation. As a result, abortion sometimes leads to its criminalization and the death of a significant number of women as a result. The emergence of safe and effective methods of artificial termination of pregnancy will dramatically reduce their risk if a broad access to this type of medical care is provided at the legal level. The purpose of this article is to analyze the features of legal regulation of abortion in different countries on the basis of comparative legal analysis.

Material and methods. The main research materials are the constitutional legislation of Ireland, Poland, the Philippines, Russia, Belarus, etc. Formal-legal and comparative-legal research methods were used to analyze the normative material.

Findings and their discussion. In the modern world, the issue of abortion is as relevant as the issue of maternity protection. Many countries have taken measures to improve the access to safe abortion services. According to the UN report in 2013, 97% of governments allowed abortions to save a woman's life, 67% to preserve physical and mental health, 52% in cases of rape or incest, because of fetal development disorders, 36% on economic and/or social reasons, and 30% on request. Between 1996 and 2013, 56 countries (20 in Africa, 12 in Asia, 12 in Latin America and the Caribbean, 8 in Europe, and 4 in Oceania) expanded the list of legal grounds for abortion. At the same time, 8 countries (3 in Latin America and the Caribbean, 2 in Africa, 2 in Asia, and 1 in Oceania) have reduced their number [1]. This statistics points at the gradual legalization of abortion, but indicates that the right to terminate a pregnancy at the will of a woman is not guaranteed in every country. Thus, according to art. 41 of the Irish Constitution, abortion was completely banned until the 2018 referendum. Mass disturbances occurred in Poland on 22.10.2020 after the tightening of the law on abortion. Article 72 of the Constitution of the Republic of Poland says "the state ensures the protection of the rights of a child. Everyone has the right to demand that public authorities protect children from violence, cruelty, exploitation and demoralization. The child who is deprived of parental care has the right on the care and assistance of public authorities." According to article 256 of the criminal code of the Philippines, the woman who has an abortion faces imprisonment. A similar penalty is provided for persons who co-operate with this procedure according to articles 258 and 259. Abortion is also illegal in Malta, Andorra, Liechtenstein, the United Arab Emirates, the Vatican, El Salvador, Nicaragua, Chile, Colombia, Venezuela, Paraguay and Mexico. Unsafe abortions cause about 47,000 deaths related to pregnancy. In addition, 5 million women suffer severe complications as a result of unsafe abortion.

In this regard, the concept of "abortion tourism" has spread, when women leave, as a rule, for neighboring countries with a liberal abortion regime. For example, the UK has become a destination for abortion tourism for Irish women.

As it is obvious, very strict legal restrictions on abortion are typical for countries with a state religion, because traditionally all faiths have a negative attitude to getting rid of the fetus, considering it unnatural and objectionable to the gods. The Orthodox Church allowed abortions only if the woman's life was in danger. “Without rejecting women who have had abortion, the Church calls on them to repent and overcome the harmful consequences of sin through prayer” [2].

Most countries consider that the right to decide on abortion should remain with a woman, and not with the country or government. This is also noted in the universal Declaration of human rights, that states in article 12 that "no one may be subjected to arbitrary interference in their personal and family life" [3].

Belarus has liberal legislation on abortion. According to article 27 of the law “On health care”, “a woman is granted the right to decide on motherhood independently”. Health organizations must ... provide pre-abortion psychological counseling for women who have applied for an artificial termination of pregnancy. With the consent of a woman in health care organizations, after consultation with a specialist doctor, and in relation to a minor, also with the written consent of a legal representative, an artificial termination of pregnancy (abortion) can be performed if the pregnancy period is not more than 12 weeks" [4]. Russian and Belarusian legislation provides for criminal liability for criminal abortion by a doctor outside a medical institution or by a person who does not have a medical education. Thus, in accordance with article 56 CH. 8 of the Federal law of the Russian Federation an illegal artificial termination of pregnancy entails the administrative or criminal liability established by the legislation of the Russian Federation [5]. And according to article 156 part 1 of the UKRB, illegal abortion by a person who has a higher education in the field of education "health care" is fined or deprived of the right to hold certain positions or engage in certain activities with a fine [6].

Such social movements as "Pro-life" (pro-life) and "Pro-choice" (pro-choice) appear in contrast to the universal legalization of abortion on an expanded list of indications. Their supporters believe that artificial termination of pregnancy deprives the unborn person of the right to life. They achieve from the state, within the framework of the national demographic policy, to protect human life from the moment of conception [7].

The constitutions of many countries of the world guarantee the human right to life, to inviolability, to free choice of lifestyle, and to equality of all people before the law. Restricting abortion is equal to restricting choice, restricting a woman's right to control her body and life.

Conclusion. In this way the legal abortion regime protects women's right to life, to family planning, and the right to decide independently whether to terminate a pregnancy in cases of life-threatening or medical contraindications, as well as on economic and social reasons.

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STATE BODY ACTIVITIES OF FOREIGN COUNTRIES FOR CHILDREN OF RETURNING EMIGRANTS FROM MILITARY CONFLICT ZONE

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An important principle of international law is the right to return, which provides an opportunity to return to one’s homeland. This principle is enshrined in Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and is mentioned in a number of other international instruments. At the national level, the right to return may derive from the country's Constitution, immigration law, or exist as a specific law on repatriation. Despite this, the issue of the return of persons, in particular refugees and migrants, to their homeland has not been effectively resolved in any of the modern military conflicts.

The purpose of this study is to characterize the problems of organization and the main directions of activities of state power for the return of children of former citizens left without parental care from zones of military conflicts.

Material and methods. The research is based on the law enforcement practice of specialized state bodies of the Russian Federation, Kazakhstan, Tajikistan and Uzbekistan on the return of children of emigrants. The main research methods are the methods of comparative legal and specific legal analysis.

Findings and their discussion. Military conflicts can erase cities from the face of the earth, destroy entire States. Against this background, one can imagine how defenseless children are in these conditions, especially those who are faced with this outside the state of origin of their emigrant parents. They are forced to survive in inhuman conditions, often losing their loved ones. A prime example of this is the Syrian Al-Hol camp, which became a temporary home for tens of thousands of people, mostly women and children, after the liberation of territories from ISIS. According to various estimates, up to 40 thousand children from more than 60 countries live there. Many of them need urgent medical care, as they are quite literally on the verge of death. In just a few days in August 2020, 8 children under the age of 5 died in the camp, mainly due to dehydration, malnutrition and exhaustion. Moreover, the spread of COVID-19 in the camp significantly worsens the situation, so there is a shortage of employees in the camp, which forced the suspension of children's education and the provision of a number of medical services to them [1].

The most important task of the entire world community is to prevent the occurrence of similar situations in the future and to focus their joint efforts on helping people affected by armed conflicts. In particular, a colossal support for the children of migrants is the procedure observed in recent years for the return of children from war zones to the states from which they were taken out, or of which their parents were citizens. Best practices in the search for their minors who find themselves in a difficult situation, as well as in repatriating them, are represented by the activities of state structures in Russia, the United States and Central Asian countries, among which Kazakhstan, Tajikistan and Uzbekistan are especially active. So, since 2019, Kazakhstan has been conducting operations «Zhusan» and «Rusafa», as a result of which more than a hundred citizens, including children, have already been returned. Thanks to special programs, more than 200 citizens returned from Iraq and Syria to Uzbekistan. More than a hundred children returned to their historical homeland from Iraq to Tajikistan [3]. The first steps in this direction have been taken by Canada, Italy and France.

The Russian Federation serves as a unique example of locating its minor citizens and returning them home. The Children's Ombudsman of the Russian Federation A. Kuznetsova notes that «repatriation is the fulfillment of the state's obligations to protect the rights of children in the framework of international humanitarian law, it is the rescue of children from inhuman conditions and the prevention of radicalization of minors» [2]. On the instructions of the President of the Russian Federation, a Commission was created to facilitate the return of children to their homeland. Since the summer of 2017, 224 children have been returned from Syria and Iraq, 27 of them were delivered by plane of the Russian Ministry of Defense on the night of October 15-16, 2020 [4].

The head of the UN Counter-Terrorism Office V. Voronkov outlined possible scenarios if the work on returning the children had not been started: «Perhaps these children would have become imbued with the ideas of extremism and joined terrorists? Perhaps they would have turned from victims to criminals..., harboring a grudge against their countries? Would they have survived? … We would have to deal with the long-term consequences of this phenomenon» [3].

The complexity of the repatriation process for such children must be taken into account. In many cases, it is not possible to identify their affiliation with any state. Children born in militant camps, as well as refugees, often have no documents. Moreover, the age of many children does not allow them to help provide minimal information, such as who their parents were and where they came from in the war zone. The UN report on Syria mentions more than 3.5 thousand children without a birth certificate [5]. According to the Iraqi authorities, there are more than 800 underage children of various origins among orphans of ISIS, whose identity can't be identified. They also can't obtain Iraqi citizenship, because according to national legislation this can only be done by persons born in a legal marriage with the appropriate certificate.

In this regard, at the expense of public funds, concerned countries conduct genetic testing with the closest relatives in order to transfer the children of former citizens for upbringing in their families and provide them with citizenship and social security in accordance with the legislation of the host country. In addition to identifying the child, transportation to the home country is also a serious problem. Many refugee camps are still under the control of non-governmental organizations, which may not allow the children to be taken away or make certain demands for their release. This is why even minimal security can't be guaranteed for both the children and the persons who carry out their return. Psychological factors such as the fear of a part of the population returning to their parents' country of origin also don't benefit children. This is especially true for children over the age of 12, who are treated as suspected terrorists.

Conclusion. Thus, repatriation is a necessary procedure to save thousands of children, based on the principles of international law. Work in this area is carried out by many states, however, in order to achieve the best result, it is necessary to consolidate their efforts and use the experience of already carried out operations. In our opinion, it is possible to create a specialized coordination center with a unified database on migrant children left without parental care at UNICEF, indicating a description of their appearance, country of emigration, genetic data, etc.

This experience can become the basis for the creation of an international act that enshrines the basic principles and algorithm of work on the repatriation of children left in a difficult situation without parental care, including the prevention of discrimination on the basis of age, which defines the rules for the return of children for both the sending and host countries. For example, the mandatory provision of security on the part of two states; providing professional psychological assistance during the entire return process, as well as for a certain time after the stay in the homeland; cooperation and assistance of states in providing the necessary information, etc. If it is impossible to identify the child and if other "safe" States do not express a desire to host the child, oblige the state in which he arrives to provide him with all the rights and obligations of its citizens, refugee status or citizenship as soon as possible, to provide full support in the socialization of such children and the most comfortable adaptation in an unfamiliar environment.

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TO THE QUESTION OF SYSTEMATIZATION OF LEGISLATION OF THE REPUBLIC OF BELARUS IN THE FIELD OF INFORMATION SECURITY

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Information security plays an important role in the national security system of the Republic of Belarus. Resolution of the Security Council of the Republic of Belarus No. 1 of March 18, 2019 approved The concept of information security of the Republic of Belarus (further-the Concept) [1].

According to paragraph 4 of the Law of the Republic of Belarus "about normative legal acts" dated July 17, 2018 No. 130-Z (further-the Law) [2], the Concept refers to non-normative legal acts which do not contain legal norms and establish organizational and administrative requirements. The rules of information security are contained in individual areas of law and in regulations.

The purpose of the research is to consider the feasibility of systematization of the legislation of the Republic of Belarus in the field of information security.

Material and methods. While making this research, general scientific methods were used, as well as the method of interpretation, structural-legal and formal-legal.

Findings and their discussion. The approved concepts in the field of information security, the concept of information security, the Concept of national security of the Republic of Belarus, approved by decree of the President of the Republic of Belarus No. 575 of November 9, 2010 [3]) do not regulate legal relations in the field of information security. The concepts prescribe that public authorities should be managed by the fixed conceptual points and do not oblige them to strictly follow them in the process of realizing their powers.

While analyzing the legislation of the Republic of Belarus in the area of information security, we found out that nowadays the sphere of information security is hardly regulated by legislative acts. The legislation of the Republic of Belarus does not have any legislative acts regulating relations in the field of information security.

Some legal norms of information security are contained in the laws of the Republic of Belarus "about information, informatization and information protection of November 10, 2008", "about state secrets" of July 9, 2010, "about commercial secrets" of January 5, 2013, "about mass media" of July 17, 2008 and other regulatory legal acts.

Legal regulation of security areas through the Concept is not complete from the point of view of the Law of the Republic of Belarus "about regulatory legal acts".

According to paragraph 1 of article 14 Of the law of the Republic of Belarus "about normative legal acts", a law is a normative legal act which establishes the principles and norms of legal regulation of the most important public relations.

The importance of relations in the field of information security is pointed out by the approval of the information security Concept in 2019.

Moreover, analyzing the problem of the absence of the Law of the Republic of Belarus "about information security", we can conclude that the regulation of legislation in this area is not a priority, which contradicts the points set out in the concept of information security of the Republic of Belarus and creates a huge gap in the Belarusian legislation.

In addition, the problem of normative provision of information security in the Republic of Belarus is that the legislation in this area is not systematized and some points of law are contained in separate normative legal acts.

Conclusion. The main direction of improving the legislation of the Republic of Belarus of information security is its systematization through the development and adoption of the basic special Law "about information security of the Republic of Belarus".

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PEDAGOGY OF CHILDHOOD IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

FORMATION OF FINANCIAL LITERACY BASICS IN PEOPLE WITH INTELLECTUAL DISABILITIES

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Financial literacy includes the following components: - knowledge and understanding – knowledge of financial concepts and processes, the ability to understand and evaluate the essential information necessary for making financial decisions; - the skills and behavior competence-related abilities and skills, adequate financial conduct, given the financial risk, as well as the ability for effective action to improve their financial well-being; - personal characteristics and attitudes – general attitude to personal finance, the ability to make responsible choices and make financial decisions [1].

T. V. Varenova, B. P. Puzanov, A. A. Lebedeva, N. S. Zhludova, I. I. Chereponava, D. A. Vitkauskaite, O. I. Akimov, and others studied the features of financial and economic literacy formation as a component of functional literacy of persons with intellectual disabilities.

The formation of financial literacy in students with intellectual disabilities involves targeted systematic correctional and pedagogical work, which can only be built on a diagnostic basis [2].

The aim of the study is an empirical study of the level and quality of financial literacy in people with intellectual disabilities who study in vocational educational institutions.

Material and methods. The experimental study was conducted from October to December 2019 at the Ull'skiy state professional lyceum named after L. M. Dovator. The total number of people involved in the study was 20 people with a diagnosis F70 according to ICD-10. The study involved 1st and 2nd year students. The age range of the subjects is from 16 to 18 years. The participants of the experiment were divided into two experimental groups: EG1 - graduates of auxiliary schools who live and are brought up in a family environment (10 subjects), EG2 - graduates of auxiliary boarding schools who live and are brought up in a boarding school. The diagnostic material offered to the subjects included two blocks: the Theoretical block – test tasks to determine the knowledge of persons with intellectual disabilities of the basics of financial literacy; the Practical block-practical tasks to study skills in the framework of financial literacy.

Findings and their discussion. The results of the ascertaining experiment were processed using methods of quantitative (statistical) and qualitative analysis for all selected indicators (knowledge and skills) of financial literacy separately and in general.

When studying the formation of students ' knowledge about what a Bank is, only 40 % of students with intellectual disabilities were able to answer correctly. For 60% of the subjects from both experimental groups, a Bank is a place where they take money. It should be noted that the subjects were presented with options for answers, and even in the situation of such a choice, most of the students were not able to correctly navigate the task. Therefore, it can be assumed that even if it is necessary to search for a definition of a financial concept, children of the analyzed category will find it difficult to make the right choice when finding several information options. In EG1, 50% of the correct answers were given, while in EG – 2, only 40% of the subjects answered correctly.

Answering the next question of the test "what are the names of pieces of paper and coins that serve as an exchange" 80 % of lyceum students gave the correct answer ‘money’. However, 20 % of EG1 participants gave incorrect answers. For example, Yura I., answered that the pieces of paper and coins that serve as an exchange are loans. Vitya M. from the same experimental group replied that they are cards. In EG2, 20 % of the subjects also gave an incorrect answer.

The next question of the theoretical block of diagnostic material was extremely difficult for students with intellectual disabilities. The fact that the form of money can be cash or non-cash was received only 25 % of the correct answers. 55 % of the subjects believe that money can be cash, non-cash and electronic, and 20 % of the participants in the experimental study said that money can be cash and electronic. A comparative analysis of the answers to this question in EG1 and EG2 showed a slight predominance of correct answers in students with intellectual disabilities brought up in a boarding school: EG1 – 20% of students answered correctly, 80% gave an incorrect answer; EG2 - 30% of subjects answered correctly, 70% gave an incorrect answer.

80% of the subjects correctly answered the diagnostic question about what cash is. At the same time, 40% of EG1 students answered incorrectly, and EG2 subjects coped with this test question by 100 %. Based on the fact that 80% of the responses of both experimental groups were correct, we can conclude that the theoretical knowledge and ideas about cash were sufficiently formed.

The result of analyzing the answers to the diagnostic question about the name of the money that is on the card is as follows: 30% of the subjects answered that the card contains cash; 35 % - assumes that it is credit money; the remaining 35% of students with intellectual disabilities answered correctly.

Given that the system of payment for services using bank cards has been actively developing in the Republic of Belarus over the past decade, graduates of auxiliary schools are not sufficiently prepared for this form of payment.

A comparative analysis of the responses of participants in the experimental groups demonstrates the predominance of correct answers in students with intellectual disabilities who were brought up in a family environment. So, 40 % of EG1 participants answered this question correctly (in EG2-only 20% of correct answers, respectively).

When choosing the answer to the diagnostic question "What is the name of the device that can be used to withdraw money from the card?", the following results were obtained: 20% of the subjects gave an incorrect answer, 80% of the students answered correctly. 30 % of EG1 participants gave an incorrect answer. For example, Yura I. and Vlada V. answered that this device is called an automaton. Vitya M. believes that money cannot be withdrawn from the card. Anya R. also believes that money can not be withdrawn from the card, which is 10 % of the subjects of EG 2 and this is an incorrect answer. As you can see, most students with intellectual disabilities have formed the idea that money can be withdrawn from a bank card and the device designed for this is called an ATM.

Conclusion. Thus, financial literacy of persons with intellectual disabilities has specific features and is defined as a system of skills to solve practical problems, consciously operating with financial information. In the structure of education, financial literacy is included in the life competencies of people with intellectual disabilities.

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FORMATION OF SPATIAL-TEMPORAL REPRESENTATIONS IN CHILDREN WITH INTELLECTUAL INSUFFICIENCY

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Today, like many years ago, the ability to navigate space is one of the basic means of harmonious personal development. The unique role of mastering the subject and social space in building a child's holistic picture of the world, realizing his place in it is revealed in many psychological and pedagogical studies. The nature of the development of the child's self-consciousness, his personality, is also an integral part of the process of socialization, determines the level of formation of the skill of spatial orientation. Without the development of the ability to navigate space, it is impossible to talk about the harmonious development of the child.

Orientation in space includes the ability to distinguish between the position of objects in space, the idea of the shape and size of objects, their spatial relations. Taking into account the peculiarities of children with intellectual insufficiency, there is a very slow formation of perception with a huge number of specific features and shortcomings (difficulty to navigate their own bodies, difficulties arise in determining the right and left, top and bottom, in the surrounding world, etc.).

Material and methods. The materials for writing this article were the results of domestic as well as foreign scientific research. Research methods:

• theoretical (analysis of the subject content of psychological, pedagogical and special literature on the topic of research);

• empirical search methods (methodology by S.D. Zabramnaya, O.V. Borovik, N. Ya. Semago, M. M. Semago, G. Head);

• method of experiment (stating);

• quantitative and qualitative analysis of the obtained actual data;

• mathematical and statistical methods of processing research data (G - sign criterion, T - Wilcoxon criterion).

Findings and their discussion. An analysis of scientific and methodological literature showed that perception for a child is the first tool for knowing the surrounding world, which does not lose its importance throughout life. Excessive slowness, a large number of features and shortcomings leave their mark on the further path of mental development [2, c.39].

Intellectual insufficiency complicates the process of forming spatial representations and skills. This category of children (F70, F71) disrupts the development of space in all important and main areas, such as mastering the actions of perception, gaining experience in the practical transformation of space, productive activities, all this happens as a result of an interconnected complex of organic, functional, as well as social reasons for the formation of spatial ideas.

In his book B. G. Ananyev defined the psychological conditions for the development of the perception of space in various types of activities. He led a number of studies of children's cognitive abilities during primary school. As a result, I found out that there is no type of activity during training for which spatial orientation is not one of the important conditions for developing thinking and assimilating knowledge, skills and skills. The conclusion follows: successful schooling depends on the level of formation of spatial ideas.

In the fall of 2019, on the basis of the State Educational Institution "Vitebsk Auxiliary School No. 26," an experimental study of the space perception skill formation in children with intellectual insufficiency was conducted. For the study, the diagnostic methods of the authors N. Ya. Semago, M. M. Semago, G. Head, S.D. Zabramnaya were used.

The survey program consisted of three levels:

- ➢ First level. Diagnose spatial representations of your own body.
- ➢ Second level. Diagnose spatial representations of the relationship between external objects and the body.
- ➢ Third level. Spatial representations of the relationship between external objects.

The diagnostic goal was to determine the level at which the "failure" occurred. The chosen approach allows you to define the "zone of immediate development," which will become the basis for building adequate, effective corrective work. The study was attended by 15 elementary students of the State Educational Institution "Vitebsk Auxiliary School No. 26." The examination was carried out individually, took no more than 15-20 minutes. According to the selected levels and sublevels, the formation of space perception was evaluated. In the process of diagnostics and interpretation of the results, the law of overlapping stages and sequential differentiation was taken into account [3].

First level. Diagnose spatial representations of your own body. The study is based on cephalo-caudal law. The formation of representations is evaluated in a certain order: in relation to the face, body, hands.

Evaluation criteria:

2 - the child completed the pilot programme without further explanation

1 - the child is able to complete the task after several attempts, expanded prompts and prompting questions

0 - job not available even after detailed multiple explanations

At the time of completing the tasks, it was recorded whether the child understands the verbal instruction, whether he accepts the tasks. As a result of the experiment, the following conclusions were drawn:

- ➢ Insufficient orientation in the "own body scheme"
- ➢ Non-formality of spatial representations of the relationship between external objects and the body.
- ➢ Violation of perception of relationships of external objects

Conclusion. Before you begin to form spatial representations, you need to take into account the complex orientation structure in space, its genesis, directly related to the development of thinking, speech and child activity. It is advisable to carry out corrective work precisely in the senior preschool and junior school age, since all functions responsible for distinguishing objects in space are intensively formed at the age of 5-7 years.

In order for children with intellectual insufficiency to be able to navigate in space, a holistic approach should be taken, which ensures the creation of a practical, motor basis for spatial representations, the development of perception, modeling, and the transformation of space. Choosing this approach, several problems are solved: ensuring favorable conditions for socialization, correcting existing spatial violations.

Comprehensive construction of classes is an important condition for all corrective work. Psychological and pedagogical studies show the need for systematic and consistent work aimed at the formation of various types of orientation in space. This format of organization of corrective and developmental work makes it possible to expand the range of opportunities of children in terms of perception of space and orientation in German. Work in this direction contributes to the development of the child's thinking, the formation of the children's visual and constructive abilities, enriches their speech, emotional and personal sphere as a whole. The correct provision of early corrective care in the lower school age, given the sensitivity of this age period, allows us to prevent difficulties in educational activities.

As a result of theoretical work, the following features of the formation of spatial representations in children with intellectual insufficiency were analyzed and determined: inaccessibility of knowledge of the scheme of their own body, violation of ideas about relations between objects in space, violation of the understanding of spatial prepositions, inadequacy of their use. According to the results of the experiment, multiple violations in the development of space perception at different levels can be noted. The identification of spatial perception disorders in junior school age will help to correct spatial function disorders and prevent the development of pronounced and persistent disorders. A holistic approach and a comprehensive construction of classes will allow you to build an effective corrective and developmental program and implement it as productively as possible in a shorter time frame.

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THE LINK BETWEEN THE ABILITY OF JUNIOR STUDENTS TO GENERALISE WITH THEIR ACADEMIC ACHIEVMENTS

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The main objective of modern education is to develop a personality capable of independently navigating the information flow, independently acquiring and applying knowledge and being ready for continuing education and self-education. In this regard, the problem of students mastering general educational and cognitive skills, including the function of generalisation in learning, is of great importance in modern conditions. In our opinion, the solution to this problem should already begin at the first stage of general secondary education, which is aimed at the curricula for grades I-IV.

Researchers N.A. Goncharuk, V.T. Chepikov, N.A. Assonova consider under the function of generalisation "a complex integrative general educational ability, the essence of which is to identify common essential features and unite on their basis the subjects and phenomena of the surrounding reality" [1, p.25].

An analysis of the scientific and pedagogical literature on this issue has shown that most studies consider the ability to generalise teaching material to a greater extent against the background of a general overview of general teaching skills and the thinking process of students, rather than as an independent research subject. The results of observations of lessons in the 1st-4th grades from Orsha State Comprehensive School №21 show that not all students in primary school know how to generalise the material they are learning, primarily in mathematics. The problem we have identified is of a topical nature and is directly linked to the continued success of junior students' adaptation to elementary school.

The *aim* of our research is to determine the content and procedural aspects of the development of generalisation abilities in junior high school students.

Material and methods. Nine primary school teachers, 19 students in the 4th year of college and students in the 3rd-4th grades took part in the research. We relied on comparative analysis of mathematics lessons, coverage of the problem in scientific and pedagogical literature, analysis of mathematics textbooks from recent years, and interviews with teachers and trainees of primary education.

Findings and their discussion. In order to identify the tasks that contribute to the generalisation function, we analysed mathematics textbooks. It was found that the number of tasks in the textbooks is different. In the 1st grade – the generalisation assignments amounted to 1.4% of the total; in the 2nd grade the number of assignments was significantly higher – 4.3%; however, in the 3rd grade it was slightly lower – 1.5%; in the 4th grade textbook it was 3.1%.

In the course of the pilot work, it was pointed out that, although there are some dynamics, there are not enough tasks for generalisation. This, in our opinion, is one of the reasons why the function of generalisation is not sufficiently developed for junior high school students. This fact was confirmed during the visit and lesson analysis. For example, the majority of 4th grade students do not have this function properly formed: 82.6 per cent of students have an average level of skill and 4.7 per cent have a low level of skill. In terms of quite a high level of generalisation ability, we found a minor proportion of students: 15.4% in the 3rd grade and 12.7% in the 4th grade. The results we have obtained demonstrate the need for targeted and systematic work on this issue.

Due to its relevance, the following can be seen as appropriate: the management of both general training and generalisation abilities can be carried out *at the content level* (selection and performance of relevant tasks) and *at the procedural level* (organization of educational and cognitive activities).

We suggest including more games, exercises such as *'find similar', 'look for common', 'exclude superfluous', 'find lost'*, etc. in the material being studied. The tasks of finding regularities, classification, solving logical problems, comparison exercises and definition of concepts are useful.

For example,

1) Divide expressions into two groups:

13+24, 37+16, 44+38, 65+12, 81+17, 56+19.

2) *Spread out the numbers into groups in different ways:*

35, 4, 108, 45, 109, 2, 270, 106, 380, 77, 12, 9, 85, 410, 17.

It is important that the intellectual and learning abilities formed on the material of one academic subject can be transformed into other disciplines and extra-curricular activities. The teacher should take into account that the generalisation of teaching material is based primarily on the analysis and comparison of individual facts and phenomena [2, p.76]. That is why it is important that students observe certain phenomena, analyse and compare them, and thus make generalisations.

In our opinion, the distribution of teaching material in the classroom and the logic of studying it are of great importance for complete generalisation. If the actual material that forms the basis of the generalisation is small in size and not complicated, students can be asked to make generalisations themselves. This, by the way, envisages a new mathematics textbook for 3rd grade. If the material is large and relatively complex, and is designed for several lessons, it would be logical to take the following approach: the generalisation work should be organised at the same time as students study the actual material.

During the study of the topic, the teacher should encourage students to make partial, lesson-based generalisations that will form the basis of the topic. In this regard, lessons in generalisation and systematisation of knowledge acquire greater educational value. Psychologically, such lessons encourage students to systematically repeat large sections and large blocks of teaching material, allow them to understand its systemic nature, reveal ways of solving typical tasks and gradually master the experience of transferring them to non-standard situations when new unusual tasks arise.

Conclusion. Thus, the method of developing the function of generalization in the education of primary school pupils is related to the content and procedural aspects. The presence of special tasks in the content of the discipline is not only a prerequisite, but also a source of these abilities for junior pupils. The effectiveness of this work will be improved if the content of the educational and cognitive activities of students is supplemented by a special organisation.

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METHODS OF THE SENSORY SPHERE RESEARCH IN YOUNG CHILDREN

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Sensory development, aimed at forming a full-fledged perception of the surrounding reality, serves as the basis for cognition of the world, the first stage of which is sensory experience. The success of mental, physical, and aesthetic education largely depends on the level of sensory development of children, i.e. how completely the child hears, sees, and feels the environment [1].

The child at each age stage turns out to be the most sensitive to certain influences. In this regard, each age stage becomes favorable for further neuropsychic development and comprehensive education of preschool children. The smaller the child is, the more important it is in his life sensory experience. At the stage of early childhood getting to know the properties of items plays a defining role. Professor N. M. Selivanov called early age “the Golden times” of sensory education [2].

Currently, there is a significant expansion of the field of research of Russian special pedagogy and psychology due to the increasing interest in the theoretical and applied aspects of education and training of children having severe intellectual disabilities. This is primarily due to the significant growth of children in this category in society and also undertaken attempts to educate and train them in family settings and special pre-school educational institutions [3].

The aim is to study the features of sensory sphere formation in young children with intellectual disability.

Material and methods. An experimental study of the sensory sphere in children with intellectual disability was conducted in the period from March to April 2019 in the SEI “Vitebsk Special Kindergarten No. 64”. The total number of participants was 13 people diagnosed with F-70 and f-84.0 according to ICD-10. The study involved pupils of the second Junior group of a special kindergarten.

Findings and their discussion. The study of the sensory sphere of young children was carried out in 4 stages. The first stage was aimed at studying the children's indicative activity on toy inspection. These tasks are an adapted version of the methodology for studying the perception of young children by G. A. Uruntayeva.

The second stage was aimed at studying the features of color perception in the process of subject activity and elementary construction.

The third stage was aimed at identifying knowledge of standards of basic geometric shapes as well as the features of actions to survey the spatial characteristics of objects in the process of performing object actions and elementary construction. And, finally, the fourth was aimed at identifying children's ideas about the size of objects in the process of performing object actions and actions with a didactic toy.

The study found that 30% of subjects only have visual color matching available, shapes or sizes of objects. Instructions are poorly understood, or they act before they are presented, this is often accompanied by inappropriate actions. The instructions should not only be repeated, but also clearly show the methods of action. When completing tasks, external attributes of items are not taken into account, however, children can complete imitation tasks. These are mostly children who are diagnosed with early childhood autism in addition to intellectual disability.

40% of the subjects not only visually correlate the features of objects, but can also distinguish it by word. Instructions are listened to the end, and often they need to be repeated or amplified with a demonstration. Tasks are performed on a model, but more often by imitation.

25% of children identify the necessary feature by the word, some are able to name it, although mistakenly. The instructions are understood correctly and sometimes need to be repeated. Tasks are performed according to a verbal instruction or a sample.

Only 5% of the subjects identify and in some cases independently name the required feature. A correct understanding of the instructions is characteristic, although sometimes it is necessary to repeat it. Tasks are performed according to verbal instructions, at the same time, children use "high" tests, rarely-the method of visual correlation.

Conclusion. Based on the results of this study, we can say that the majority of young children with intellectual disabilities have a low level of sensory development, which indicates the shortcomings of the perception process, lack of connections between all sensory connection analyzers, lethargy of thinking, etc. It can be concluded that the sensory development of children with intellectual disabilities has a number of characteristics that are due to both physiological and psychological characteristics of the child. Thus, the process of sensory education should be systematic and consistent, as well as adhere to General pedagogical principles. An important point in this activity is planning and monitoring the implementation of activities. A necessary step in the sensory sphere is the reflection. The teacher must instill in the child the ability to analyze their own actions independently. On the one hand, the child's sensory development is the basis of his mental development, and on the other hand, it is the basis for successful mastering of many types of activities.

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FORMATION OF CULTURE ELEMENTS OF FIRE-SAFE BEHAVIOR IN PERSONS WITH INTELLECTUAL DISABILITIES

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The culture of fire safety behavior is considered as a system of human actions based on the implementation of fire safety standards and rules, which reduces the likelihood of fire and threats to life, health and property in the conditions of fire-damaging factors [1]. Fatihova L. identified the following tasks of correctional and developmental work in the field of life safety: to expand knowledge about life-threatening situations; to develop the ability to predict and avoid life-threatening situations; form a cautious attitude to objects and phenomena that can cause harm to life and health; teach actions related to behavior in extreme situations; teach censure of behavior and actions that can lead to negative consequences; introduce the rules of behavior that protect from dangerous situations [2].

The purpose of the study is to analyze the formation features of a fire – safe behavior culture of people with intellectual disabilities of various age groups.

Material and methods. The experimental study was conducted from December 2019 to January 2020 in the State Educational Institution "Vitebsk Auxiliary school № 26" and the club for people with disabilities charitable society "Caritas". The total number of people involved in the study was 40 people with a diagnosis of F70 according to ICD-10. We used diagnostic tasks for the section "Fire safety" (test questions, diagnostic practical tasks).

Findings and their discussion. The participants were divided into two experimental groups: EG1 included 20 students in four grades of the first Department: 6 "A", 7 "A", 9 " A " and 10»A " classes, the age range of subjects - from 12 to 17 years, of which 6 girls and 14 boys; EG2 were adults with intellectual disabilities, the age range of subjects from 27 to 50 years, of which 11 women and 9 men.

Let's look at some positions of diagnostic tasks offered to the subjects. When choosing flammable liquids, only 15% of the EG1 subjects answered correctly, choosing "gasoline", "rubber glue"and" nail Polish". 80 % of students with intellectual disabilities gave partially correct answers (from 1 to 2 correct options out of 3). For example, Vlada P. chose only the option "gasoline", and explained " the varnish will not light up, it's the same varnish, it paints the nails." 5 % of EG1 respondents answered incorrectly and were unable to select flammable liquids even after the experimenter helped them.

EG2 participants, when choosing flammable liquids, showed the following results: 25% of the subjects answered correctly, choosing the options "gasoline", "rubber glue" and "nail Polish". 65 % of people with intellectual disabilities answered partially correctly (from 1 to 2 correct options out of 3). 10 % of the subjects in this experimental group did not give the correct answer to the question. These results demonstrate that the majority of subjects in both experimental groups are not aware of the potential fire hazard of liquids common in everyday life. It should be borne in mind that if these individuals have enough organic access to gasoline, they regularly use rubber glue and nail Polish, including on their own.

Answering the question "phone Number to call if a fire started?" 30 % of the EG1 subjects gave the correct answer by choosing the option " 101 " and "112", 50% of secondary school students gave a partially correct answer by choosing the option"101". The remaining 15 % of EG1 respondents gave an incorrect answer.

EG2 subjects answered this question correctly 50 % of the time. 25 % of the participants in this experimental group answered partially correctly, choosing the option "101". 25% of people with intellectual disabilities answered incorrectly, choosing the option" 104", and the subjects Svetlana A. and Sergey N. answered that they would call their mother.

Choosing a place where it is safe to dry clothes, 70% of EG1 subjects chose the correct option- "on the balcony", 30 % of respondents preferred the wrong option - "next to the gas stove", neglecting safety in order to speed up the drying process. For example, a student of the 6th grade of the auxiliary school Ira B. explained that " next to the gas stove, you can dry your clothes, it will dry faster." Similar responses demonstrate not only that students with intellectual disabilities are not aware of the rules for safe drying of Laundry, but also that there are cases of such unsafe drying in their life experience.

The EG2 subjects answered correctly in 90 % of cases. Eugene B. explained his correct answer with an example from personal life experience: "when my grandmother was drying over the gas, sometimes the jacket caught fire." Alexey P. gave the following explanation: "when dry and if gas, it will light up and start a fire." However, 10 % of the respondents in this experimental group could not correctly answer the question and give explanations even after the experimenter helped them.

When choosing the formulated fire safety rules from the proposed ones, the EG1 subjects made the right choice in 50 % of cases, choosing the options: "you can not leave electrical appliances unattended", "you can not light a fire using kerosene". 50 % of students with intellectual disabilities answered incorrectly, choosing the correct option in their opinion: "if your shoes are wet, dry them at the stove." So, Kirill L., a student of the 6th grade, explained his answer: "at home, they always dry their sandals at the stove."

Answering this test question, EG2 participants answered correctly in 55 % of cases. 10 % of people with intellectual disabilities chose only one correct answer: "you can't leave electrical appliances running unattended." A large number of subjects (35% of cases) gave the wrong answer, choosing the same answer as the respondents in EG1: "if your shoes are wet, dry them at the stove."

For example, Sergey N. explained that " in winter, you can dry your summer shoes." As you can see, in the life experience of people with intellectual disabilities, there are negative cases of violations of fire safety rules, and the lack of quality knowledge in this area leads to the perception of such situations as acceptable and safe.

When choosing items that can be filled with water in case of fire, only 20% of EG1 subjects gave the correct answer - "chair", 80% of students with intellectual disabilities answered incorrectly, and most of them chose the option - "oil in a frying pan". For example, class 6 student Vlada P. explained her answer: "the chair will light up even more, and there are all sorts of wires in the iron and TV."

EG2 respondents, choosing items that can be filled with water in case of fire, answered correctly only in 15 % of cases. 85 % of people with intellectual disabilities gave incorrect answers, more often choosing, like the EG1 respondents, the option - "butter in a frying pan".

Conclusion. In the course of the study, the following formation features of a fire-safe behavior culture in persons with intellectual disabilities were identified: ignorance of the potential fire hazard of household liquids; the presence in life experience of fire-dangerous behavior perceived as the norm; ignorance of the rules for extinguishing domestic fires. It should be noted that after completing training in an auxiliary school after several years, the level of functional literacy in the field of fire safety decreases due to the termination of the regular educational process.

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BELARUSIAN FOLKLORE AS A COMPONENT OF JUNIOR SCHOOLCHLDREN’S MUSICAL CULTURE FORMATION

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Belarusian folk art is an invaluable national treasure. Songs, dances, epics, fairy tales, legends, traditions, ceremonies constitute a huge layer of the spiritual culture of Belarusians, which has been formed by the collective efforts of many generations over many centuries [1, p.12].

Children's musical song folklore is a special area of folk art. The main type of musical activity of junior schoolchildren is singing. Respectively, the study and performance of Belarusian folk songs is relevant for the formation of schoolchildren’s musical culture. The works of M.B. Gorbunova, N.N. Grishanovich, E.G. Gulyaeva, T.P. Queen, etc. introduce students to Belarusian song culture in extracurricular activities and are considered in the studies of O.M. Alekhnovich, Yu.S. Sused-Vilichinskaya, I.I. Suchkova and others. Nevertheless, the forms of extracurricular work are quite diverse and are constantly being updated.

Therefore, the aim of the study is to analyze the knowledge of Belarusian song folklore by junior schoolchildren.

Material and methods. The methodological basis of the study is the works of G.A. Bartashevich, A.P. Orlova, N.N. Grishanovich. The research was carried out on the basis of the State Educational Institution "Gymnasium No. 2 of Orsha". Methods of questioning, systematization, generalization, mathematical data processing were used.

Findings and their discussion. The musical material offered for study in primary school is diverse and interesting. The first acquaintance of junior schoolchildren with folklore begins with short forms: ditties, nursery rhymes, jokes, rhymes, sentences, tongue twisters, comic and lullaby songs. In music lessons in the third and fourth grades students get acquainted with folk songs, dances and calendar and ritual holidays.

During the period of psychological and pedagogical practice pupils of the fourth (4 "A", "B") and third grades (3 "A", "B") of the State Educational Institution "Gymnasium No. 2 of Orsha" were offered the developed questionnaire "Belarusian folklore in my life ". The total number of respondents was 70: 30 third grade students and 34 fourth grade students, as well as 6 teachers.

Let’s consider some of the results of an anonymous survey. Answering the question "What folk songs do you know?" 70% of respondents named songs from the repertoire that they performed in music lessons. To the question "Where have you heard the works of Belarusian song folklore besides music lessons?" 65% of respondents answered that they had listened to Belarusian folk songs performed by Belarusian artists on TV or at concerts, and 15% of respondents had been introduced to folk songs by listening to their grandmother’s performance.

When asked to name Belarusian performers and groups working in this field, 63% of the survey participants mentioned the folk music ensemble "Byaseda", V. Mulyavin and the vocal-instrumental ensemble "Pesnyary", "Belarusian Pesnyary", A. Yarmolenko and the vocal-instrumental ensemble "Syabry", I. Afanasyev, Alesya, A. Agurbash, Belarusian song ensemble "Kupalinka" and "Cernitsa".

The results of the questionnaire allow us to state that 37% of the students do not know Belarusian folk songs well enough. Therefore, a number of musical evenings were organized where children's folklore works were performed. We have combined these events into the creative project "I Love You, Belarus!" Children learned Belarusian folk songs, Belarusian dances, teasers, folk games;

took an active part in ceremonial and festive performances; played in the college folk orchestra as part of a noise percussion group.

In the process of preparation and carrying out extracurricular activities, songs, music and dances from the repertoire of the Kupalinka ensemble were used. This group performs Belarusian folk music from all regions of Belarus, and its author's processing favorably emphasizes the beauty of folk art. Moreover, video fragments of concerts by the ensemble "Byaseda", "Kupalinka" and "Tsernitsa" were used where soloists performed in luxurious national costumes to the accompaniment of traditional Belarusian instruments, turning simple songs into a colorful show.

It was notable that students and teachers gladly took an active part in extracurricular activities as listeners and performers (51%).

Comparative results at the beginning and at the end of the study showed that there was a positive trend in the upbringing and formation of a listening and performing culture of primary school children.

Conclusion. Taking into account the foregoing research data it can be concluded that the volume of the Belarusian folk song repertoire of junior schoolchildren included in the curriculum can be expanded by carrying out extracurricular activities within the framework of project activities. It will be the next stage in the study of the ways of forming junior schoolchildren’s musical culture.

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FEATURES OF LEGAL LITERACY IN HIGH SCHOOL STUDENTS WITH INTELLECTUAL DISABILITIES

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Today, science has accumulated significant material that creates a theoretical basis for studying the process of legal education of students. Thus, the socio-pedagogical problem of the legal culture formation is analyzed in the works of T. V. Bolotina, G. P. Davydov, I. F. Ryabko and others; the implementation of legal education and upbringing in educational practice was considered in the research of V. V. Golovchenko, F. S. Makhov, G. M. Minkovsky, V. G. Podzolkov, N. V. Nazarov and others [1].

B. P. Puzanov, O. A. Glukhova, S. N. Falko and others were engaged in research on the formation of legal knowledge in students with intellectual disabilities.

The term "legal literacy" is considered by Murashko L. O. as a set of knowledge of rights and obligations, skills and abilities to be guided by knowledge data in a specific life situation [2].

Today, students with intellectual disabilities after finishing secondary school should be socially enlightened and protected from various temptations in the field of law violations, have social experience in making independent decisions, choosing behavior, profession, partners, values, ideals, etc. Therefore, it is very important to form these social competencies at school.

The goal is to study the level of legal knowledge in the field of labor law among students of the first Department of an auxiliary school.

Material and methods. An experimental study of the formation features of legal literacy in the field of labor law among students with intellectual disabilities was conducted in October 2020 in the State Educational Institution "Vitebsk Auxiliary School № 26». The total number of people involved in the study was 20 people with a diagnosis of F70 according to ICD-10. The study involved high school students of the first department of the auxiliary school. The age range of the subjects is from 14 to 17 years.

The diagnostic material offered to the test subjects included two blocks: an oral survey aimed at identifying knowledge in the field of labor law and practical tasks to study the skills to work with legal documents (in the field of labor law).

Findings and their discussion. Analysis of the first block of diagnostic material showed a lack of knowledge in the field of labor law. When answering the question: "What document is concluded between an employee and an employer when applying for a job?" - 80 % of the subjects could not give the correct answer, even after leading questions; 20 % of the participants in the experimental study answered this question with the help of an experimenter. The data obtained indicate that after graduation, not all students will have an idea about the conclusion of an employment contract.

It should be noted that students of the first Department of the auxiliary school are aware that any document must be read before signing. This can be seen when analyzing the answers to the question: "at work, you are given an employment contract. Should you read it? Why?" 100 % of the subjects correctly answered that it should be read, 80 % of students with intellectual disabilities were able to explain why this is necessary.

100% of the subjects answered questions related to their work experience and work record incorrectly. None of the participants in the experiment have any idea what it is and what it is for, although these ideas are very important for employment.

100 % of the subjects have a clear idea that the employer is obliged to pay monthly wages. So, when answering the question "do you have to pay your salary every month?" everyone answered correctly. But to the question " are you Required to pay for sick leave (if you were ill and did not go to work)?", only 70% of the subjects answer "required", 30 % - found it difficult to answer.

The first task of the practical diagnostic block offered to determine the quality of formation of students ' ability to fill in passport data: their last name, first name, patronymic, passport number and series, personal identification number, which were on the proposed photo. Only 20% of the subjects completed this task successfully, and they were able to accurately record the necessary data in the appropriate columns. In 60% of cases there have been mistakes in the records the letters in your personal room as an example of these mistakes is writing lowercase uppercase uppercase instead of lowercase. 20% of the subjects had errors when rewriting not only letters, but also numbers. An example of this type of error is omitting a digit, writing an extra one, or replacing it. 10 % of students with intellectual disabilities did not differentiate the passport number and series.

The next task involved filling out a sample job application. Only 10 % of the subjects completed this diagnostic task correctly. A typical mistake was the lack of correct grammatical connection of words in sentences. For example, in the sample application it was stated: "Please accept me, Vladimir Sergeevich Ivanov, for the position of Shoe collector", that is, it was supposed to coordinate the surname, first name and patronymic in the genitive case. In 60% of cases, the subjects used the nominative case in this sentence, and in 10 % of cases-the dative case. Cases of using even the instrumental case were identified (5 %). 20 % of the participants in the experiment in this sentence wrote the last name in the genitive case, and the first name and patronymic in the nominative case. A fairly typical feature is the use of printed quotation marks by subjects (as in the sample) when rewriting the application text in capital letters.

60 % of the subjects made spelling and punctuation errors even when filling out the application from the sample. 10 % of the respondents could not put their own signature at the end of the application.

It was noticed that the subjects did not understand how the date of the application differs from the date of the person's employment. So, in 65 % of cases, the date of hiring a person was specified earlier (21.09.2020) than the date of drawing up the application (09.10.2020). For 30 % of secondary school students, the date was the same everywhere. As you can see, these subjects do not understand that the application is made first, and then the person takes up his position.

It should be noted that the quality and legibility of handwriting in 50% of the subjects is low, which can make it difficult to read their written statements and other documents.

Conclusion. Thus, we can say that the legal knowledge and skills of high school students with intellectual disabilities in the field of labor law are formed at an insufficient level. Typical mistakes when filling in standard data and documents for employment are difficulties in differentiating the passport number and series, incorrect use of case forms of words, spelling and punctuation errors, incorrect writing off of numbers and letters, misunderstanding of the difference between the date of application and the date of employment. Therefore, a special organization of classes on the formation of basic knowledge and skills in the field of labor law is required in order to form the social competencies of graduates of auxiliary schools.

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DEVELOPING THE UNDERSTANDING OF EMOTIONS BY SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES IN READING LESSONS

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P. K. Anokhin, L. S. Vygotsky, A. N. Leontiev, A. R. Luria, A. E. Olshannikova and others studied the features of the emotional sphere of schoolchildren with special educational needs. Emotions of students with intellectual disabilities are characterized by primitiveness, lack of differentiation, low expressiveness, and monotony [1]. In children with this category, there is a delay in the manifestation of a differentiated emotional response, an inadequate emotional response to the environment [2].

An important role in the development of emotional intelligence is played by means of socio-cultural activities, including transformative, cognitive, value-oriented, communicative and artistic activities. The main means of social and cultural activities include: live speech, television, print, visual and technical media, art and sports, literature and Amateur art. Literature plays an important role in the development of feelings and emotions, as well as familiarization with works of fine art, watching animated films, visiting theaters, as well as theatrical activities [3].

The purpose of the study is to experimentally test the possibilities of developing the emotional sphere of younger schoolchildren with intellectual disabilities in reading lessons by means of socio-cultural activities.

Material and methods. The content testing of the correctional component of reading lessons was conducted from January to May 2020 on the basis of the State Educational Institution "Vitebsk Auxiliary School № 26». The formative stage of the experimental work involved 40 primary school children with intellectual disabilities, who were divided into two groups: experimental (EG) and control (KG). The experimental group consisted of 20 primary school students of the first department, with whom literary reading lessons were conducted using techniques and means of socio – cultural activities for the development of emotional intelligence. The total number of lessons is 18. In KG (20 primary school children with mild intellectual disability), traditional reading lessons were held. As methods of research, the final diagnosis of the development level of emotional intelligence was used: the method of Zabramnaja S. D., Borovik O. V., methodology of Fedukova L. B.

Findings and their discussion. Based on the results of the study at the final diagnostic stage of the forming experiment, the following results were obtained.

The study of the understanding of emotional States of characters by external facial expressions by the EG subjects showed that 85 % of students correctly identified and named the emotion "joy", 95 % - the emotion" sadness", 75 % — the emotion" fear", 80% - the emotion"anger".

The study of the understanding of emotional States of characters within a certain diagnostic situation by the EG subjects showed that 100 % of the students in this group correctly identified and named the emotion "joy", 70% - "fear", 95 % - the emotion "sadness", 90 % - the emotion "anger", in 65% of cases - "surprise". It should be noted that emotions were more understandable for younger students with intellectual disabilities: "sadness", "joy", "anger" compared to" surprise "and"fear". So, the subject Varya sh., performing the method of L. B. Fesyukova, when presented with a picture where the character is upset because the grandmother is leaving, said that the girl feels sad and explained it as follows: "She's crying, she doesn't want to break up." When showed a picture where the girl is surprised, she said that the character is surprised and explained: "The girl saw an elephant." This example shows that the subject correctly defines an emotion within an emotionally colored situation, understands what the character feels, names a variant of the cause of emotions, but cannot explain what signs she identified this or that emotion.

EG students experienced minor difficulties in understanding emotional States, both by character facial expressions and within a certain diagnostic situation, which indicates the effectiveness of using socio-cultural activities in reading lessons aimed at developing students ' emotional intelligence.

The study of the understanding of emotional States by external facial expressions of the character by students of the CG showed that 65 % of the subjects in this group correctly identified and named the emotion "joy", 75 % - the emotion" sadness", and in 45% of cases - the emotion" fear "and"anger". Diagnosis the understanding of emotional States within the emotional situation of the subjects of KG showed that 60 % of students in this group correctly identified the emotion "joy", 75% of the emotion "sorrow", in 55 % of cases the emotion of "anger" and "fear", 45 % - the emotion of "surprise". As can be seen, the majority of the CG respondents experience significant difficulties in determining emotional States, both from the character's facial expressions and within the framework of a diagnostic emotionally colored situation. It should be noted that the subjects of this group slightly better identified emotional States by the external manifestations of the character's facial expressions than within a certain emotionally colored diagnostic situation.

Statistical processing of the obtained data was performed using the Wilcoxon T-test. The formulated statistical hypothesis was confirmed: the intensity of shifts in the direction of increasing indicators of the level of development of emotional intelligence of EG students exceeds the intensity of shifts in the direction of their decrease, since temp ≤ TCR (temp=4, TCR=5, with $p \leq 0.01$)

Conclusion. Thus, the pilot study showed that students in KG had no significant changes in the definition of emotional states as external manifestations of the expressions of the character, and within the emotionally charged diagnostic of the situation, unlike the subjects of the EG. The data show that using various techniques and means of social and cultural activities during literary reading lessons contributes to developing emotional intelligence and enrichment of emotional experience in pupils of auxiliary schools. The reading lessons included theatrical games, exercises, etudes and other methods of socio-cultural activities aimed at developing the ability to connect emotions with a specific situation, forming an emotional attitude to reality, to people, developing the ability to distinguish emotions from illustrations, and developing the ability to determine the causes of emotional states. The process of reading itself also contributed to the emotional development and enrichment of the emotional experience of younger schoolchildren with intellectual disabilities, through the development of an emotional and personal attitude to the works described by the characters and their actions.

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FORMATION OF THE MOTIVATIONAL AND VALUE COMPONENT OF STUDENTS' READINESS TO VOLUNTEER ACTIVITIES

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The orientation of the modern educational paradigm to the competence approach actualizes the search for reserves of the educational process in the system of higher professional education due to the heterogeneous characteristics of students in terms of professional self-determination, personal readiness and motivation for learning.

Currently, the most relevant research is the integration of educational, professional and extracurricular activities of students that contribute to the development of professional competence as a system of scientific and theoretical knowledge, operational and technological skills, and motivational and value characteristics of a specialist necessary for the organization of the upcoming professional activity [1]. In pedagogy and psychology, in the domestic and world practice of pedagogical and social education, the advantages of activity-based and contextual approaches are revealed by the potential of students ' volunteer activities [2].

The purpose of the work is to study the formation features of the motivational and value component of readiness for volunteer activity in future teachers.

Material and methods. A targeted study was conducted from April to June 2020 on the basis of the educational institution "VSU named after P. M. Masherov", the institute for advanced training and retraining personnel of VSU. The total number of people involved in the study was 90 2nd – 4th year students and 40 course participants of IAT and RP. 35 students of the "Oligophrenopedagogics" specialization and 30 students of the "Speech Therapy" specialization made up the first experimental group (EG1), the remaining students of teaching specializations made up the second experimental group (EG2). The following methods of experimental study were used: the questionnaire "Motives for providing voluntary assistance", the questionnaire " Motivation for participation in voluntary activities».

Findings and their discussion. After analyzing the results of the survey, we found that 55, 4% of EG1 respondents and 48% of future EG2 teachers always have a desire to help others as a motive for volunteering, 43.1% of EG1 respondents and 49% of EG2 respondents - sometimes, and only 1.5% of EG1 students and 3% of EG2 respondents - never. 67.6% of EG1 respondents and 77.8% of EG2 respondents believe that volunteering helps in career development. Indeed, volunteering is not only about helping others, but also about gaining invaluable experience in interacting with various social groups. 95.4% of EG1 respondents and 89.2% of EG2 respondents receive satisfaction from volunteer activities, while 4.6% of EG1 students and 10.8% of future EG2 teachers do not experience it.

We found that religious motivations are very rare: for 9.2% (EG1) and 15.4% (EG2), this is always significant, for 26.2% (EG1) and 33.8% (EG2) - sometimes, and for 64.6% (EG1) and 50.8% (EG2) - never.

32.3% of EG1 respondents and 29.2% of EG2 respondents are engaged or want to engage in volunteer activities in order to meet other people (communication motive), 53.8% of future EG1 defectologists and 50.8% of EG2 students - sometimes they would do so, and 13.8% of EG1 participants and 20% of EG2 subjects do not consider this motive to be the main one and are not guided by it. The choice of this motive by the majority of respondents indicates that it is important for the subjects to satisfy their need to communicate with other people. 60% of EG1 respondents and 61.5% of EG2 respondents believe that volunteering is always an opportunity to learn something new (practice-oriented activities), 35.4% of EG1 participants and 26.2% of EG2 students partially agree with them, but 4.6% of EG1 respondents and 12.3% of future EG2 teachers do not indicate the acquisition of new skills as a motive for participating in volunteer activities.

For 15.6% (EG1) and 17.5% (EG2) of respondents, "volunteering" is a desire to show care to those who need it, as well as to acquire new knowledge and experience, for 12% (EG1) and 13.3% (EG2) it is an opportunity to show active mercy and compassion towards people in need of gratuitous assistance, for 10.7% (EG1) and 3.2% (EG2) it is an understanding of involvement in a significant cause of the profession of a teacher – defectologist, 10.1% (EG1) and 11.4% (EG2) consider volunteering as an opportunity to find like - minded people, friends who have common interests. For other students (8.3% - EG1 and 7.9% - EG2) – this is a good opportunity to implement their own ideas, 7.4% (EG1) and 4.1% (EG2) voted that volunteering is an opportunity for professional development and professional self – realization through the implementation of life and professional experience. 7.1% (EG1) and 7.6% (EG2) feel the need to participate in volunteer activities as a sense of duty, for 6.4% (EG1) and 8.9% (EG2) - this is an opportunity to display a personal position through participation in volunteer activities, another 4% (EG1) and 4.1% (EG2) of respondents consider volunteering as an opportunity to gain respect and recognition, and 2.8% (EG1) and 6.3% (EG2) of respondents feel the need, thus, for self-expression.

Conclusion. Thus, the motives for students ' participation in volunteer activities can be very diverse, and their presence indicates a desire to participate in volunteer activities. The data obtained in the course of the study indicate the possibility of organizing volunteer activities and preparing students of teaching specializations for it in order to increase their professional competence.

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IDENTIFYING THE LEVEL OF MEMORY DEVELOPMENT IN PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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Memory as a form of mental reflection of reality occupies a special place among mental cognitive processes. Many researchers describe memory as a «cross-cutting» process that provides continuity of mental processes and explains all cognitive processes as a whole [1].

Memory is the basis of human abilities, is a condition for learning, acquiring knowledge, forming skills, successfully adapting to a constantly changing reality, and functioning normally in society. It is proved that the productivity of educational activities depends on the characteristics of memory.

In the educational process, memory as a mental cognitive process plays an important role, since the qualitative characteristics of memory provide not only learning opportunities, but also serve as a necessary condition for the unity of a person's mental life, the unity of his personality [3].

In special psychology, the problem of studying the memory of people with intellectual disabilities is devoted to many works that discussed the functioning of memory and the mechanisms of its violation, studied the completeness, accuracy of voluntary and involuntary memorization, the dependence of memorization on the task, the nature of the material, on individual characteristics (S. D. Zabramnaya, M. S. Pevsner, V. G. Petrova, S. Ya. Rubinstein, E. S. Strebeleva, Zh. I. Schiff, etc.). The conducted research revealed the common with the norm, as well as specific features of the formation and course of mnemonic processes in the studied preschool children with intellectual disabilities [2]. However, researchers rarely turned to the methods of developing the memory of the studied preschool children with intellectual disabilities, despite the fact that the directions and content of psychocorrectional work, improving the effectiveness of teaching continue to be one of the central in the theory and practice of special education.

Thus, the urgency of the problem is due to its importance in social and practical aspects, as well as insufficient development in the scientific, theoretical and methodological terms.

The aim of the research is to study and systematize the methods and techniques of memory development in preschool children with intellectual disabilities.

Material and methods. Experimental research was conducted in April 2020 on the basis of the State Educational Institution «Special Kindergarten No. 1 of Vitebsk». The total number of persons involved in the study was 15 people diagnosed with F70 and F-84.0 according to ICD -10. The age range of subjects-from 5 to 7 years. During the research, the following diagnostics were used: «Memorizing 10 words» (according to A. R. Luria), «Pictograms».

Findings and their discussion. The study of the memory capabilities of preschool age with intellectual disabilities took place in 2 stages: at the first stage, the «Memorizing 10 Words» technique was used, aimed at studying the assessment of the development of auditory memory, at the second stage, the classic «Pictograms» technique was used, aimed at identifying the level of development of mediated memorization, namely, the study of the ability to use auxiliary means for memorization and recall.

The study revealed that the studied preschool children with intellectual disabilities have specific features of auditory memory and mediated memorization. Most of the children in the experimental study showed average or below average levels.

Mathematical processing of the results obtained during the first stage showed that 27% of children (4 people) have an average level of development of auditory memory. They named 5 words out of 10 provided. 60% of children (9 people) showed a lower-than-average level. They were able to name 3-4 words out of 10 provided. 13% of children (2 people) showed a low level of auditory memory development.

When reproducing the list of read, the following can be noted: after the first reading, 86% of the subjects (13 people) were able to reproduce from 4 to 6 words, which indicates that most of the subjects have short-term memory at a relatively average level. However, after the second reading, you can notice a decrease in the number of words remembered. For some children, the number of words on the second playback remained the same. During the third and fourth playback, the number of words remained almost unchanged. On the fifth test, all subjects showed a decrease in the rate of reproduction and the number of correctly named words. This is due to a decrease in the concentration of the subjects due to fatigue.

Children who showed a level below average reproduced the same words.

Qualitative interpretation of the data obtained made it possible to determine the characteristic specific features of auditory memory in preschool children with intellectual disabilities: the state of auditory memory of the studied children is average or below average. In 6 tests, 50% of children could not reproduce most of the words. With deferred playback, there are cases of distortion of words, as well as semantic substitutions. The subjects have a low level of memory development, namely the processes of storing and reproducing information. The auditory memory of the studied children is characterized by features in the quantitative lag and qualitative originality, limited volume of memorized material, and the superficial nature of memorization.

Mathematical processing of the results of the second stage showed that 14% of children (2 people) have an average level of development of mediated memorization. They named 5 of the words provided. 64% of children (9 people) showed a lower-than-average level. They were able to name 3-4 words out of 10 provided. 22% of children (3 people) showed a low level of indirect memory development.

Qualitative interpretation revealed that mediated memory is not readily available in the studied children, which is due to the fact that the mediated type of memory is the least formed in children with intellectual disability. It was noted that the subjects correlate the word set for memorization with the pictogram being drawn without taking into account the logical connection between them. It was also found that the subjects used drawings as a support for memorizing words. This is due to the fact that children of this category have a weak selectivity of memory – instead of the word that a certain pictogram was drawn to remember, children reproduce the name of the object depicted on it.

Conclusion. Based on the data obtained during the experimental study, it can be concluded that most preschool children have a small volume and rapid forgetting of what they remember; reduced productivity of memorization and its instability; low mental activity in the process of reproduction; insufficient cognitive activity and purposefulness during memorization and reproduction; poor ability to use rational memorization techniques; rapid forgetting of material and low speed of memorization.

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SPECIFICS OF VICTIMIZATION OF CHILDREN WITH INTELLECTUAL DISABILITIES

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In modern society, the problem of personal victimization is acute. Victimization is understood as the process of “transformation” of an individual into a victim under the influence of the surrounding social environment. The existing external and internal challenges impede the successful socialization of a large percentage of the country's population. One of the objective factors is a decrease in the population, as well as a change in its age composition. So, in 2015, the population of the Republic of Belarus was 9,489,616 people, in 2019 - 9,413,446 people.

It is well known that the category of victimized children includes:

- disabled people of all categories;

- orphans and children in the care of the state;
- children of refugees and migrants (to a country, region, locality);
- mestizos as representatives of other ethnic groups living in places of compact settlement of another ethnic group;
- children in a socially dangerous situation;
- children-alcoholics, drug addicts and substance abusers;
- children used as hired labor, etc. [4].

An indisputable fact is the change in the proportion of children with psychophysical developmental disabilities (hereinafter referred to as DPF). As of September 2015, the Republican databank of children with OPFR contained information about 144,459 children (1.52% of the total population of the country), of which 10,931 are disabled [3]. According to statistics for September 2019, the number of children with OPFD was already 166,186 people (1.77% of the total population), 13,234 of whom are persons with disabilities [1].

For the city of Vitebsk for 2019, the data bank contains information about 5712 children with OPFR. Of these, 435 children with disabilities (preschool age - 3105 children, school age - 2607 children.

Based on the comparative data of the National Statistical Committee of the Republic of Belarus (2015-2019) and the data of the Republican Bank on children with OPFR (2015-2019), one can notice a tendency towards an increase in the number of this category of children in the Republic of Belarus in relation to the total population, which allows us to talk about the sustainable victimization of part of the population of our country

According to G. Genting, persons diagnosed with "oligophrenia" are in seventh place in the list of the most victimized groups of people after representatives of national or racial minorities and before persons in a depressive state [2].

The high risk of victimization in intellectual disability is determined by a number of psychological characteristics of children and adolescents: lack of a critical attitude towards themselves and the situation, inability to understand the expediency of their actions and to foresee their consequences, weakness of cognitive activity and volitional regulation of behavior, etc.

The formation of victim behavior in adolescents with intellectual disabilities can be influenced by the characteristics of such spheres as cognitive, emotional-volitional and personal. So, they often exhibit aggressive behavior that is strongly associated with the victim (its reason is the immaturity of volitional acts). The regulator of actions and activities is momentary desires, the desire for immediate satisfaction of egoistic needs. A.S. Belkin noted that for a long time, elementary feelings dominate in persons with intellectual disabilities, which is associated with the weakness of intellectual regulation of feelings, which leads to the fact that higher spiritual feelings (conscience, sense of duty) are formed with delay and with great difficulty. , responsibility and the like).

Material and methods. The research was carried out on the basis of the State Educational Institution “Vitebsk Auxiliary School No. 26”. The total number of respondents was 20 middle school students of the first department at the age of 12-13, including 7 girls and 13 boys. The Rosenzweig frustration test (modified by N.V. Tarabrina) was used.

Findings and their discussion. The study showed that students with intellectual disabilities and students with intellectual disabilities in combination with epilepsy have aggressive reactions manifested in various forms: fear, dependence, self-aggression, and aggressive behavior. In most cases, pupils with intellectual disabilities in combination with epilepsy showed irritability, nervousness, unwillingness to complete a task when presented, and lack of control over their activities.

It was noticed that some frustrating situations, due to the intellectual defect of the subjects, are not perceived by them adequately: students do not understand the hidden meaning of events, they strive to describe the depicted situation.

At the same time, 36.7% were intropunitive reactions (subject Denis I. in a situation where his mother says: "You are an ill-bred child, you cut off my flowers!", Answers: "Yes, I am an ill-bred child"); 21.25% - impulsive reactions (subject Yegor K. in a situation where the boy says: "I am very sorry that I accidentally broke your house", answers: "It does not matter, we will build another house"). Extrapunitive reactions accounted for 35.8% of the total (subject Valeria T. in a situation where a girl says: “You broke my most beautiful doll!”, Answers: “And you broke mine!”). 6.25% are situations that defy interpretation due to the peculiarities of thinking of this category of children.

It should be noted that subjects with intellectual disability in combination with epilepsy understood the situations depicted worse and could not give a definite answer. The implementation of the technique was accompanied by "explosiveness", irritability, aggressiveness (for example, the subject Ilya K. in a situation where his mother says: "I gave the last piece to your brother," shouts: "You cannot give this to your brother!").

Conclusion. One of the most vulnerable groups in terms of victimization is the group of students with intellectual disabilities. The specific victimization of the personality of this category of students is characterized by deformation and disharmony of relations in society, reduced stability of the psyche, inadequacy of self-knowledge and perception of reality, fixed negative attitudes, infantilism, and impaired resistance to stress.

Devictimization has as its goal the restoration of personality boundaries: mastering the skills to differentiate oneself and the I of another person (to distinguish between thoughts, feelings, desires of one's own and those of others), choose ways of self-expression that do not allow manipulation or humiliation of others, make choices independently, determine the limits of personal responsibility (avoidance over-responsibility and infantilism), accept oneself, cooperate.

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KNOWLEDGE OF PRIMARY SCHOOL STUDENTS ABOUT A HEALTHY LIFESTYLE

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The Formation of children's knowledge about maintaining a healthy lifestyle (HLS) should begin with primary school age. Children must know that only a healthy person can live a full life. A healthy lifestyle includes such components as proper nutrition, daily routine, personal hygiene, exercise and cold training.

The results of many pedagogical studies are reduced to the fact that the organization of life of modern children in many ways does not correspond to the content of the so-called healthy lifestyle. Unfortunately, the number of such children is not decreasing, and solving the health problem of a growing generation is becoming an extremely important practical task in modern society [1].

Currently, there is a problem of including children in a healthy lifestyle. Statistics show that children are not actively leading a healthy lifestyle. From this, we form the research goal.

Purpose is to study the level of knowledge of primary school students about maintaining a healthy lifestyle.

Material and methods. The study was conducted on the basis of state institutions of general secondary education in Vitebsk. Information about the state of awareness of primary school students about the management of a healthy lifestyle was obtained using the questionnaire method. The questionnaire included 6 questions that could be used to calculate various indicators: knowledge of the rules for using personal hygiene products, awareness of the rules for organizing the diet, awareness of the rules of personal hygiene, awareness of the rules of first aid, as well as the General level of awareness about maintaining a healthy lifestyle. 82 students of grades 1-4 took part in the survey.

Findings and their discussion. As a result of the survey, it was revealed that only 36.6% of primary school students have a sufficient level of knowledge about healthy lifestyle, 31.7% of students have an insufficient level, 23.2% of children have a high level, and 8.5% of students have a low level of knowledge about healthy lifestyle. The total number of children with insufficient and low level of knowledge about healthy lifestyle is almost 40%. Conversations with teachers and children have shown that conducting theoretical classes with students on how to maintain a healthy lifestyle is not so common. Children do not get acquainted with materials on healthy lifestyle, there is no special literature for extracurricular reading and homework on the topics of maintaining a healthy lifestyle. Children rarely participate in physical education activities involving high school students. In many families, conversations between parents and children about FGM are not systematically conducted or do not exist at all.

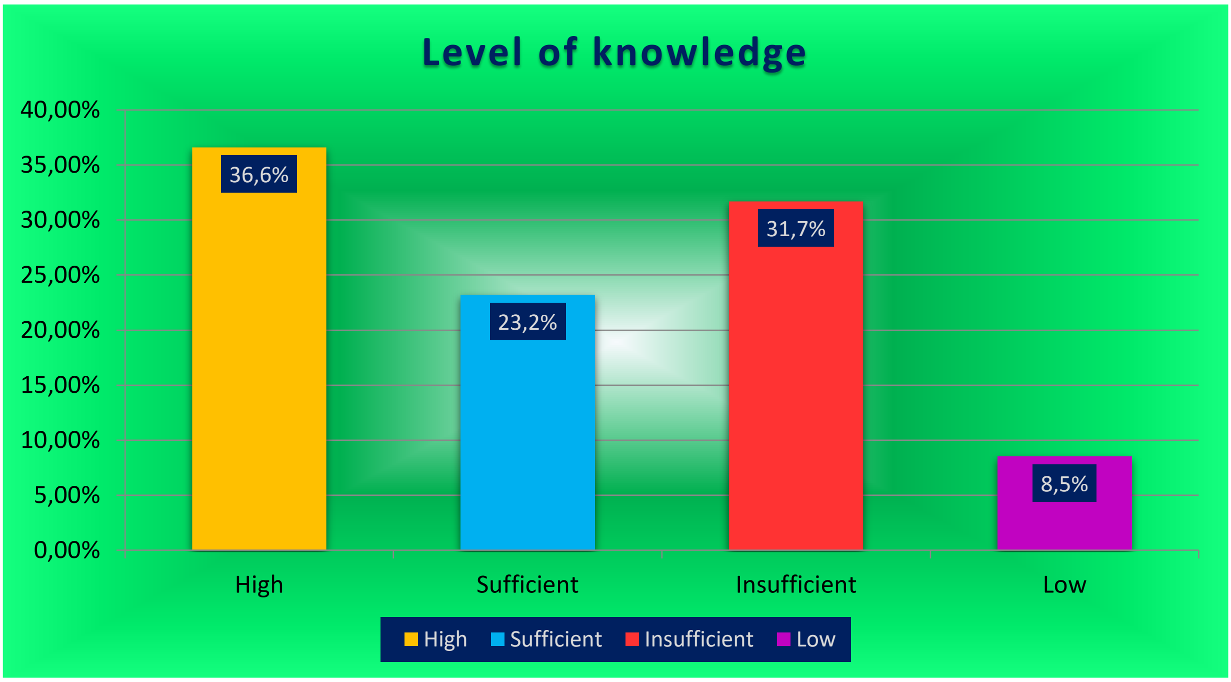

Figure 1. Number of primary school children with different levels of knowledge about a healthy lifestyle

Conclusion. The study showed that the problem of knowledge of primary school students about the management of a healthy lifestyle is relevant (the number of children with insufficient and low level of knowledge about healthy lifestyle is almost 40%). The solution to this problem is possible when children develop healthy lifestyle habits. Therefore, it is necessary that teachers and older students make every effort to create the interest of younger students in a healthy lifestyle. We should not forget about parents who play an equally important role in instilling children's knowledge about the management of a healthy lifestyle.

Thus, it is the family and the school that should take an active part in the physical education of children of primary school age.

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ACQUAINTANCE OF GORODOK'S SCHOOLCHILDREN WITH THE LITERARY HERITAGE OF G.L. SHAKULOV

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Fairy tales by G.L. Shakulov (11.10.1910 – 22.11.1987), a native of the village Pavlovichi, Vitebsk region, were widely known and in demand. In 1953 they were awarded for the best literary work for children at the competition organized by the Crimean branch of the USSR Writers' Union and the Crimean Regional Publishing House (third prize). The tales by G.L. Shakulov were also published in Simferopol (Birch Grove, 1954 and 1956; Hare Defenders, 1964), in Arkhangelsk («Alenushkin Kozlik», 1956; «In the Green Kingdom», 1959; Hare defenders», 1961), in Minsk («Poplar branch», 1959; «Ryabinka», 1973).

Nevertheless, Grigory Loginovich's work was forgotten until his daughter, N.G. Ilyina took up the issue of propaganda and popularization of the literary heritage. The literary work of G.L. Shakulov, Habilitated Doctor of Philology, Professor A.M. Lyubomudrov; Deputy Chairman of the Board of the Union of Writers of Russia N.N. Butenko; Russian writer and public figure I.I. Sabilo; PhD in History, Associate Professor T.P. Ivanova etc. Personal acquaintance with the candidate of pedagogics Y.S. Sused-Vilichinskaya, formerly the head of the exemplary folklore group «Zorachki» of the State Educational Institution « Vitebsk Gymnasium №1», and T.V. Kirpichenko, the head of the children's amateur theatrical circle «Pramenchyk» of the State Institution of Culture «Vitebsk Regional Center of Culture and Creativity», was the reason for the stage realization of the fairy tales by G.L. Shakulov.

Every year in Vitebsk, events dedicated to the work of G.L. Shakulov are held. For example, there was an exhibition «The Roads of a Good Storyteller» on the occasion of his 100th anniversary in the Vitebsk Regional Museum of Local Lore. On the 101st anniversary of the birth of Grigory Loginovich, a memorial plaque was installed on the wall of the house where he lived with his family. In 2015 N.G. Ilyina, together with her son Alexei, took part in the preparation and implementation of the theatrical and ecological project «The Fabulous Green Kingdom» on the basis of the Vitebsk District House of Culture in Novka, Vitebsk District [1]. Considering G.L. Shakulov's tales in the context of the patriotic, spiritual, moral and environmental education of the younger generation, the promotion of his work in the Gorodok district is quite relevant.

The aim of the study is to develop a social and pedagogical project «Shakulov on Gorodokshchina».

Material and methods. The methodological basis of the study is the work of domestic and foreign scientists on pedagogical design (I.A. Kolesnikova, N.A. Masyukova). The study was carried out on the basis of the State Institution of Culture «Gorodok Central District Library» and the «Center for Traditional Culture and Folk Art of the Gorodok District Veremeyevsky SDK» (children's theater of miniatures «Logline»), as well as the State Educational Institution «Children's Art School of Gorodok» (exemplary children's theater «Forum»). Methods of analysis, comparison, practical methods were used.

Findings and their discussion. Project activity requires from its participant the ability to identify and solve unique problems. This assumes the ability to structure the constituent elements, predict the results of activities with a focus on subjects, update past experience to gain new knowledge, use previously learned ways of acting in new conditions, and distinguish between tasks and problems [2, p.12].

Analyzing the celebration of the 110th anniversary of G.L. Shakulov at the State Institution «Vitebsk Regional Library named after V.I. Lenin» (coordinator – head of the children's literature department Y.P. Dolganova), the following areas can be noted: video information, creative performances and scientific discussion. Speeches of the Deputy Director for Science of the Vitebsk Regional Museum of Local Lore V.A. Shishkova; Associate Professor of the Department of Law and Social and Humanitarian Disciplines of the Vitebsk Branch of the International University «MITSO», Candidate of Historical Sciences T.P. Ivanova; the chief curator of the funds of the State Archives of the Vitebsk region K.G. Karpekin, helped those present to understand the significance of G.L. Shakulov at the present stage. Students of the State Educational Institution «Novkinskaya Secondary School of the Vitebsk District» read the poems of G.L. Shakulov and showed a dramatization of the fairy tales «The Snow Woman and the Hare» and «The Forest Sick». This event was covered in the press (newspapers «Vit'bichi», «Vitebskie Vesti» and «Zhytsyo Prydzvinnya»), as well as in the news feed of the Vitebsk regional television.

The design and implementation of the social and pedagogical project «Shakulov in the Gorodokshchyna» was carried out on the basis of the State Institution of Culture «Gorodok Central District Library» (coordinated by the teacher-organizer of the State Educational Institution «Gorodok District Center for Children and Youth» S.N. Orlova). Without analyzing the organizational, informational, constructive-activity and analytical stages of the project, we will consider the main results of the practical stage.

Opening remarks by the director of the State Institution of Culture «Gorodok Central District Library» A.V. Abramova introduced the audience to the biography and work of Grigory Loginovich. And the performance of the

Artistic Director of the Logline theater group S.N. Orlova preceded the staging of the fairy tale by G.L. Shakulov «How a bee was looking for a linden». This tale was translated into Belarusian and accompanied by Belarusian folk songs of the Gorodok region: the round dance «Kupalinka», recorded in 1997 in the village of Verechye; songs «A na dvore smerkaetstsa» and «A spasiba tamu», recorded in 1998 in the village of Vyshadki and Maskalenyaty by T.B. Varfolomeeva [3, p.182-366]. And the deputy director of the State Institution of Culture «Center for Traditional Culture and Folk Art of the Gorodok District» L.P. Rezkina kindly provided the lullaby «Idzi katok u lauku», recorded in 2016 in the village of Verechye.

The exemplary team «Forum» (artistic director A.V. Bezginov) presented the fairy tale. The participants of this performance are students of 5-6 grades of the State Educational Institution « Gorodok Secondary school №1» and « Gorodok Secondary school №2». Pupils of the 2nd grade of the State Educational Institution «Gorodok Secondary school №2» Grigory E. and Valeria I. read the poems «Buckets» and «Kalambur-malinka».

Conclusion. The reflexive-evaluative stage of the social-pedagogical project «Shakulov on the Gorodokshchina» showed that the literary heritage of G.L. Shakulov is of undoubted interest for the younger generation, teachers, leaders of amateur art groups, for the general public. His works teach to love the motherland, honor parents, protect nature, be kind, help the weak, teach the most important science – to distinguish good from evil, which is, of course, a priority for upbringing children on the value ideals of their society, country, state.

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THE INFLUENCE OF CHILDREN'S LITERATURE ON THE DEVELOPMENT OF A CHILD

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Relevance of the article: fairy tales are critical to the development of children's imagination. They demonstrate worldly truths about people and the world around them. Fairy tales acquaint the child with the meaning of existence, show him the possible goals, teach the correct behavior and, moreover, acquaint children with moral norms that are encouraged by society.

The purpose of this article is to analyze the theory of Eric Berne and search for real cases of the influence of fairy tales on children.

Materials and methods. The main method is theoretical analysis of research data. We will rely on materials from Eric Berne's book "People Playing Games" [1], as well as empirical and theoretical research by scientists and my own analysis of the data.

Findings and their discussion. Let us turn to the theory: Eric Berne in his book "People playing games" paid great attention to fairy tales - and above all their influence on the "life scenario" of a person. The American psychiatrist was right that fairy tales are an important element of the script (in our opinion, first of all, they form the "social unconscious", and then personal scripts). He came to the conclusion that the fate of any person is programmed in preschool age. In fact, children begin to discern reality versus fiction by the age of four [2, p.85-86].

We think a good preschool teacher can even foresee what kind of life a child awaits, whether he will be happy or unhappy, whether he will become a winner or a loser, based on already established ideas about life or by asking: what kind of tale the child likes or with what character does he identify himself?

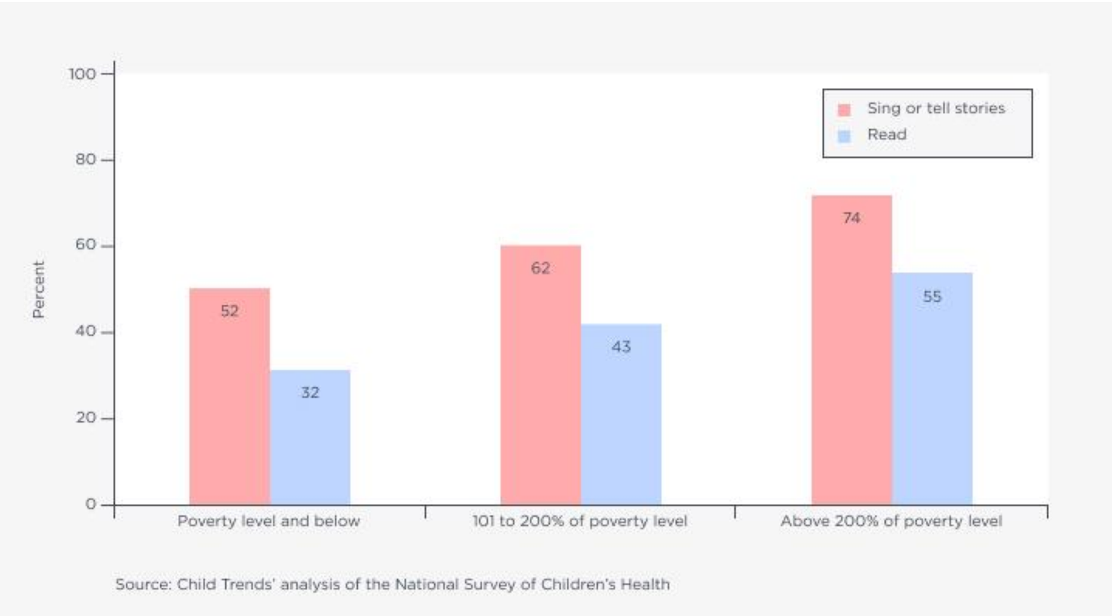
So, the famous psychologist introduced the concept of "script". Berne's script is a subconscious life plan that is formed in early childhood, mainly under the influence of parents. The child will hear a story about someone "like himself" sooner or later. It could be a story told to him by his mother or father, a story told by his grandparents, or a story about a boy or girl heard on the street. Wherever the child hears this story, it will make such a strong impression on him that he will immediately understand and say: "It's me!" The story heard can become a script for the child, which he will try to translate into reality throughout his life.

Based on the teachings of a famous psychologist, we can assume that there are several roles in each work: a hero (one to whom one should be equal) and a scoundrel (the opposite definition, but in some cases a child can find an excuse for this character and the wrong example for life). It should be noted that the child independently chooses his position, shaping his future life. If external circumstances help, then a person's life path will correspond to the plot that has developed on this basis.

Let's look at a few real-life examples of affect the thinking of children well-known fairy tales; this will help the study of the University of Hawaii "The Positive Impacts of Fairy Tales for Children" [3].

For example, three-year-old Giacomo, after listening to Little Red Riding Hood, drew a wolf with a wide open mouth. The identification with the bad wolf in the story allows the child to express his aggression towards the situation in which he finds himself. On the contrary, Marco, who is seven years old, reacts differently to the same tale. He draws a wolf the size of an ant, thereby showing his attempt to deny the seriousness of his condition and hoping for recovery (the study was conducted with children who were in the hospital) [3, p.268]. The children are reading the same story in these examples, but their reactions are completely different. They themselves chose the hero and perception him in this situation.

Let's consider the theory of another author – Bruno Betelheim is an outstanding psychoanalyst, American psychologist and psychiatrist, the author of the book "The Benefits and Significance of a Fairy Tale", in which he summarized his experience of using a fairy tale for psychotherapeutic influence on a child. As Betelheim emphasized, the meaning of a fairy tale can be different for each person, and even for the same person at different moments in his life. There is a continuity in the concepts of Bern and Betelheim, which are based on the ideas of the classical psychoanalysis of Sigmund Freud. So, according to Bruno Betelheim, kids stories play an important role in shaping a personality [4]. They develop imagination, improve the emotional world of young listeners, addressing both their consciousness and the unconscious. In addition the child identifies himself with fairy-tale characters in games, thus solving his psychological problems. Therefore, fairy tales help to establish the psychological and even psychosocial balance of the individual. In our opinion, a fairy tale is a kind of psychotherapy, because every child finds in it his own solution to pressing life problems.



A fairy tale, a story or a song for a kid is a kind of path into this world, with the help of which he develops himself and learns something .The National Survey of Children's Health (NSCH)conducted a survey on the percentage of children aged from birth to two years old to whom parents read, sang or told stories to them every day, ranked by family income in 2011 [5].

Conclusion for the diagram: Over the years, we have known that singing, reading and interacting with our children helps their brains grow and develop . This study tells us even more about how important it is for our kids as they develop vocabulary and prepare for school. New neural connections are formed every second, which laying the foundation for learning, behavior and health. What happens to the brains of children in the first years of life shapes their future life.

Conclusion: Providing children with access to all kinds of literature is critical to their success. Educators and parents should help children develop love and passion for reading. Reading literature is important not only for developing the cognitive skills to be successful at school or at work, but for other reasons as well. Thus, within the framework of Eric Berne's research, children's literature becomes a scenario of people's lives in the long term, and Bruno Betelheim emphasized that fairy tales are an important element in the formation of the personality of any person.

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DEVELOPMENT OF FINE MOTOR SKILLS IN PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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A significant place is given to the problem of the development of the human motor sphere in modern psychological and pedagogical science. Among this, there is a huge layer dedicated to the problem of the state and development of fine motor skills. Fine motor skills - the development of small muscles of the fingers, the ability to perform fine coordinated manipulations with them, movements of small amplitude (A.L. Sirotyuk) [3].

Indeed, the importance of fine motor skills in human development is great. Well-developed fine motor skills of the hands not only allows us to perform daily vital manipulations and actions, but also affects the functioning of such higher mental functions as thinking, attention, visual-motor and spatial perception, imagination, visual and motor memory, speech. Research by Professor M. M. Koltsova showed that the speech activity of children partially develops under the influence of impulses coming from the fingers. "There is every reason to consider the hand as an organ of speech - the same as an articulatory apparatus. From this point of view, the projection of the hand is another speech area of the brain" [4, p. 136].

However, not all children have a high or even moderate level of fine motor development. There are whole categories of children who experience enormous difficulties in performing the most elementary everyday activities, where the work of the fingers is necessary. These children are in dire need of additional help to develop fine motor skills. This category of children also includes children with intellectual disabilities.

It is known that preschool age is a sensitive period for the development of all cognitive processes of a child, including fine motor skills. Therefore, it is in this period of life that it will be advisable to pay more attention to the development and improvement of the motor skills of the hand and fingers of children with intellectual disabilities.

The aim of the experimental study was to study the features of fine motor skills of hands, as well as methods and techniques for its development in preschool children with intellectual disabilities.

Material and methods. The experimental study was carried out on the basis of the State Educational Institution " Vitebsk Special Kindergarten №1". It was attended by 15 children aged 5-7 years. Having studied and analyzed the psychological and pedagogical literature on the development of fine motor skills in preschool children with intellectual disabilities, I selected a methodology for empirical research of the state of development of fine motor skills in this category of children. During the experiment, she revealed the level of development of fine motor skills in preschool children with intellectual disabilities at the age of 5 - 7 years.

To study the fine motor skills of the hands of preschool children, we used the technique developed by T.I. Grizik and L.E. Tymoshchuk [2].

In the course of the experiment, the children were presented with two series of tasks, each consisting of five exercises. In the first series, the features of the kinesthetic (sensitive) praxis were studied. In the second, the features of the kinetic (motor) praxis were studied.

Findings and their discussion. The results of the first series of tasks showed that the tasks "Ring" and "Soldiers" were completed by 100% of the children participating in the experiment. 73.4% of children coped with the task "Three heroes". The tasks "Goat" and "Hare" caused the most difficulties: 40% coped with the task "Hare", and 46.7% coped with the task "Goat".

Children often raised the wrong fingers. In the movements, the purposefulness of actions was not traced, the movements of the children were constrained, awkward, inaccurate. There was an increased fatigue of the hands, lethargy of the fingers. The children did not have normal muscle tone: it was either decreased or, on the contrary, increased. When it was necessary to relax the fingers, some children were still tense.

When performing dynamic exercises for the development of fine motor skills, children experienced the greatest difficulties. While working with paper, 13.4% of preschoolers could not cope with either cutting with scissors or breaking a sheet of paper. 46.7% of children coped well with cutting with scissors, and only 6.7% coped well with breaking a sheet of paper. The movements of the preschoolers were not clear and coordinated enough. The pace of movements was different. The children started to cut the contour incorrectly, they were in a hurry, as a result of which they got an uneven, cut figure. The movements lacked smoothness, purposefulness.

Analyzing the results of the tasks for coordination of movements ("Palm - rib - fist", "Goat - hare"), we can conclude that 33.3% of children did not cope with any task; 33.3% of children coped well enough with the task "Palm - rib - fist" and only 13.3% coped with the task "Goat - hare". Children with difficulty switched from one movement to another, there were problems with the speed of reaction, smoothness and sequence of movements. The children also showed inconsistency in the actions of the visual and motor analyzers. 66.7% of children coped with rolling the ball with their palms. There was a lack of consistency in actions.

Conclusion. Having analyzed the features of fine motor skills of the hands of preschool children with intellectual disabilities and having identified a significant lag in its development, it will be advisable to identify *possible ways of developing hand motor skills*. Let's consider some of them:

1. *Massage and self-massage of hands and fingers*. A thorough daily massage of the hands, kneading each finger, palm allows an active mechanical effect on the nerve endings located on the hands and fingers. Kinesthetic impulses from the fingers change the functional state of the cerebral cortex, enhance its regulatory and coordinating functions.

2. *Finger gymnastics*. In the course of finger gymnastics, dexterity, the ability to control their movements, to concentrate on one type of activity are developed. For maximum effect, finger exercises should be constructed in such a way as to combine compression, stretching, relaxation of the hand, and also use isolated movements of each of the fingers [1, p. 113].

3. *Actions (games) with objects*. When organizing games with small objects, the child develops consistency, accuracy of movement, coordination of actions of both hands, tactile perception.

4. *Painting*. Drawing is a good means of developing coordinated actions of the visual and motor analyzers and strengthening the muscles of the hands. Also, children develop small arm muscles.

5. *Modeling*. Modeling contributes to the development of fine movements of the fingers, forms manual skill, strengthens the small muscles of the fingers, contributes to the inclusion of two hemispheres in the work at once.

Thus, having studied and analyzed the theoretical and methodological sources on the problem of the development of fine motor skills in preschool children with intellectual disabilities, it can be concluded that fine motor skills in these children are characterized by a significant underdevelopment of small, fine, differentiated movements of the fingers and hands, underdevelopment of coordinated and coordinated actions of both hands. Motor underdevelopment is reflected in all types of activities and makes it difficult to perform primitive vital everyday activities. In this regard, possible ways of the development of fine motor skills of hands in preschool children with intellectual disabilities are outlined. These include massage and self-massage of the hands and fingers, finger gymnastics, actions (games) with objects, drawing, modeling.

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SPECIFICS OF ORAL SPEECH PERCEPTION BY PRESCHOOL CHILDREN WITH INTELLECTUAL DISABILITIES

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The works of L. I. Aksenova, L. A. Bryukhovskikh, L. S. Volkova, S. Yu. ilina, B. S. Nazhmitdinov, V. I. Nodelman, O. V. Postnikova and others are devoted to the problem of speech development in children with intellectual disability.

Thus, I. M. Bgazhnokova and A. A. Kataeva point out that preschool children with intellectual disability do not have the prerequisites for speech development in a timely manner. As a result, in this category of preschool children, speech development at all stages is accompanied by significant distortions and violations [1]. Postnikova noted that preschool children with intellectual disabilities have limited ideas about the world around them, weak speech contacts, immaturity of interests, and reduced need for speech communication – all these factors are significant factors that cause slow and abnormal speech development in children with intellectual disabilities [2].

The aim of the study is to determine the specifics of understanding of speech in preschool children with mild to moderate intellectual disability.

Material and methods. A targeted study of the development features of impressive speech of preschool children with intellectual disabilities was conducted from September 2019 to March 2020 on the basis of the state Educational Institution " Vitebsk Special Kindergarten № 1". A group of 21 children with mild to moderate intellectual disability was selected to organize the study.

The following psychodiagnostic methods were used as research methods: " Show called objects";" Point to called objects";" Presentation of pictures with objects"; "Understanding actions;" Understanding actions in the picture"; "Presentation of" conflict" pictures";" Understanding words indicating signs";" multi-Colored cubes";" Color cards";"Observation of children's speech".

Findings and their discussion. The results of the survey showed that only 4 children completed the task of displaying the presented images completely, 2 children completed the task partially and have a sufficient level, 6 children have an average level of task completion, 2 people showed a low result and 7 children completely failed the task. Consequently, almost half of the subjects in the experimental group have a low level of task completion; most of the children did not respond to the instructions and were not involved in the task completion process. The average level is given to children who were assisted in completing the task. Sufficient level of task performance was shown by children who had the easiest diagnosis options in their anamnesis.

6 subjects were able to fully indicate the named items, and two children also had a sufficient level of task completion. The average level of performance of this task was 6 subjects. However, 5 preschool children with intellectual disabilities did not complete the task completely. 2 children pointed correctly at 1-2 subjects, thus also demonstrating a low level of task completion. Thus, 33% of the subjects have a low level of completion of this task, 29 % have an average level, and 38% have a sufficient level. The data obtained suggest that children with intellectual disabilities understand the names of toys much better than the surrounding objects in the picture.

Analysis of the data obtained using the task "Presentation of images with objects" showed that almost 60 % of the range of values is reduced to a low level of task completion. This means that children of preschool age with intellectual disabilities have a much harder time recognizing objects depicted in pictures compared to natural objects. Despite the fact that some children are absolutely not attracted to activities with pictures – do not concentrate on them, do not notice.

Most of the children in the test group (67 %) did not understand the verbal constructions associated with performing certain actions. For 76 % of the surveyed children, the process of correlation of the named actions with plot images is not yet available, because the process of understanding speech suffers.

When performing the "multi-Colored cubes" diagnostic technique, 52 % of the subjects failed to complete the task because they could not be involved in the task or did not understand the instructions. The remaining 48 % of preschoolers are guided by the color of objects and correctly differentiate them by color.

When determining the specified color on the cards, 71 % of the participants in the experimental group could not complete the task even with the massive help of the experimenter. Preschool children with intellectual disabilities experienced significant difficulties when working with non-natural objects. it was extremely difficult for them to determine the color on the cards (they did not notice the cards, guessed the color).

Based on the results of all tasks, the level of speech comprehension of preschool children with intellectual disabilities was determined. Only 23 % of the group surveyed have a sufficient level of speech comprehension tasks, 17 % were children with an average level and 60 % are preschool children with intellectual disabilities who have a low level of speech comprehension. The most significant difficulties were caused by tasks to understand the plot images and words that denote the features of the subject. This high percentage of low speech comprehension was also associated with the fact that almost half of the children do not make contact and refuse to complete the tasks presented.

Statistical processing of the obtained data was performed using the g-sign criterion. Since the critical value G=4 (for p=0.01), and the value of the empirical value G=3.5, according to the formula GEMP ≤ GCR, the data obtained can be considered statistically reliable.

Conclusion. Thus, the results of the experimental study allowed us to determine the following features of impressive speech in preschool children with intellectual disabilities: - they have difficulties in showing natural objects when naming them, they react poorly to verbal instructions, but the reaction to the need to show familiar toys is more developed than with similar needs with household items, furniture, etc.; preschool children with intellectual disabilities demonstrate an insufficient level of recognition of familiar objects, the illustrations on verbal instructions in comparison with the recognition of the same objects in the physical view; the quality of understanding addressed significantly impacts the typical features of voluntary attention in preschool children with intellectual insufficiency; greatly impaired understanding of complex verbal instructions (actions); in most cases, preschool children with intellectual disabilities do not have access to the process of correlating these actions with the corresponding plot images; the understanding of the features of objects is significantly impaired, with the exception of the features – the main colors of natural objects.

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EXPERIENCE OF ANXIETY AS A TYPE OF EMOTIONAL DISORDERS IN CHILDREN WITH AUTISM

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Various authors: I. I. Mamaichuk, E. R. Baenskaya, S. D. Zabramnaya, O. S. Nikolskaya, K. S. Lebedinskaya, L. M. Shipitsina, S. A. Rosenblum, N. G. Manelis, M. M. Liebling, I. V. Kovalets, and others studied aspects of children's personality with special educational needs (including those with early childhood autism).

Anxiety is considered as a psychological feature that manifests itself in a tendency to regular and pronounced experiences of anxiety, with a low threshold for its occurrence [1].

According to Ch. Edington, in the presence of autism spectrum disorders, situational and personal anxiety can cause: insufficiently structured time (waiting for transport, school break, sports relay), typical learning situations (the need to answer at the blackboard, oral statements, self-discipline), hypersensitivity problems (typical smells, traditional sounds, clothing of a certain texture and / or color, hygiene procedures), social situations (adaptation of personal interests to the requirements of the school team, responding to unforeseen circumstances, the need to initiate a communication process), traditional home requirements. Many of the most safe situations that occur on a daily basis can be perceived as a serious threat to a child with autism spectrum disorders [2].

The aim of the study is to compare the specifics of the manifestation of anxiety in children with the peculiarities of psychophysical development of various nosological groups.

Material and methods. The experimental study was conducted on the basis of the State Educational Institution "Vitebsk Auxiliary school № 26" and the State Educational Institution "Vitebsk city center for correction and development training and rehabilitation". The study sample consisted of 18 subjects: 8 children with early childhood autism combined with intellectual disability aged 5 to 14 years (EG1); 10 primary school children with intellectual disability aged 8 to 11 years (EG2). As a psychodiagnostic technique was used the projective " Test anxiety" by Temmple R., Amen V. and Dorki M.

Findings and their discussion. The study of the anxiety level in children with early childhood autism with intellectual disability (EG1) showed that 87% of children in this category have a high level of anxiety, and 13% have an average level of personal anxiety.

These results can be illustrated by the following typical examples of performing the projective technique. So, Masha V. in 50% of diagnostic situations chose a sad face for the main character. For example, when explaining her choice for a drawing that shows a girl going to bed alone, the subject chose a sad face and explained: "no mom". When showing a drawing in which a mother scolds a girl character, Masha V. chose a sad face and explained her choice: "Evil ... mother". When analyzing the diagnostic material, which shows a girl with her parents, this EG1 subject chose a happy face: "Mom is here". This typical example for EG1 indicates that this participant in the experimental study has a generally high level of anxiety, including in the adult-child dyad and in diagnostic situations that model everyday actions.

Subject Nikita P., performing this projective technique, in 75% of cases chose a sad, sad face for the character. For example, when demonstrating a diagnostic situation in which the depicted boy aggressively attacks with a chair in his hands, the Respondent chose a cheerful face and explained: "He plays like this." At the same time, when analyzing another drawing, in which a boy character plays with a small child, Nikita P. covered his head with a jacket and began to scream. When demonstrating a diagnostic situation in which two children run away from a boy (the "isolation" situation), he chose a happy face, explaining: "They were afraid of me." This example shows that the analyzed subject generally has an average level of General anxiety and a high level of anxiety in the "child-child" dyad.

Thus, it was found that children with autism spectrum disorders and intellectual disability (EG1) have a high level of anxiety in the "child-adult" dyad and in situations that simulate everyday actions (71%), and an average level of anxiety in the dyad "child - child" (29%).

The study of anxiety level in children with intellectual disabilities (ЭГ2) showed that 70% of younger students consider the category average anxiety level, 20 % - low anxiety level and only in 10% of cases - high level of situational and personal anxiety. Thus, the subject Vladislav L., performing the "anxiety Test" method, in 80% of cases chose a cheerful, joyful face for the character. For example, when explaining their choice for a diagnostic situation that depicts a boy character eating alone, this Respondent gave the following explanation: "It's good to eat alone, no one is looking at you." When showing a drawing of two children running away from a boy (the "isolation" situation), he chose a cheerful face for the character, and explained the choice as follows: «Leave alone». When analyzing a diagnostic drawing that shows a dad playing with an infant ("ignoring the older child" situation), this student chose a happy face, explaining the choice: "Why be sad, they play with the child." This typical example shows that the subject in question has an average level of anxiety in General, including in the "child-child" and "child-adult"dyads.

Another subject, Diana D., performing this projective technique, only in 20% of cases chose a sad face for the characters. For example, when showing a drawing in which a mother scolds a girl, she chose a cheerful face and explained: "Mom is walking with a girl." When demonstrating a diagnostic situation in which a boy takes a toy from a girl, she chose a happy face, explaining her choice: "They just indulge." When analyzing a drawing in which a boy aggressively attacks a girl, Diana D. chose a sad face: "they are swearing Here, but the boy scared them." This example shows that this Respondent has a generally low level of situational anxiety, including in relationships: "child-child" and in situations that simulate daily actions.

70% of primary school children with intellectual disability (EG2) have an average level of personal anxiety. It should be noted that they have a high level of anxiety in certain situations related to relationships with adults: a high level in the adult-child dyad (60 % of cases), an average level in the child-child dyad (25%), and a low level in situations that simulate everyday actions (15%).

Conclusion. Thus, we can conclude that the majority of children with autism spectrum disorders, combined with intellectual disability, have a high level of situational and personal anxiety in the adult-child dyad and in situations that simulate daily actions, while the average level of anxiety is in the child-child dyad. In primary school children with intellectual disability, the average level of anxiety of both types prevails.

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RESERVATION OF NATIONAL IDENTITY BY MEANS OF DANCE ART

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Cultures arise and develop by interacting with each other. And the first field of this interaction is the diaspora, which can be viewed as an environment where culture directly develops and enriches [1]. It should be emphasized the importance of the initial task of the national community abroad: the preservation and development of its national identity, spiritual values, traditions, norms and customs. This direction was reflected in the studies of A. Ashkenazi, H. Tololyan, M.A. Astvatsaturova, T.V. Poloskova, M.A. Mylnikova and others.

Analyzing the aspect of the generational structure of the groups of the Belarusian diaspora, I.N. Kharitonov notes that the preservation of identification is an important criterion for assessing the stability of the national diaspora abroad, preserving its identity, and determining its composition. For this, the diaspora needs to have a social sphere, social institutions to pass on from generation proficiency in the language, knowledge of national culture, Belarusian customs and traditions [2]. In other words, a dialogue is necessary as a way of the existence of culture in the process of direct human activity in culture. Intercultural communication at the level of several cultures at the same time can become such a dialogue.

The purpose of this article is to summarize the experience of creative interaction of dance groups from different countries in the context of intercultural communication.

Material and methods. The methodological basis of the study is the work of domestic and foreign scientists dedicated to the preservation and development of national identity (D.S. Lihachev, I.M. Melikov, T.I. Shupenko). The research was carried out on the basis of the Honored Amateur Group of the Republic of Belarus of the folk ensemble of folk dance "Na Rostanyah" of the educational institution "Vitebsk State College of Culture and Arts". Methods of observation, analysis and systematization were used.

Findings and their discussion. Honored amateur collective of the Republic of Belarus, the folk ensemble of folk dance "Na Rostanyah" was created in 2005 on the basis of the educational institution "Vitebsk State College of Culture and Arts" (artistic director and chief ballet master – S.P. Rakovsky). In 2008, the collective was awarded the title of "people's amateur collective", and in 2019 – the title of "Honored amateur collective of the Republic of Belarus". Today the ensemble is represented by the main team (senior students and graduates) and the preparatory group (first-year college students). This required the introduction of full-time positions of choreographer and ballet tutor with appropriate education and qualifications. In 2007, a school of dance skills was created, which is attended by members of the collective with the aim of improving choreographic technique and dance skills [3].

One of the aspects of the ensemble's touring activities abroad are creative meetings with the Belarusian diasporas. National public associations abroad strive to preserve Belarusian traditions and expand the knowledge of the younger generation about Belarusian culture. It is for this purpose that the foreign Belarusian diasporas invite creative groups with programs including Belarusian folk dances, songs, poems and musical works of Belarusian composers.

The public organization “Belarusian House” (Lodz, the Polish Republic) invited the folk dance ensemble “Na Rostanyah” to give a concert in 2011. The program of the concert included traditional Belarusian dances "Lyavonikha", "Kryzhachok", "Mitus", "Yurachka", choreographic compositions based on Belarusian folk music and songs – "Speu dubrau", "Kupalinka", "Dobry Vechar, gostsi", "Oy, na Ivana, da na Kupala", as well as dances of the Vitebsk region – "Kamary guduts", "Skoki-zakavyrki", "Krupchanskaya kadryl" and "Zakabluki".

A master class was held, during which young participants of the public organization “Belarusian House” (10-15 years old) mastered the choreographic technique and the specifics of the Belarusian traditional dance “Krutuha”. With this dance composition, the participants of the master class subsequently participated in various city events.

Meetings with the Belarusian diaspora in the Polish Republic are annual. Probably, Internet resources, mass media and personal contacts contributed to creative acquaintance and interaction with representatives of the Belarusian diaspora in other countries. Thus, the Belarusian society "Lyanok" (Jelgava,The Republic of Latvia) initiated a creative meeting dedicated to the International Women's Day. Traditionally constructed concert program and the master class of the group "Na Rostanyah" were carried out effectively. But the emotional atmosphere created by the organizers of the event unexpectedly served as a kind of impetus for the proposal from the participants of the dance group "Na Rostanyah". Teaching those present to dance the Belarusian folk dance, young people wanted to receive a master class themselves from representatives of other diasporas, because seven public associations took part in this event (Table 1).

Table 1 – Public associations in Jelgava, The Republic of Latvia

No	Public Association	Head
1.	Belarusian society "Lyanok"	Grizle Elena
2.	Ukrainian society "Dzherelo"	Timkov Bogdan
3.	Russian society "Veche"	Seima Valery
4.	Gypsy National Cultural Society "Romanu Chachipen"	Didjus Harald
5.	Jelgava Jewish Community	Rybkina Lydia
6.	Jelgava Lithuanian Society "Vitis"	Burba Algimants
7.	Jelgava branch of the Latvian Polish Union	Maria Kudryavtseva

A similar program of creative interaction was implemented in the cities of Lyon (the French Republic), Martvili (The Republic of Georgia), Rezekne (The Republic of Latvia), Klaipeda (The Republic of Lithuania), Gelendzhik (The Russian Federation).

Conclusion. Based on the above, it can be argued that the Honored Amateur Group of the Republic of Belarus, the folk dance ensemble "Na Rostanyah", EE "Vitebsk State College of Culture and Arts" not only promotes Belarusian dance culture, participating in the process of preserving national traditions. Communication with representatives of different cultures abroad contributes to the creation of a certain specific community, which leads to a positive trend in relationships in the professional sphere of activity.

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DEVELOPMENT OF PIANO TECHNIQUE BASED ON AUTHENTIC FOLKLORE

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The concept of the subject "Music", approved by order No. 675 of the Ministry of education of the Republic of Belarus of 29.05.2009, gives an idea of the structure, approaches and modern principles of music education, the structure and the content of education on the subject «Music» in institutions of General secondary education, reveals the features of its study [1]. Without applying for a detailed analysis of the aims and tasks of the «Music» curriculum specified in the Concept of the subject, we note that the understanding of music as part of an integral artistic culture is recommended to realize in the context of the interrelation of various types of art (music, literature, visual arts) with life. This position cannot be fully implemented without basis on folk culture and creativity.

Students and their representatives are given the opportunity to receive additional musical education in the state educational institution "Children's school of arts", in the circles of the state institution of additional education for children and teenagers, in the center of extracurricular work, etc. The educational programs of additional education are quite various and depend on the specifics of the discipline, the characteristics of the chosen musical instrument for training, etc. However, there is no use of the regional component of Belarusian folk art.

The main aim of the article is the analysis of using authentic folklore in the educational process of additional music education for youngest pupils.

Material and methods. The methodological basis of the research is the Concept of the subject «Music», the work of T. B. Varfolomeeva, A. p. Orlova. The researches were conducted on the basis of the Shumilino children's art school. Practical methods, methods of analysis, systematization and observation were used.

Findings and their discussion. For the behavior of better performer, it is necessary to develop his artistic thinking and motor technique, which consists of physical and coordination qualities. These qualities are formed at the first grade of studying and are decisive of musician's fate. The finger gymnastics are the main rehearsal function when placing hands on the piano. This type of exercise activates and strengthens the muscles, prevents tightness of the arms, shoulders and neck. The widely exercises by A.A. Schmidt-Shklovskaya, are oriented not only on strengthening the muscles, and on the formation of correct posture and breathing [2]. Let's consider the possibilities of using authentic folklore in the development of finger fluency (finger gymnastics). This method is widely used in working with children of youngest school age and is used for the development of fine motor skills. Finger gymnastics is a specific action for the hands under various spells and chants. Finger gymnastic has influence on the development of such musical abilities as a sense of rhythm and musical memory, as well as forms the skills of coordination of singing and movement. The using of finger exercises has a positive effect on eliminating the technical difficulties of a beginning pianist. The most common are tightness of the hand, undeveloped coordination and finger motor skills. It makes mastery of musical instrument difficult for children.

According to T. B. Varfolomeeva calendar-agricultural and family-generic ritual cycles have great importance in Shumilino district. Stylistics of most of the authentic folklore of our region has follow characteristic such as brevity and laconicity of mono-stage melodies. Nowadays these features are actual [3, p. 5-6].

Based on these criteria, in the state educational institution "Children's art school in Shumilino" the use of melodies of Regional folk songs is quite popular by the lessons for preparatory groups.

In 1985 in the village Karavajnitsa of Shumilino district finger gymnastic was developed using the song " Oh, kalyada!", recorded by the head L. I. Tsirkunova of the folklore collective" Gulbichi " of the state educational institution of culture « Center of culture in Shumilino region". The exercise has subtext and playing character and the movement of the hand expresses the character of the main characters. This exercise is useful before reviewing with the scales.

Authentic folklore contributes to the motivation of student's own creativity. So, students Ekaterina A. and Pavel K. after systematic use of finger gymnastics were asked to compose their own Carol. Musical features of carol songs (melody, size, range, typical rhythm formulas) were analyzed. A poem by L. Rublevskaya was chosen as the text. Therefore, the beginning of creative work was at the lesson and its continuation supposed their self-organization.

The result of all creative work should be holidays based on authentic folk traditions in the secondary education and music schools. First of all, the holiday creates additional motivation for children at the lessons by learning song and play materials. Secondly, it helps to discover their musical and creative opportunities, because children will be both performers and game participants.

Conclusion. The use of authentic folklore in the educational process (based on the results of scientific ethnographic examinations and direct contacts with direct carriers of authentic culture) will help students not only improve their musical skills, but also study the history of their region at a high level.

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DEVELOPING COMMUNICATION SKILLS IN CHILDREN WITH INTELLECTUAL DISABILITIES IN PRIMARY SCHOOL

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Among the variety of problems of modern psychology, pedagogy and speech therapy, the problem of communication is one of the most significant and interesting. Communication is one of the main conditions for the child's mental development, the most important factor in the formation of his personality, the leading type of human activity aimed at learning and evaluating oneself through other people. Communication is considered as a process of interaction between the parties involved (subjects of communication), motivated by their needs, obeying a specific goal, having a characteristic method and means of implementation and assuming the achievement of results (A. A. Leontiev, M. I. Lisina, Ya.L. Kolominsky).

V. G. Petrova noted that children with intellectual disabilities do not talk much among themselves. Even when communicating with each other in a game situation, they do not use speech enough, replacing discussions and conversations with the utterance of individual words that serve as an incentive to perform certain actions. In some cases, students are not averse to replacing a verbal response with a nod or other expressive movement. Communication of students with intellectual disabilities with other children and adults is not only limited, but also occurs without proper activity, sluggish. Violation of communication, in turn, aggravates the violation of cognitive activity [1].

An in-depth analysis of the reasons for the low communicative competence of students with intellectual disabilities showed that the most" lagging " in communication are such indicators as attentiveness in communication, understanding of social situations, politeness, conflict in relationships, conversation maintenance, comradeship, and speech content of communications [2].

The purpose of the study is to analyze the specifics of the formation of communication skills of primary school students in auxiliary schools.

Material and methods. The pilot study was conducted in October 2020 on the basis of the State Educational Institution "Vitebsk Auxiliary school No. 26». The total number of people involved in the study was 20 people with a diagnosis Of f-70 according to ICD-10. The study involved elementary school students of the first Department of the auxiliary school. The age range of the subjects is from 7 to 11 years.

During the experimental study, the following methods were used as a basis: "mitten" (G. A. Zuckerman) and "Road to home" (a modified version of the "Architect-Builder" method), and the method of observation was used during the implementation of these methods by students.

Findings and their discussion. When considering the results of the study of the "mitten" method, the following criteria were evaluated: - productivity of joint activities is evaluated by the degree of similarity of patterns on mittens; - the ability of children to negotiate, come to a common decision, the ability to convince, argue, etc.; - mutual control in the course of activity: whether children notice each other's deviations from the original plan, how they react to them; - mutual assistance in the course of drawing; - emotional attitude towards joint activity: positive (work with pleasure and interest), neutral (interact with each other by necessity) or negative (ignore each other, argue, etc.).

The results of the study on the criterion of "mutual control" in "the mitten" methodology (G. A. Zuckerman) showed that 40% of couples of subjects was carried out by partial or complete mutual control of the implementation of the original plan, 60 % of couples absent mutual control in all its manifestations.

Only 10 % of the couples who carried out mutual control showed a sufficient level of control: students followed the coloring process, noted deviations and adjusted to each other. Observation and additional questions showed that students who worked in these pairs were in strong friendships, they liked working together, and they expressed a desire to continue working together even after it was over.

20 % of pairs of students with intellectual disabilities carried out mutual control at the average level: deviations from each other's original plan were noted in the course of work, but these subjects did not respond to them and did not try to correct their mistakes. For example, to the experimenter's question: "are your mittens similar? » - they answered "no", but could not argue their answer.

10 % of pairs of students with intellectual disabilities carried out mutual control at a low level: these participants in the experimental study noted differences in their mittens, but considered their partner to be to blame for this, although they did not initially identify a possible action plan.

60 % of pairs of students with intellectual disabilities did not exercise mutual control in any of the possible forms. The students did not respond to the experimenter's reminder that they should get the same pair of mittens.

When considering the results of the study of the "Road to home" method, the following criteria were evaluated: - the productivity of joint activities is evaluated by the degree of similarity of the drawn paths with samples; - the ability to build statements that are understandable to the partner, taking into account what they know and see, and what they do not; in this case, it is enough to accurately, consistently and fully indicate the road trajectory; -the ability to ask questions in order to get the necessary information from the partner in the activity; - ways of mutual control in the course of the activity and mutual assistance; - emotional attitude to joint activities: positive (work with pleasure and interest), neutral (interact with each other as necessary), negative.

When analyzing the "Road to home" method according to the "mutual control" criterion, it was found that this method was more difficult for students. Without the help of an experimenter, no one could cope with this diagnostic task. 30 % of pairs of subjects performed partial mutual control, 70 % of students with intellectual disabilities did not perform control and could not complete the task. Subjects who carried out partial mutual control asked each other typical, often negatively emotionally colored, questions: "Where are you going?", " are you sure?", "what are you doing?", " can't you do it?".

Conclusion. Thus, the experimental study showed that younger students with intellectual disabilities have specific features of the formation of communication skills. One of their typical manifestations is an insufficient level of verbal mutual control in the process of joint activities. Therefore, there is an objective need for a special organization of correctional and developmental work to develop the communicative activity of students in this category.

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SPECIFICS OF MONOLOGUE SPEECH DEVELOPMENT AT PRIMARY SCHOOL AGE WITH INTELLECTUAL DISABILITY

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Speech plays a leading role in the mental development, formation of thinking and cognitive activity of the child. Since speech development in children with mental disorders differs significantly from this process in their normotypic peers, by school age, when speech should already become a means of communication and a tool for verbal and logical thinking, it appears in children of the analyzed category in a significantly undeveloped state.

Coherent speech is a necessary condition for the development of pupils speech-thinking and cognitive activity and further mastery of literacy. In addition, due to the low level of development of coherent speech in individuals with intellectual disabilities, it is difficult to form high-quality skills of communicative behavior, as a result, there are difficulties in their social inclusion in general [1].

The formation of components of coherent speech of pupils with mild intellectual disability is one of the priority tasks of pedagogical and correctional development work in order to increase the effectiveness of their training, optimize their preparation for life and socialization [2].

The aim of the study is to experimentally study the psychological and pedagogical features of the development of coherent speech components in primary school pupils of the first Department of an auxiliary school.

Material and methods. Empirical research of features of development of coherent speech of younger pupils with mild intellectual disabilities was conducted in January–February 2020. Department of correctional services on the basis of State Educational Institutions "Vitebsk Auxiliary school № 26». The experimental group included 20 pupils in grades 2-4 (diagnosis F70 according to ICD -10). The age of the subjects is from 9 to 12 years. To study the level of formation and features of coherent speech of the subjects, a series of diagnostic tasks was used by V. P. Glukhov: - a method for identifying the ability to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase – utterance; – a method for composing a coherent story based on the visual content of consecutive fragments – episodes.

Findings and their discussion. Identification of children's ability to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase-statement showed that 90% of the subjects coped with the task-they named pictures, made a sentence that included three items (for example. Subject Philip G.: "the girl went to the forest, picked mushrooms, and went home"). However, the quality of phrase construction was low in almost all primary school children with intellectual disabilities. 50% of the subjects did not immediately correctly understand the instructions for the task, just listed the images in turn on the proposed stimulus material, they needed the experimenter to focus on the need to compose one sentence. In 40% of cases, pupils made up one sentence with two words, ignoring the third (for example, the subject Nikita M.: "the girl has a basket", the subject Alina T.: "the girl went to the forest"). 30% of the subjects made up two sentences, one of which did not include the suggested words, but was appropriate in meaning. So, Pavel R. made the following proposals: "The girl took the basket. She will pick berries." In 50% of cases in the speech of the subjects was observed agrammatizma (for example, Pauline V.: "The girls are seen has a basket and she will go into the forest," a phrase Anton E.: "have it, have girls have a basket for the forest") and words filling pauses (for example, Dennis V.: "Um ... the girl went into the forest ... Umm ...err...basket").

10% of the subjects with the help of an experimenter were able to name the images in the pictures, but even with the help provided, they could not make a sentence. So, the phrase constructed by the subject Kirill K. sounded as follows: "The girl...for...forest..".

Analysis of the results of studying the features of constructing a coherent utterance based on a series of plot images showed that 40% of the subjects coped with the task-they made up stories (for example, the story of the subject Polina V.: "Two cats wanted to attack a bird. Not catch. Fly away. Cats bumped", a story by Philip G.: "The hedgehog found a mushroom, it started raining ... the mushroom grew... picked it up and the hedgehog didn't find it"). However, it should be noted the qualitative originality of such stories.

The characteristic features of the development of verbal and logical thinking of younger schoolchildren with intellectual disabilities did not allow them to analyze all the cause – and-effect relationships between events embedded in the plot, so the content of the stories does not convey the entire semantic load of the proposed plot series. Sentences in the stories composed in the majority simple, traditionally common agrammatism. There were cases of loss of the established semantic connection in the process of continuing the story (example of the story of the subject Pavel R.: a Hedgehog was walking through the forest. It's raining. Hedgehog hid under the sheets. The mushroom grew. And the hedgehog woke up.). 45% of the subjects when composing the story, the proposed plot was supplemented with non-existing details, for example, the subject Alina T. in the story about the hedgehog, stereotypical "apples" appeared: "apples Fell...the hedgehog ... its spines poked...went further...I saw a mushroom.".

In 60% of cases, the subjects could not cope with the task: they did not compose a related story even with the help of leading questions from the experimenter. (for example, the stories of the subject Artem L.: "Woke up on a fishing trip ... bag....got up", " Hedgehog ... picking mushrooms...it's raining..no.").

5% of primary school pupils with intellectual disabilities could not even correctly describe both story lines, for example, the subject Anya S. bushes called "spruce", a black cat-dog.

According to the results of the tasks, it should also be noted that 70% of pupils with intellectual disabilities have sound pronunciation disorders (slurred blurred speech, pronunciation of hissing and whistling, "R" suffers, hoarseness of voice was observed). The meaning of words used by pupils is inaccurate, indistinctly separated from each other, and vague. As a result, children randomly transfer the name of one object to another. There was a tendency to use words in speech that do not match the lexical meaning of words. These features also affect the quality of their coherent speech.

Conclusion. An empirical study has shown that the coherent speech of primary school children with mild intellectual disability is characterized by underdevelopment and qualitative originality. Thus, there is a decrease in the ability of elementary school pupils to establish lexical and semantic connections between objects, and difficulties are observed in transmitting the essence of this type of relationship in the phrased phrase. Similar difficulties are noted when constructing a plot story, even when presenting visual content (logical sequential fragments).

Therefore, purposeful correctional work on the formation of components of coherent speech of younger schoolchildren should be carried out taking into account the identified psychological and pedagogical features.

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THEORETICAL AND APPLIED ASPECTS OF PHYSICAL CULTURE, SPORT AND TOURISM

OBJECTIVE AND SUBJECTIVE ASSESSMENT OF THE LEVEL OF PHYSICAL HEALTH OF MEDICAL STUDENTS

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The relevance of this topic is due to the necessity to following continuity of goals and tasks, methods and forms of work content, determination of physical fitness in the process of student's physical development. The purposes of the study are to determine and to compare subjective and objective assessments of medical students' physical health level from main and preparatory groups.

Material and methods. The work was done in three stages. Literature collection and analysis of the development physical health issue was carried out at the first stage. The compilation of a survey is the result of this step. Questioning and control testing of the level of physical health was carried out at the second stage. The questionnaire contains a QR code, that allows students to take the survey online. The data of control tests of the level of physical health and the results of the questionnaire were statistically processed at the third stage. Conclusions were drawn [1].

Analysis of scientific and methodological literature, control testing, pedagogical experiment, the method of Professor G.A. Apanasenko, questionnaires, methods of mathematical statistics were used in this work as research methods [2].

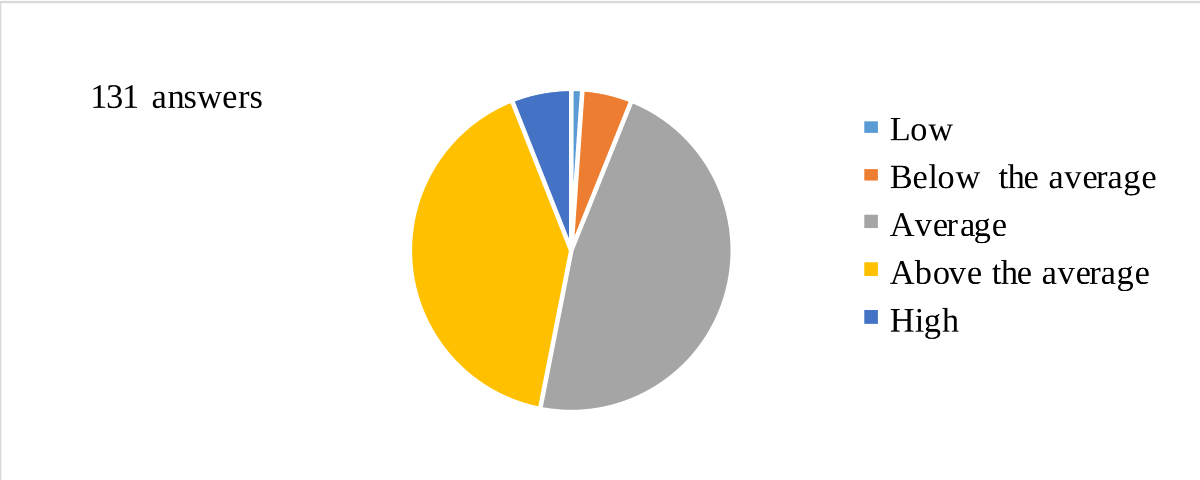
Findings and their discussion. Belarusian students, including medical students, do not consider their health as a capital that needs to be preserved and increased. Sociological studies show that young people put health in the first place in the hierarchy of life values and priorities, but at the same time do not take proper measures to preserve and strengthen it. Among young people, a low level of concern for their health is disseminated, there is no desire to use health procedures and methods of restoring health. The reasons of that are the lack of medical and hygienic knowledge, a high level of study load, lack of free time and material difficulties. This is especially common among students from disintegrated families and out-of-town students. At the same time, a fairly high level of motivation for a healthy lifestyle is noted [3].

Our study involved 131 students from Vitebsk State Order of Peoples' Friendship Medical University from Preparatory Training Course, faculty of General Medicine and Pharmaceutical faculty. The age of the studied students was between 17 and 20 years old.

The first stage of the study was carried out using the survey method. A special questionnaire was developed for the study. The survey included several questions aimed at obtaining information about the level of physical health of students, preferences in the types of physical activity in the classroom and other questions.

The results of the control testing, provided by the standard curriculum "Physical culture" No. TD-SG 014 / type .: BMI, The Index of Life, The Power Index, Robinson index, etc. were taken to assess the level of physical health of students.

Survey results show that 40.9% of the interviewed students assess their health states as above the average, 47% as average, 5% as below the average, 1,1% - as low (picture 1).



Picture 1. *How do you assess your health?*

The results of the pedagogical testing allow to characterise the level of students' physical health above average in 27.86%, average in 46.37%, below average in 15.60%, and low in 3.81%. The results of the tests represent a picture that differs from the questionnaire answers. Assessment of the level of physical fitness is shown in a table 1.

Table 1. Level of physical fitness

Physical training					
Assessment level	Low (%)	Below the average (%)	Average (%)	Above the average (%)	High (%)
Objective	3,81	15,60	46,37	27,86	3,85
Subjective	1,1	5	47	40,9	6

Conclusion. Based on the results, we can conclude that most of the study participants consider it is necessary to keep and improve their health level, while other are satisfied with their physical health and don't want to improve it. The level of students' physical health shows that the objective study results differ from its subjective assessment.

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ASSESSMENT OF THE FUNCTIONAL POSSIBILITIES OF THE CARDIORESPIRATORY SYSTEM OF STUDENTS DURING CARRYING OUT STANGE TEST

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Conducted classes in the discipline of physical culture contribute not only to the development of motor abilities and the formation of motor skills, but to the improvement of all systems and functions of the body as a whole, which is reflected in the indicators of the functional state of the trainees.

The Stange test, which consists in an arbitrary stop of external respiration during inspiration, allows to determine the general functional state of the cardiorespiratory system, the body's resistance to hypoxia, and at the same time, it has simplicity and accessibility, which is important in conditions of mass examinations.

Purpose of work – assessment of the functional capabilities of the cardiorespiratory system of students using the Stange test.

Material and methods. The study involved 20 students (girls) of the pedagogical faculty of the main medical group of the educational institution “Vitebsk State University named after P.M. Masherov ". The study of the functional state of students was carried out using the Stange test. When conducting a test, the patient's pulse is calculated twice in 30 seconds in a standing position. The breath is held on a full breath, which the subject takes after three breaths at 3/4 of the depth of a full breath. A clamp is put on the nose or the subject clamps the nose with his fingers. The delay time is recorded using a stopwatch. After the resumption of breathing, the pulse is counted [1].

The results were assessed as follows: 39 seconds is unsatisfactory, 40-49 seconds is satisfactory, over 50 seconds is good.

Findings and their discussion. The results are presented in table 1.

Table 1- Results of the Stange test

Evaluation of the results of the Stange test	% - of the total number of subjects
Unsatisfactory	50%
Satisfactorily	40%
Good	10%

The studies have shown that the functional state of the cardiorespiratory system of the subjects is at an unsatisfactory and satisfactory level. Which, in turn, indicates the instability of the body to hypoxia.

The reason for these students' low development indices may be insufficient focus on the development of the functional state of the cardiorespiratory system during physical culture lessons. Also, these studies require further and more in-depth study of the problem.

Conclusion. Thus, the obtained results of the study made it possible to establish the level of the functional state of students of the pedagogical faculty of the educational institution “Vitebsk State University named after P.M. Masherov ". The revealed data create the need to apply those means in the discipline of physical culture, which will be aimed at the general development of the functional state of the cardiorespiratory system and the body's resistance to hypoxia.

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THE IMPACTS OF SPORTS NUTRITION ON ATHLETES' BIOCHEMICAL BLOOD PARAMETERS

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High performance sport assumes the presence of maximum and submaximal loads. The state of the cardiovascular system shows the level of adaptation of the whole organism to the loads. The biochemical blood parameters are changed under the effects of physical loads [1]. To improve the performance and accelerate the recovery of the organism after sports activities sports nutrition is used. According to these statements, the aim of our research is to analyze the biochemical blood parameters of sportsmen for the period of its using.

Material and methods. 38 students of VSORC aged 16 to 23 years of weightlifting and throwing departments were enrolled in this investigation. According to initial data of sportsmen such as weight, height and the level of physical activity the using dosage of additives was applied individually from the 15 years old. Twice a year in spring and in autumn they used creatine, amino acids and gainers. The analysis of the biochemical blood parameters of sportsmen was made in comparison with the average research indicators and the duration of use in different aged groups. The first group is the sportsmen of the aged group 16-17 years old, the second group is the sportsmen of the aged group 18-19 years old and the third group is the sportsmen of the aged 20 and older. To define the duration use of sports nutrition and its type it was carried out questioning.

Findings and their discussion. The chart number 1 demonstrates the results of research.

Table 1 - The biochemical blood parameters of sportsmen using sports nutrition

Indicators	Average research indicaters	Sportsmen (16 - 17 years old), n=11	Sportsmen (18 – 19 years old), n=15	Sportsmen (older 20 years), n=12
Glucose, mmol/l	3,5 – 6,2	4,72±0,26*	4,43±0,73*	4,71±0,44*
Urea, mmol/l	1,7 – 8,3	4,61±1,43*	6,11±2,00*	6,77±1,34*
Creatinine, mmol/l	0,062 – 0,115	0,09±0,02*	0,14±0,11*	0,13±0,07*
Uric acid, mmol/l	0,21 – 0,42	0,24±0,11*	0,34±0,09*	0,30±0,9*
Total protein, g/l	64 - 83	69,25±1,5*	68,28±7,70*	71,5±4,34*
Albumen, g/l	35 - 48	43,75±2,87*	43,14±3,80*	43,37±6,02*
Globulin, g/l	26 - 46	23±3,16*	25,71±1,89*	23,37±3,46*
Total cholesterol, mmol/l	3,6 – 6,5	5,37±2,14*	5,61±1,87*	4,99±1,46*
triglycerides, ммол/l	0 – 2,2	0,80±0,26*	1,26±0,67*	0,86±0,22*
Low density lipoproteins, ммоль/l	2,6 – 3,3	4,27±2,87*	4,84±2,49*	3,84±1,89*
λ- cholesterol, мmmol/l	>1	2,94±2,14*	1,14±0,22*	1,9±1,77*
Total bilirubin, mcmol/l	2,0 - 20	14,23±2,40*	15±5,06*	20,66±10,64*
Alaninotransferase, u./l	<40	59,5±75,40*	110,43± 115,51*	50,5±51,67*

Aspartateamitransferase, u./l	<40	56±61,45*	63,28± 48,76*	43,25±42,81*
Alkaline phosphatase, u./l	<270	720,5± 149,20*	227,86± 76,29*	231,37± 90,99*
Gamma glutamine transferase u./l	<55	29±21,60*	101,71± 189,59*	15,87±4,15*
λ- Amylase, u./l	<104	74±31,17*	59,71± 21,31*	47,75±21,46*
Creatine phosphokinase, u./l	<190	1068,25± 1676,49*	551,14± 324,59*	740,25± 1167,76*
Calcium, mmol/l	2,5 – 2,6	2,57±0,40*	2,64±0,48*	2,43±0,26*
Potassium, mmol/l	3,6 – 5,5	4,57±1,09*	4,65±0,54*	4,55±0,69*

Notes: *the difference of data is authentically between groups of sportsmen aged 16 – 17 years old, 18 – 19 years old and 20 – 23 years old, p<0,05.

The analysis of the biochemical blood parameters in athletes demonstrates that the body glucose, uric acid, alkaline phosphatase, total protein, triglycerides, potassium and calcium are within normal limits and approximately on the same level. The parameter of the total cholesterol has the tendency to increasing however the average of its indicator corresponds to the average parameters. Moreover the contain of low density lipoproteins is 33,3% higher than the average meaning.

The amount of urea is increasing on 46,8 percent in the aged group older 20 years old in comparison with aged group of young men 16-17 years old. The increasing number of creatinine on 55,5% was indicated in athletes at the age of 16-17 years old. The amount of globulin was below normal on 8,3% percent in all groups.

The indicator of alanine aminotransferase was increased twice in the second group and on 37,5% in the third group. The aspartate aminotransferase was increased on 17,5% in all groups. The amount of alkaline acid was increased on 11% in the second and third groups. However, the gamma glutamine transferase was twice more in the group of students aged 18-19 in comparison with the parameters in other groups.

Conclusion. The duration use of sports nutrition leads to the increasing of urea, alkaline phosphatase, creatine, cholesterol and it could be related to the violation of protein and lipid metabolism. In fact, the increasing amount of aspartate aminotransferase, alanine aminotransferase and low density lipoproteins can be connected with the liver disfunction, harmonic shifts and excessive loads. Therefore, the use of sports nutrition has a negative effect on the organism of elite athletes.

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PHYSICAL REHABILITATION USING HIPPOTHERAPY

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The medical and social consequences of injuries and other pathologies of the musculoskeletal system in children prompts the search for new, alternative methods of physical rehabilitation.

According to the Ministry of Health of the Republic of Belarus, more than 750 thousand residents are injured every year, of which about 150 thousand or 20% are children and adolescents under the age of 18. Over the past 5 years, the number of injuries to the lumbar spine and pelvis has increased by 34%, fractures of the thoracic spine in children account for 0.8-1.0% of all injuries. Another common pathology of the musculoskeletal system in children is Scheuermann May's disease (adolescent kyphosis), scoliosis, and cerebral palsy. The purpose of this work is to substantiate the possibility of using hippotherapy in the system of physical rehabilitation of children with pathology of the musculoskeletal system.

Material and methods. the material for the study was the data of the Republican Scientific and Practical Center of Traumatology and Orthopedics and the Public Association “Republican Association of Wheelchair Disabled Persons” from 2000 to 2020. Were studied, reports of PA "RAIK", clinical protocols, individual maps of rehabilitation and routes of mobility of children with pathology of the musculoskeletal system. The sample included the medical documentation of 105 children with the following nosology: fracture of the lumbar spine - 7 people, fracture of the thoracic spine - 11 people, Scheuermann's disease - May - 49 people, scoliosis - 22 people, and cerebral palsy - 16 people. The distribution by age and sex is shown in Table 1.

Table 1

Distribution of children by age and sex (n = 105)

Nosology	Girls			Boys		
	7-10 years old	11-14 years old	15-16 years old	7-10 years old	11-14 years old	15-16 years old
Fracture of the lumbar spine	-	-	2	-	-	5
Fracture of the thoracic spine	-	-	4	-	2	5
Scheuermann's disease May	-	12	7	-	16	14
Scoliosis	3	2	2	8	2	5
Cerebral palsy	2	-	2	2	4	6

Findings and their discussion. The presented nosological categories are characterized by participation in the pathogenesis of the disease of the muscles of the chest, upper limb girdle, paravertebral muscles. Physical rehabilitation of this category of patients should be aimed at creating a powerful muscular skeleton that supports the spine in the correct vertical position, developing and strengthening the muscles of the shoulder girdle, maintaining the tone of the muscles deprived of innervation.

When examining medical records, it was found that for the majority of patients, hippotherapy was used for rehabilitation (Table 2).

Table 2

Frequency of use of hippotherapy in the rehabilitation of children with pathology of the musculoskeletal system

Nosology	Total cases, n	The number of cases with the use of hippotherapy in rehabilitation,n (%)
	7	1 (14,3%)
Fracture of the lumbar spine	11	2 (18,2%)
Fracture of the thoracic spine	49	29 (59,2%)
Scheuermann's disease May	22	20 (90,9%)
Scoliosis	16	11 (68,8%)
In total	105	65 (61,9%)

Most often, hippotherapy was used in rehabilitation programs for patients with scoliosis, infantile cerebral palsy, adolescent kyphosis, and to a lesser extent, in children with spinal injuries. In total, hippotheraia was used in the rehabilitation of 61.9% of children with pathology of the musculoskeletal system.

A number of studies have shown the effective use of hippotherapy in the rehabilitation of patients with severe illness or damage to the musculoskeletal system [2, p. 315; 3, p. 175-176; 4, p. 39-40]. This is due to the fact that, instinctively striving to maintain balance, the rehabilitator encourages active work both healthy and de-innervated muscles. By stimulating reactions to maintaining balance, horse riding simultaneously solves the problems of normalizing muscle tone, improving coordination of movements, forming motor symmetry, and strengthening muscles. The movement of a horse (the back of a horse in three planes) corresponds to the movement of a person when walking. As a result, the formation of a normal sensorimotor stereotype occurs with the appearance of a sensation of normal natural upright walking in the rider. The biomechanical effect is reinforced by the increased body temperature of the horse (by 1.5o higher than in humans), the rider warms up the muscles of the pelvic floor, legs, buttocks, improves blood flow in them and in the internal organs. Muscle load, due to motor-visceral reflexes, improves the functioning of internal organs, which is the prevention of diseases.

A huge advantage of hippotherapy is the emotional factor. In contact with a horse, children with pathology of the musculoskeletal system develop a very strong motivation, a desire to feel confident, strong, fearless, full-fledged personality. In the course of therapy, children overcome fear, acquire skills of concentration, coordination of movements.

Conclusion. The severity of the medical and social consequences of injuries and other pathologies of the musculoskeletal system in children prompts the search for new, alternative methods of physical rehabilitation. One of the new, but already recommended methods of physical rehabilitation is hippotherapy. In pediatric rehabilitation practice, it is used to a greater extent in rehabilitants with May Scheuermann's disease, scoliosis, infantile cerebral palsy, and to a lesser extent - with injuries of the lumbar and thoracic spine.

Methods such as horse movement therapy and psycho- and therapeutic-pedagogical contact with a horse can be indicated for children with fractures of the thoracic and lumbar spine, with infantile cerebral palsy. For children with adolescent kyphosis and scoliosis, therapeutic horse riding and therapeutic voltages can be added to the arsenal of hippotherapy tools.

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USE OF PEDAGOGICAL APPROACHES IN ORGANIZATION OF OPTIONAL PHYSICAL EDUCATION CLASSES

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It is generally recognized that physical education plays an important role in active, purposeful formation, correction, change in the right direction of physical, mental, socio-cultural qualities and abilities, as well as the behavior of modern youth.

The academic discipline «Physical culture» in the institution of higher education should reflect the activities in the field of quality policy of general physical education, namely: update the content of the discipline, increase the effectiveness of teaching physical culture in the context of the implementation of the health preservation program of students, use individual approaches in training and the formation of professionally significant competencies of the graduate.

Material and methods. Specific pedagogical methods were used as research methods. Namely theoretical and empirical.

Findings and their discussion. The methodological basis of the research will be the approaches of the general scientific level of methodology (activity and qualimetric) and approaches of the specific scientific level (personality-oriented, differentiated, technological, axiological, program-targeted, participatory and culturological).

As well as pedagogical patterns (conditionality and effectiveness) (E.V. Yakovlev, 2006) [8] and principles (general: scientific character, consistency, accessibility, individualization, optimality, flexibility, controllability and development; specific: objectivity, concreteness, comprehensiveness) (E.V. Yakovlev, 2006) [8].

We also studied works that analyze the problems of physical education in a wide philosophical and general cultural context (L.I Lubysheva, 2004; V.A Ponomarchuk, 2003; V.I. Stolyarov, 2012) [5,6,7].

The activity approach – will be used in the description, explanation and design of the methodology for conducting special classes, which refers to scientific consideration from the point of view of the category of activity.

The activity-based approach will have three uses:

– methodological (L.P.Bueva, 1978; V.N.Sagatovsky, 1990; V.S.Shvyrev, 2001; E.G. Yudin, 1997) [8] approach will be aimed at studying the formation of motor culture in students with an analysis of the structure and the stage of occurrence;

– psychological (K. A. Abulkhanova-Slavskaya, 1980; L. S. Vygotsky, 1997; A. N. Leontiev, 1977; S. L. Rubinstein, 1976) [8] approach will be associated with the study of psychological and emotional processes, which students will have when mastering the theoretical and practical module of the special course;

– pedagogical (K. M. Durai-Novakova, 1983; V. A. Kan-Kalik, 1976; N.V. Kuzmina, 1970; T. S. Polyakova, 1983; V. A. Slastenin, 2000) [8] the approach will be manifested in the organization of students' work in optional classes.

Qualimetric approach – is a methodological aspect that allows to ensure the study of the structure and content of optional classes within the academic discipline «Physical culture» for students studying in non-sports specialties in a higher education institution using the ideas of pedagogical qualimetry, which include methods of multivariate statistical and correlation analysis

The qualimetric approach will be based on measurement theory, modeling theory and mathematical statistics. The key and basic ideas of modern pedagogical qualimetry are considered in the works of domestic ones (S.I. Arkhangelsky, 1975; I.B. Itelson, 1968; V.P. Mizintsev, 1977; N.M. Rosenberg, 1979; A.M. Sokhor, 1974) [8] and foreign (R. Atkinson, 1969; J. Glass, J. Stanley, 1976) [8] scientists.

The personality–oriented approach in pedagogy was considered by M.A. Akopova, 2003 [1]; Sh.A. Amonashvili, 1996; E.V. Bondarevskaya, 1997; M.A. Vakulina, 2004; E.N. Stepanov, 2003 [3], which means and provides a focus on the formation of the student as the main personality, his full implementation of internal resources on the basis of mutual assistance, cooperation, joint interaction between the teacher and students.

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The use of the technological approach (VA Slastenin, 2000) will make it possible to switch to a substantially, qualitatively new branch of efficiency, optimality, and scientific nature of the content of classes in comparison with the traditional conducting of optional physical culture classes.

The axiological approach (LV Vershinina, 2003; VA Slastenin, 2000) [4] will allow to study the content of optional classes from the point of view of the possibilities of satisfaction and needs of students in the formation of motor culture.

The program–targeted approach is reflected in the works of S.A. Repin, 1999; V.V. Serikov, 1994, etc., which will represent a set of tools and methods for managing the work of students in accordance with the developed special section.

The participatory approach was developed in the work of T.V. Orlova, 1999 and will be implemented in joint decision-making on the methods, forms of activity, cooperation and interaction between the teacher and students in optional classes with the aim of self-realization of participants in the process of education and training.

The essence of the culturological approach lies in the construction of the educational process of a special course of optional classes in the academic discipline «Physical culture» taking into account cultural heritage, norms, values, the dominance of culturally significant interaction and relations between students, i.e. the content of education of a special course can be defined as a pedagogical model of social order. The work of E.S. Markarian, 1983.

Conclusion. In general, the feasibility of introducing a special section of elective classes in the discipline «Physical culture» is substantiated by the methodological basis, namely the activity, qualimetric, personality-oriented, differentiated, technological, axiological, program-targeted, participatory and cultural approaches.

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FEATURES OF THE METHOD OF CONDUCTING OUTDOOR GAMES WITH CHILDREN OF PRIMARY SCHOOL AGE

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Primary school age is a period when a child is actively growing and developing. Therefore, it is very important to help them learn to correctly perceive the external world, objects and phenomena surrounding them. An important place belongs to the game [1].

The purpose of the study is to study the methodology of outdoor games.

Material and metohods. Analysis of literary sources, observation.

Findings and their discussion. Outdoor games create an atmosphere of joy and therefore make the most effective complex solution of health, educational and educational tasks. Active movements caused by the content of the game provide positive emotions in children and enhance physiological processes. When choosing a game, the teacher refers primarily to the physical education program, where the list of games is compiled taking into account the General motor readiness of children of a particular age.

The motor content of the games must be consistent with the conditions of their conduct. It is important to take into account the time of year and weather conditions. The explanation of the game rules should be brief, clear, emotional, and interesting. Its content depends on the age, fitness of children and the type of game.

The sequence of explanations is very important: name the game and its idea, state the content as briefly as possible, emphasize the rules, remind the movement (if necessary), assign roles, distribute attributes, place the players on the court, and start playing actions. The teacher should monitor the movements of the players: encourage successful execution of movements, suggest the best way to act, and help by personal example. An important point of the guide is the teacher's participation in the game.

The choice of games is influenced by the time of year. It is recommended to play games that match the season. In cool weather, it is better to conduct such games in which all children simultaneously perform movements, which allows you to prevent hypothermia. In cold, wet weather, you should not plan games with recitative and singing outdoors (for the purpose of protecting the voice apparatus). In hot weather, on the contrary, games of a calm nature and less mobility are suitable, eliminating the danger of overheating. In the fall, it is recommended to select games that can be played on a limited site.

We conducted a survey of primary school children. 95% of students enjoy playing outdoor games.

Conclusion. To strengthen children's motor skills and develop physical qualities, it is useful to repeat games throughout the year and in a certain sequence, varying them in accordance with the tasks set: complicating the movements and rules of the game, conducting it in different conditions (room, plot, clearing, forest).

Increasing the effectiveness of mobile games is achieved in the following ways: increasing the distance for running in games with dashes; increasing the duration of intense movements in games with dodging.

Most often, outdoor games are used for the purpose of motor activation of children. Minor fatigue caused by participation in a mobile game is useful: it is systematically repeated, it helps the body adapt to increased physical activity, increasing performance.

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SPEED AND FEATURES OF ITS DEVELOPMENT IN PRIMARY SCHOOL CHILDREN

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Primary school age is characterized by significant changes in the physical and motor development of the child. The growth of the skeleton and muscle mass is rapid. The proportions of the body change significantly. Basic vital movements are mastered. Features of the psyche of a child of this age determine the expediency of short-term, but often repeated classes of various, predominant game content.

In a child aged 6 to 10 years, it is necessary to start purposeful development of physical qualities-dexterity, speed, flexibility [1].

When developing speed, the main focus should be on developing the speed of reaction and frequency of movements in simple exercises.

The purpose of the study is to study the conditions for the formation of speed.

Material and methods. Analysis of literary sources, observation.

Findings and their discussion. Speed is the ability of a person to perform actions in a minimum period of time for these conditions.

Speed is shown through a set of speed abilities, including:

a) latent (latent) motor reaction time;

b) the speed of a single movement, not burdened by external resistance;

c) the frequency (tempo) of movements.

To develop speed, it is best to use exercises in which movements can be performed at high speed. The time for performing a speed exercise for a child should not exceed 5-6 seconds.

Exercises of a high-speed nature should be well mastered, the movements in them should be brought to automatism, so that the student does not concentrate on overcoming the difficulties of building movements [2].

The basic rule of speed training is to perform exercises at a speed close to the maximum. Therefore, speed exercises often consist of a series of repetitions of maximum speed movements. The same rule makes it necessary to recover almost completely in the rest pause between exercises. The pause should be sufficient so that the speed of movement does not noticeably decrease from repetition to repetition.

Conclusion. The desire for rapid movements observed in children is mainly due to the peculiarities of the development of the neuromuscular system, short-term and rapid change in the processes of excitation and inhibition, increased sensitivity to fatigue, and unwillingness to display the maximum, maximum effort.

Exercises that are used to develop speed should be familiar to children and relatively well mastered by them.

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Scientific publication

THE YOUTH OF THE 21st CENTURY:
EDUCATION, SCIENCE, INNOVATIONS

Proceedings of VII International Conference
for Students, Postgraduates and Young Scientists

Vitebsk, December 11, 2020

Technical editor *G.V. Razboeva*
Computer design *L.R. Zhyhunova*

Signed to print 07.12.2020. Format 60x84 $^{1}/_{8}$. Offset paper.
Conventional printed sheets 43,83. Published sheets 25,58. Circulation 82 copies. Order 151.

Publiser and polygraphic processing – Educational Establishment
“Vitebsk State University named after P.M. Masherov”.

State Registration Certificate as publisher, printer and distributor of editions
№ 1/255 d/d 31.03.2014.

Printed by risograph of Educational Establishment
“Vitebsk State University named after P.M. Masherov”.
210038, Vitebsk, Moskovsky Prospekt, 33.