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### THE RESULTS OF THE SINO-JAPANESE WAR OF 1894–1895

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Keywords: Sino-Japanese War, Japan, China, The Treaty of Simonoseki, results.

The war between Japan and China in 1894–1895, which lasted less than a year, is of interest to historians not only from the point of view of relations between the two Asian countries, but also from the point of view of further progress in technology and naval art. This armed confrontation, which was called the first Sino-Japanese War, was the first step in the colonial expansion of Japan and one of the prerequisites of the Russian-Japanese war of 1904–1905.

The purpose of this study is to determine the results of the armed conflict between Japan and China at the end of the XIX century.

**Material and methods.** The main material for the study was the text of the Treaty of Simonoseki, taken from the Collection of Treaties and Diplomatic Documents on the Affairs of the Far East of 1895–1905, as well as the works of N. Nozikov «The Sino-Japanese War of 1894–1895» and A. Shtenzel «The History of wars at sea from ancient times to the end of the XIX century» [1–3].

During the research, both general scientific (analysis, synthesis, comparison, generalization, deductive, logical) and special historical methods were used. The work was based on a system-structural analysis. The main methods used in the study were the method of comparative analysis, the descriptive method and the method of historical retrospection.

**Findings and their discussion.** On April 17, 1895, the so-called Simonoseki Preliminary Peace Treaty was concluded between the Japanese Empire and the Qing Empire, as a result of the defeat of China, on very difficult conditions for China [1, p. 93]. The ratification of the treaty took place on May 8, 1895 in Chifu. The term of Chinese politics and ideology can be applied to this contract – unequal or unequal contract.

The result of the military conflict was brilliant for Japan. She lost only 1,700 people. killed and wounded, and several thousand more people died of disease, but she did not lose a single gun and not a single ship, not counting a few small destroyers. A significant Chinese contribution healed all financial shortcomings, and Japan embarked on the path to acquiring hegemony in the Far East [3, p. 722–725].

The agreement consisted of eleven articles and three separate articles. Before the text of the articles there is an introductory part that says who will represent the parties at the signing: on the Japanese side – Ito Hirobumi, and on the Chinese side – Li Hung-chang.

The first article declared: «China finally recognizes the complete and unconditional independence and autonomy of Korea, and, as a result, the payment of tribute to China by Korea and its performance of ceremonies and rituals that violate such independence and autonomy, completely cease for the future» [2].

The following articles spelled out the territories that now belong to Japan: the southern part of the province of Fyntian (Mukden), all the islands belonging to the province of Fyntian (Mukden), the island of Formosa with all the islands belonging to it, the Pescadorian archipelago [2].

The fourth article established a contribution in the amount of 200 million taels. Payment must be made in eight installments. China can pay earlier, if the amount is paid within three years, then the interest will not be counted [2].

In subsequent articles, the issue of the population and the army was resolved. Chinese residents were given 2 years to leave the territories listed above, otherwise they would be considered subjects of Japan. The evacuation of China by Japanese troops should be completed within three months. And China agrees to the temporary occupation of Weihaiwei by the Japanese armed forces in Shandong Province. All prisoners of war from both sides are released and return home, and offensive operations are prohibited [2].

As mentioned earlier, after the main eleven articles, there are three separate articles in the Treaty of Simonoseki. They specified the presence of the Japanese army on the territory of Weihaiwei and the Lagoon Islands, and it is forbidden for the Chinese army to approach these territories. The last article stated that the

civil administration of the occupied territory would remain in the hands of the Chinese authorities, but the authorities would be obliged, if necessary, to obey the orders of the Japanese army [2].

**Conclusion.** Thus, the war showed first of all that a new imperialist predator has grown up in the Pacific Ocean, stopping at nothing in achieving its aggressive goals. According to the main terms of the agreement, the Pescadores Archipelago, Taiwan, the Liaodong Peninsula were transferred to the Land of the Rising Sun, and China also had to pay a contribution of 200 million monetary units. The Sino-Japanese War of 1894–1895. It showed that Japan was turning into a strong rival for influence in the Far East, and the Far East was instantly turning from an international backwater into one of the epicenters of world politics. At the same time, the war and its results had profound consequences for the whole world. In fact, many great powers supported Japan's aggressive foreign policy towards China and Korea, they underestimated Japan's desire to dominate the Asian region. If after the first Sino-Japanese War the Land of the Rising Sun was just beginning to strengthen its position, then after the Russian-Japanese war of 1904–1905 it turned into a great power. At the same time, the war showed the weakness of China with its huge population and rich natural resources, which could not ensure the economic development, political and military power of this country.

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## PRAGMATICS OF ENGLISH TV SHOWS FOR CHILDREN

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**Keywords:** superstructure, communicative-pragmatic block, pragmatic attitude, communicative strategy, communicative tactics, TV show.

Children's TV shows generally represent television programs that are made for children. Most often, such TV shows are broadcast in the morning and afternoon. However, there are a number of channels made for children, where the broadcast goes around the clock. The main purpose of children's TV shows is learning through entertainment. Children's TV shows in the discursive paradigm have a special pattern of combining pedagogical communication and mass