

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 VIII International Conference
for Students, Postgraduates
and Young Scientists*

Vitebsk, December 10, 2021

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Vitebsk State University named after P.M. Masherov
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MATHEMATICAL METHODS, MODELS AND CONTEMPORARY PHYSICAL PROCESSES

DEVELOPING AN UNEMPLOYMENT FORECAST USING THE SLIDING AVERAGE METHOD

Tatyana Dorogaykina

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: forecast, sliding average, unemployment rate.

The sliding average method is one of the well-known methods for smoothing time series. Applying this method, it's possible to eliminate random fluctuations and obtain values corresponding to the influence of the main factors. The need to develop the reliability of predictive indicators of socio-economic development and the identification of the most accurate methods for this determine *the relevance of the study*.

The purpose of the article is to develop a forecast of the unemployment rate in the Republic of Belarus for 3 years using the sliding average method.

Material and methods. The factual basis of the research was the materials of the National Statistical Committee of the Republic of Belarus, Internet resources on the topic of the research. The methods used were descriptive and analytical, comparison, generalization, analysis and synthesis.

Findings and their discussion. Sliding average smoothing is based on the fact that random deviations mutually cancel out in averages. This is due to the replacement of the initial levels of the time series with the arithmetic mean within the selected time interval. The resulting value refers to the middle of the selected time interval (period). Then the period is shifted by one observation, and the calculation of the average is repeated. In this case, the periods for determining the average are taken the same all the time. Thus, in each case under consideration, the average is centered, i.e. referred to the midpoint of the smoothing interval and represents the level for this point. When smoothing a time series with sliding averages, all levels of the series are involved in the calculations. The wider the smoothing interval, the smoother the trend is. The result is a smoothed dynamic range of values that allows you to clearly trace the trend of changes in the investigated parameter [1].

The working formula for this method is:

$$Y_{t+1} = m_{t-1} + \frac{1}{n} * (Y_t - Y_{t-1}), \text{ where}$$

t+1 – forecast period;

t – the period preceding the forecast period (year, month, etc.);

Y_{t+1} – projected indicator;

m_{t-1} – sliding average for two periods before the forecast;

n – the number of levels included in the smoothing interval;

Y_t – the factual value of the phenomenon under study for the previous period;

Y_{t-1} – the factual value of the phenomenon under study for two periods preceding the forecast.

To calculate the predicted value using the sliding average method, you must:

1. Determine the value of the smoothing interval, for example equal to 3 ($n = 3$).

2. Calculate the sliding average for the first three periods:

$$m_{2017} = \frac{Y_{2016} + Y_{2017} + Y_{2018}}{3} = \frac{5,8 + 5,6 + 4,8}{3} = 5,4$$

The resulting value is entered into the table in the middle of the taken period. Next, we calculate m for the next three periods 2017, 2018, 2019.

$$m_{2018} = \frac{Y_{2017} + Y_{2018} + Y_{2019}}{3} = \frac{5,6 + 4,8 + 4,2}{3} = 4,87$$

Further, by analogy, we calculate m for each three adjacent periods and enter the results into the table.

$$m_{2019} = \frac{Y_{2018} + Y_{2019} + Y_{2020}}{3} = \frac{4,8 + 4,2 + 4,0}{3} = 4,33$$

3. Having calculated the sliding average for all periods, we build a forecast for 2021 using the formula:

$$Y_{t+1} = m_{t-1} + \frac{1}{n} * (Y_t - Y_{t-1})$$
$$Y_{2021} = 4,33 + \frac{1}{3} * (4,0 - 4,2) = 4,33 - 0,07 = 4,26$$

Determine the sliding average m for 2020.

$$m_{2020} = \frac{4,2 + 4,0 + 4,26}{3} = 4,15$$

Building a forecast for 2022.

$$Y_{2022} = 4,15 + \frac{1}{3} * (4,26 - 4,0) = 4,15 + 0,09 = 4,24$$

Determine the sliding average m for 2021.

$$m_{2021} = \frac{4,0 + 4,26 + 4,24}{3} = 4,17$$

Building a forecast for 2023.

$$Y_{2023} = 4,17 + \frac{1}{3} * (4,24 - 4,26) = 4,17 - 0,01 = 4,16$$

Place the results in the table.

Table – Forecast of the unemployment rate in the Republic of Belarus for 2021-2023, %.

Year	Unemployment rate, Y_t , %	Sliding average, m , %	Calculating the average relative error, $\frac{ Y_t - m }{Y_t} * 100$, %
2016	5,8	—	—
2017	5,6	5,4	3,57
2018	4,8	4,87	1,46
2019	4,2	4,33	3,1
2020	4,0	—	—
Total:			8,13
Forecast 2021	4,26		
Forecast 2022	4,24		
Forecast 2023	4,16		

Source: compiled by the authors based on statistical data [2].

Calculate the average relative error:

$$\varepsilon = \frac{8,13}{3} = 2,71\% < 10\% - \text{forecast accuracy is high.}$$

As a result of the applied sliding average method for calculating the forecast of the unemployment rate in the Republic of Belarus, it was revealed that in 2021 its rate will increase to 4.26% and slightly decrease by 2023 to 4.16%. On the basis of this, it becomes possible to select the appropriate instruments of state regulation in the strategy of sustainable development of the country for the near future.

Conclusion. Thus, since the average relative error is less than 10%, the forecast accuracy is high. And also, comparing the sliding average method with other forecasting methods, we can conclude that the sliding average method provides more reliable results than the exponential smoothing method and the least squares method.

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GEOGEBRA APPLICATION AS A TOOL FOR ORGANIZING PUPILS' RESEARCH ACTIVITIES

Feride Gadzhieva, Nikolay Molodechkin

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: math, GeoGebra, algebra, geometry, organization of research activities.

Modern information and communication technologies have made it possible to change the methods of teaching mathematics. In the conditions of informatization of education, teachers face the following questions: how to modernize training sessions to increase their effectiveness; what software is best to use during the lesson to increase the motivation of modern students and create a comfortable environment for creativity. Electronic educational resources for studying mathematics should be easy to use and have a wide range of functionality.

An example of one such educational resource is the GeoGebra app [1]. This cross-platform dynamic mathematical application can be used as a means of visualizing information, as well as organizing students' independent work in mathematics classes.

The purpose of the work is to research and test the functionality of the GeoGebra application when studying a mathematics course in institutions of general secondary education.

Material and methods. The study uses the GeoGebra cross-platform dynamic mathematical application as a working material. The pedagogical experiment is planned to be carried out on the basis of State educational institution “Gymnasium №1 named after Zh. I. Alferov of the city of Vitebsk”, State educational institution “Gymnasium № 8 of the city of Vitebsk”.

Findings and their discussion. At this stage of the study, the main functional capabilities of the GeoGebra application have been identified: the creation of complex mathematical models and computer experiments.

Using this software, you can plot graphs of functions set analytically and parametrically, perform various kinds of geometric constructions in two-dimensional and three-dimensional spaces, visualize the stages of building a drawing, calculate derivatives and integrals, factorize an algebraic expression, solve equations and inequalities, and investigate functions. GeoGebra allows you to create dynamic drawing applets for research work and videos, which are then freely available on the Internet for use by teachers [2].

When studying functions in an algebra course, the teacher is faced with the problem of visualizing with the help of chalk and a blackboard the behavior of graphs of functions when changing the coefficients in their formulas. GeoGebra, using special tools that are responsible for the parameter values, allows you to

change the coefficients in the analytical formula of the function and thus demonstrate the movement or transformation of the function graph.

GeoGebra can be used to study functions such as linear, quadratic, power, exponential, logarithmic, trigonometric and functions containing a modulus. The application allows you to quickly and accurately determine the zeros, maximum and minimum values of a function; to visually define and demonstrate periods, domains of definition and values, intervals of constancy and monotonicity of a function.

When studying square inequalities, GeoGebra allows you to graphically define solutions to inequalities, so students can independently formulate the differences in solution options with a negative, positive or zero discriminant.

An important feature of the application is the ability to organize student research activities. For example, when studying the topic "Quadratic function" in the course of 8th grade algebra, students, working with the application, can themselves put forward hypotheses about the properties of a quadratic function: domain, range, largest and smallest value, zeros of the function, axis of symmetry of a parabola. To conduct research work, a teacher creates an applet with step-by-step instructions for students.

GeoGebra also allows you to build geometric objects, change their parameters, while maintaining the general construction algorithm. Thanks to this, it is possible to organize the experimental work of students in the classroom. For example, GeoGebra can be used to study inscribed and circumscribed triangles. To determine the center of the circumscribed circle, it is enough to build a triangle and the median perpendiculars of its sides. By changing the drawing of the triangle, students notice that every three mid-perpendiculars of the sides of all the different resulting triangles intersect at one point. Based on this observation, they formulate a hypothesis about the existence and uniqueness of a circle circumscribed around any triangle, which they further prove or refute. You can do the same with a circle inscribed in a triangle [3].

When studying stereometry in high school, the GeoGebra system will help in explaining such a complex topic as the construction of sections of three-dimensional shapes. This platform allows you to change the location of the cutting plane and analyze options for sections of various geometric shapes.

The advantage of the GeoGebra platform over some other resources is that it combines geometric, algebraic and numerical information. The application allows you to visually show the relationship between algebra and geometry: each geometric model is associated with its algebraic description, and, conversely, a certain geometric image is created for each algebraic object. This greatly facilitates the process of mastering educational material at any level of education. It is this fact, together with the dynamic possibilities of representing geometric objects, that determines the didactic potential of the GeoGebra application..

Conclusion. The study of the possibilities and pedagogical experience of using the GeoGebra application showed that the use of this environment in

mathematics lessons significantly increases their effectiveness. In the future, it is planned to develop fragments of lessons using the GeoGebra application and test them in the educational process.

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RESEARCH OF AUTOMATED TRAINING SYSTEMS BASED ON SCORM STANDARD

Anastasia Krasikova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: SCORM, standard, automated training system, education, information technology.

Activities of a modern person, organization or production cannot be imagined without learning processes. Due to the constant increase in the complexity and volume of the studied material, the question of partial or complete automation of the educational process is acute. Automation allows you to minimize training time without losing its effectiveness.

Information technologies which exist today make possible to organize training of specialists based on automated training systems.

The purpose of this article is to investigate automated training systems based on the SCORM standard.

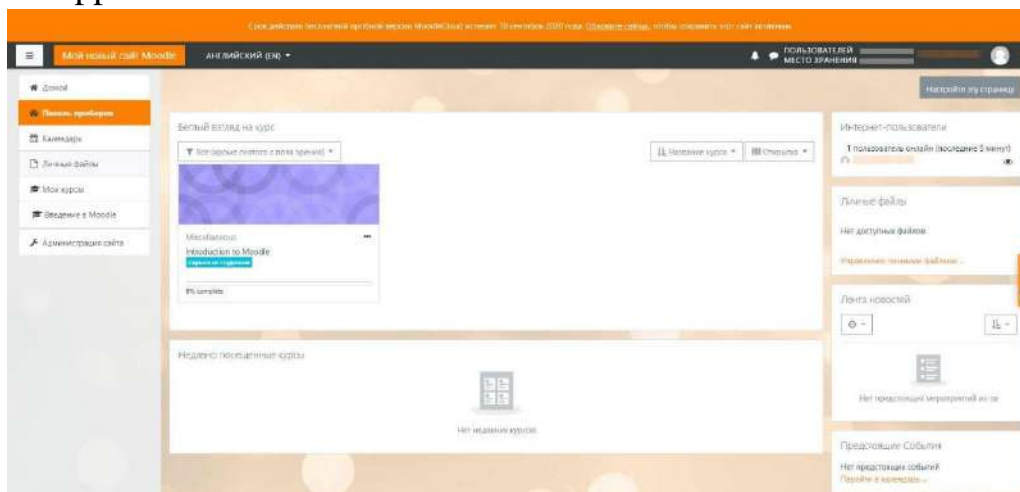
Material and methods. During the analysis, articles from Internet resources, as well as literary sources were used. Descriptive and comparative methods were used to achieve the purpose.

Findings and discussion. SCORM (Sharable Content Object Reference Model) is an international standard for eLearning courses. It specifies the requirements for transferring information from the course to the system itself. SCORM allows you to ensure the compatibility of components and the possibility of their reuse: the training material is presented in separate small blocks that

can be included in different training courses and used by the distance learning system, regardless of who, where and with what means they were created [1].

Moodle is a free open-source e-learning system. Moodle supports the most popular standards in e-learning: IMS, AICC and SCORM. The Moodle website provides support to platform users free of charge. This is facilitated by the large Russian-speaking community of users of this system. The system supports over 120 languages, including Russian [2].

The application interface is shown in Picture 1.



Picture 1 – Moodle

Main features of the system:

- adaptation for specific goals and objectives – setting up the platform through plugins;
- ample opportunities for communication: exchange of files of any format, mailing, forum, chat, the ability to review the work of students, internal mail and more;
- the ability to use any grading system;
- provides complete information about the work of students;
- creation of courses of various formats: forum, structure (training modules without reference to the calendar), calendar (training modules with reference to the calendar);
- user management: role assignments, grouping, mass assignment of courses and more;
- setting up the reporting system;
- integration with other services (Moodle can be combined with other platforms such as WordPress or Zoom webinars).

The disadvantages of the system include:

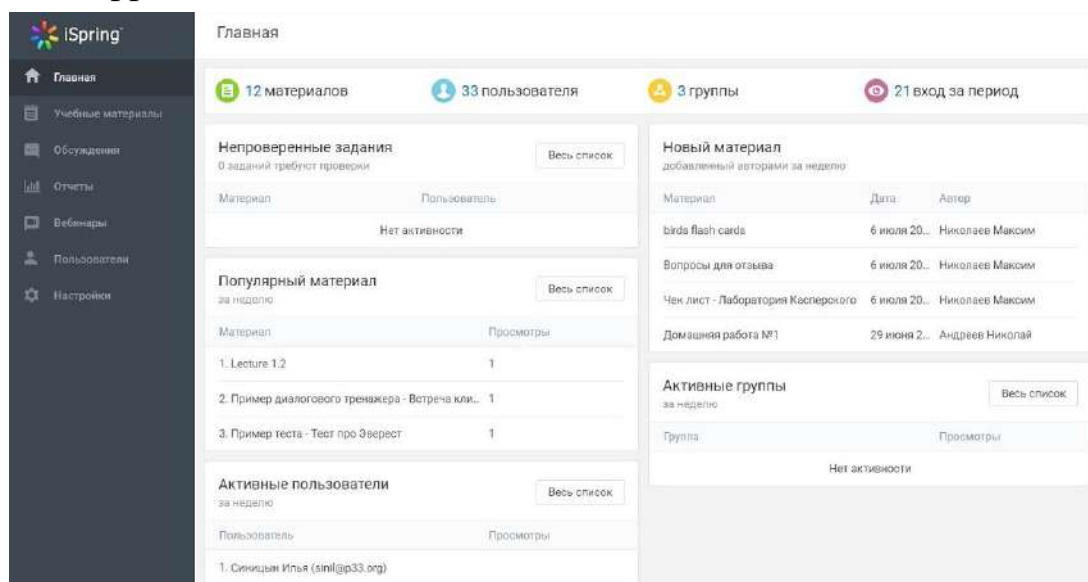
- complexity of customization;
- the need to purchase a server or hosting to install the system;
- many functions, some of which are not used (it is necessary to involve an IT specialist);

– the system focuses on universities, colleges and other educational institutions; for the commercial sphere, Moodle lacks flexibility and scalability [3].

In terms of a set of functions and a free distribution scheme, the Moodle learning management system is optimal for universities and companies with a small budget. Small businesses and startups can create quick skills courses in Moodle. But for medium and large businesses, Moodle's capabilities are not enough. The system is not suitable for rapid implementation: it will take time for untrained users to master it. To install Moodle you need a server or hosting. Since Moodle does not provide technical support, you will have to hire an IT specialist and pay him a salary to maintain the server.

iSpring Learn is a cloud-based distance learning system from iSpring, one of the leaders in the global eLearning software market. This system is a paid commercial solution. iSpring Learn supports eLearning in SCORM format [4].

The application interface is shown in Picture 2.



Picture 2 – iSpring Learn

Main advantages of the system:

- course builder: you can create various educational content - courses, tests, interactive simulators and screencast;
- unlimited storage: you can upload an unlimited number of files;
- integration with other services through an open API;
- user management;
- reporting system;
- flexibility of settings;
- availability of information: the iSpring website has a knowledge base with detailed information about the capabilities of the system;
- ease of use;

- quick launch of the platform: no need to set up for a long time, just register, download courses, and invite users.

The limitations of the system include:

- inflexibility of settings: it is impossible to add new functionality to the cloud LMS on your own; this can be done only privately, by ordering an individual solution for a fee;

- the need to purchase an annual subscription [5].

The iSpring Suite Course Designer is responsible for creating educational content. It is a PowerPoint add-in that allows you to create e-courses from presentations. The Suite includes six modules that allow you to create interactive courses, quizzes, interactive simulators, video courses and books.

Spring Learn is suitable when it is planned that courses will be created by internal experts, and the system will be administered by a staff member who is not a technical specialist. With iSpring Learn, you can organize distance learning and employee testing in no time.

Conclusion. The article reveals the concept of the SCORM standard, and also conducted a study of popular systems based on this standard. To choose a suitable automated training system, first of all, you need to determine the specific goals that need to be achieved as a result of the implementation of the system. It is also important to be clear about who, where and how will use the platform for learning. After that, you can move on to finding the most suitable solution.

In terms of a set of functions and a free distribution scheme, the Moodle learning management system is optimal for universities and companies with a small budget. Small businesses and startups can create quick skills courses in Moodle. But for medium and large businesses, Moodle's capabilities are not enough. The system is not suitable for rapid implementation: it will take time for untrained users to master it. To install Moodle you need a server or hosting. Since Moodle does not provide technical support, you will have to hire an IT specialist and pay him a salary to maintain the server.

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VISUALIZATION OF SPATIAL ENVIRONMENT BY MEANS OF 3D MODELING

Valeriya Nemankova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: 3D modeling, computer graphics, spatial environment, texture overlay, rendering.

Nowadays 3D modeling is actively used in a wide variety of spheres, from industry to entertainment. Interior visualization is one of the fields of three-dimensional computer graphics.

The aim of this work is to visualize spatial environment for 3D tour application by using the capabilities of the Blender 3D editor.

Materials and methods. Consider the modelling phases of spatial environment.

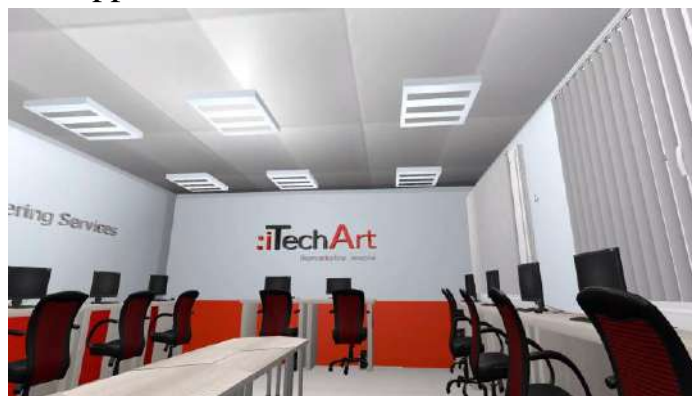
At the first stage a technical requirement based on photographs of the rendered room, drawings and room plans is prepared.

Next, the environment is modeled in the Blender 3D editor by connecting vertices and edges in three-dimensional space, polygons are created. That makes up environment objects: furniture, equipment etc.

At the next phase textures are applied to the 3D model. Physical properties of materials like relief, surface transparency, reflectivity and others are considered in more detail. All these properties are configured in the Blender Shader Editor.

Rendering is the final stage of spatial visualization. During rendering, the lighting is selected and the last changes are made to the scene.

Findings and their discussion. As a result of the 3D visualization process 3D interior environment was developed for later using in VR application of the 3D excursion. In the picture number 1 you can see the image of one of the scenes of the 3D tour application.



Picture 1 – Scenes of the 3D tour application

Conclusion. 3D graphics allows you to convey accurately the volume and the depth of space, and the materials attached to the objects add realism to the environment, which allows you to recreate accurately the subject-spatial environment.

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APPLICATION OF AUGMENTED REALITY FOR IMPROVING EDUCATION EFFECTIVITY

Maksim Vasilevsky

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: augmented reality, AR, mobile application, web application.

The article discusses the advantages of using augmented reality in the process of teaching students and schoolchildren. The description of a mobile application and a web application for visualization of educational materials on the pages of textbooks is presented.

The relevance of the work. To date, augmented reality technologies are actively developing and are being used in various spheres of activity-news. As for the field of education, augmented reality technologies are a fundamentally new approach to accompany educational materials with visual images.

The aim of the work is to develop a mobile application that complements any textbook with digital materials using augmented reality technology, as well as a web application for the management of augmented reality objects.

Material and methods. The research material is the creation of a qualitatively new level of information and subject environment for students due to their "immersion" in three-dimensional augmented reality, which gives the student the opportunity to simulate the feeling of direct contact with objects, contactless control of them, simulate reality by actualizing the effect of personal presence and participation in processes occurring on the screen of a smartphone or tablet, interaction with objects or processes that are reflected on the screen, the implementation of which is impossible in reality[3].

The paper uses experimental-theoretical research methods: analysis and synthesis, abstraction, formalization, modeling.

Findings and their discussion. The information saturation of the modern world requires special preparation of educational material before its presentation to students. One of the effective technologies for activating learning is the method of visualization of educational information, which has firmly taken its place in the educational process. The use of visual forms of assimilation of educational information allows you to change the nature of learning: accelerate percep-

tion, understanding and generalization, develop the ability to analyze concepts, structure information [1].

Augmented reality (AR) technology is one of the key directions of informatization of society, a fundamentally new approach to the accompaniment of educational materials with visual images.

One of the most objective criteria for the success of using augmented reality in education is to improve the quality of students' knowledge on the subject. We conducted a study based on teaching biology using augmented reality. The students were divided into three groups: schoolchildren studying the subject using AR under the guidance of a teacher; children using AR in the form of independent work, and a control group - students studying using traditional methods. The groups were compared according to the results of training and emotional state. As a result, the study showed that students studying the subject using AR under the guidance of a teacher achieved better results, while students studying independently received more positive emotions from the subject (Illustration 1).

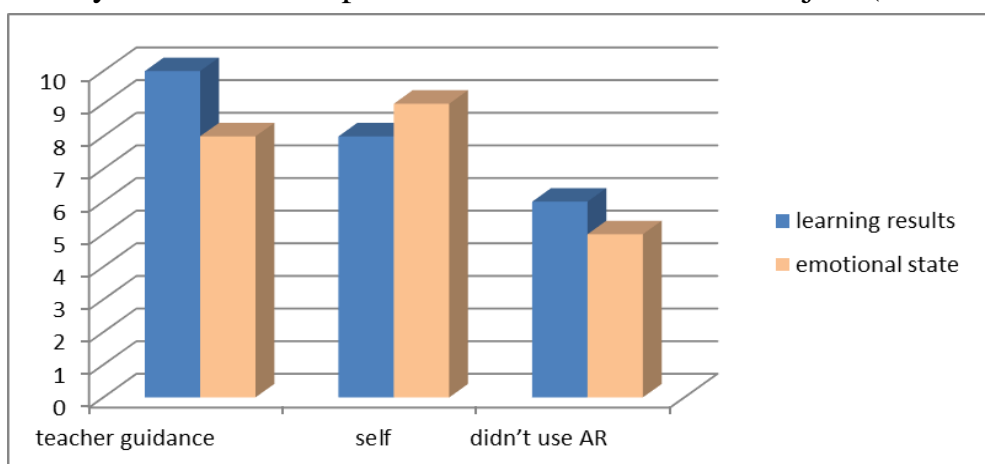


Illustration 1. The impact of AR on learning outcomes and emotional well-being.

One of the key solutions to improve the effectiveness of training is the development of an AR application using the Vuforia platform and the Unity 3D environment integrated with it, which allows you to recognize the necessary images when displaying various media materials, such as 3d models and gif animations.

This application is used in the textbook "Human life safety" (I.M. Prishchepa, V.A. Klyuev, A.N. Dudarev) [2] with elements of augmented reality, which was published in 2020 and received the Seal of the Ministry of Education of the Republic of Belarus.

We have developed a web application for managing augmented reality objects, the main task of which is to store and display a catalog of objects, as well as to ensure effective interaction with the user through a user-friendly interface. The application is implemented in the JavaScript programming language using React and Redux libraries, the Atom code editor was used as the development

environment, Node.JS technologies were used to manage packages, in particular: NPM [3].

The mobile application created by us has the following advantages:

- a qualitatively new level of information-subject environment (absence of restrictions of the real environment and the possibility of its addition);
- universality (the ability to use augmented reality images to create images in any textbooks);
- the prospect of long-term maintenance of the product (the possibility of replacing the contents without changing the printed textbook);
- accessibility (nothing is required for our technology except a phone with a camera).

The economic significance of the project lies in the fact that three-dimensional graphics make it possible to demonstrate the model more effectively without referring to real objects that may be inaccessible (volcano, coral reef) or dangerous (nuclear reactor, forest fire, shark), may be far away or expensive.

The social significance of the project lies in the development and optimization of students' education processes through the visualization of images from textbooks using augmented reality technologies. The project is at the stage of creating a server part of the application that will download data from the network, and users will be able to add their photos, 3d models, gif animations and video files there.

Vitebsk State University after P.M. Masherov is already actively using augmented reality when conducting classes. The results of using AR tools for teaching Chinese show that it is much faster for average and weak students to learn the subject with its help [4].

Conclusion. The result of the work is the development of a mobile application that complements any textbook with digital materials using augmented reality technology, as well as a web application for the management of augmented reality objects.

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RATIONAL USE OF NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION

ANALYSIS OF THE DENDROFLORA OF THE PECHERSKY FOREST PARK OF THE CITY OF MOGILEV

Angelica Baran

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: dendroflora, forest park, frost resistance, gas-resistant, mesotrophs, heliophytes, mesophytes.

Park vegetation performs various functions of the ecological sphere, at the same time being an irreplaceable natural resource. The influence of local vegetation on the natural environment is extremely diverse. It manifests itself, in particular, in the fact that it is the main supplier of oxygen, it directly affects the water regime; softens the climate, absorbs part of the atmospheric chemical pollution; protects the soil from water and wind erosion; creates normal sanitary and hygienic conditions.

Vegetation has a great impact on the environment, on human health and emotions. Therefore, it is very important to create such conditions in settlements so that the plants around us feel good and people can get maximum benefit from them. The study of dendroflora using the example of the Pechersky forest park is relevant, because it has been one of the main recreation areas of the city of Mogilev since 1916.

Purpose of the work: to analyze the features of the dendroflora of the Pechersky forest park in the city of Mogilev.

Material and methods. The object of the research is the representatives of the dendroflora of the Pechersky forest park in the city of Mogilev.

The work was carried out in 2020–2021. The research was carried out by the route method on the territory of the Pechersky forest park. To determine the species composition, the following were used: “Key to higher plants of Belarus” by V.I. Parfenov [1] and “Decorative dendrology” by A.I. Kolesnikov [2].

Visually, using BPC binoculars (prismatic binoculars with central focusing) 7×50, the crown density (as a percentage of normal density), the presence of dead branches on the trunk (as a percentage of the total number of branches on the trunk) and the degree of leaf damage (area of necrosis, chlorosis, spotting and overeating as a percentage of the total area of the assimilation apparatus).

The relative health of the plantings was determined according to the following scale: healthy planting, weakened, strongly weakened and completely destroyed.

Findings and their discussion. On the territory of the forest park, dendroflora is represented by 4 species of coniferous trees and 18 species of deciduous trees. (hardwoods make up 82%, conifers – 18%).

Most of the woody plants of the forest park belong to the 3rd – 4th zone of frost resistance, and only Japanese sophora belongs to the 5th zone.

Mainly, the dendroflora is saturated with a group of tall trees, whose height exceeds 18 m, this group includes 11 species (Common spruce, Heart-shaped linden, Black poplar, etc.), medium-sized (10–18 m) include 6 species (Robinia pseudoacacia, Tatar maple, Black mulberry, etc.), low trees include 5 species (Common juniper, Western thuja, Spreading plum, etc.). Tall breeds account for 50%, medium-height 27%, low breeds 23%.

The main share in the forest park is made up of fast-growing trees – 9 species (American ash, Plane tree maple, etc.) and moderately growing – 8 species (Heart-shaped linden, Common horse chestnut, etc.), while slow-growing trees – 5 species (Common spruce, Common juniper and etc.). Fast-growing species account for 41%, moderate-growing trees – 36%, slow-growing trees – 23%.

In relation to light, the objects of the dendroflora of the forest park are divided into: heliophytes – 9 species (Common pine, Common juniper, etc.), facultative heliophytes – 12 species (Common spruce, Japanese sophora, etc.), sciophytes – 1 species (Common mountain ash). Heliophytes make up 41%, facultative heliophytes – 54%, sciophytes – 5%.

In relation to moisture, woody plants of the forest park are divided into four groups: mesophytes – 13 species (Spreading plum, Black mulberry, etc.), mesoxerophytes – 1 species (Common pine), xeromesophytes – 2 species (Common juniper, Robinia pseudoacacia), hygromesophytes – 6 species (Black poplar, Drooping birch, etc.). Mesophytes make up 59%, hygromesophytes – 27%, xeromesophytes – 9%, mesoxerophytes – 5%.

In relation to soil fertility, woody plants of the forest park are divided into the following groups: mesotrophs – 11 species (Western thuja, Ash-leaved maple, etc.), oligotrophs – 6 species (Georgian maple, Common mountain ash, etc.), megatrophs – 5 species (Eastern plane tree, Tatar maple, etc.). Mesotrophs account for 50%, oligotrophs – 27%, megatrophs – 23%.

Regarding the stability criterion in the urban ecosystem, the overwhelming majority of the park's dendroflora objects belong to the group of gas-resistant – 18 species (Black poplar, Common horse chestnut, etc.), while the minimum number of poorly gas-resistant is 4 species (Japanese sophora, Common mountain ash, Common pine, Spruce ordinary). Gas-resistant rocks make up 82%, poorly gas-resistant – 18%.

On the territory of the park zone, species grow, the initial ranges of which are both the North American regions (Catalpa bignonioides, American ash, etc.) and the regions of the Eurasian continent (Spreading plum, Japanese sophora, Common spruce, Black poplar, etc.).

In addition, there are representatives of the flora of the Caucasus (Georgian maple, Heart-shaped linden, etc.). There are no views of the South American, Australian and African continents. The average lifespan of the overwhelming majority of woody vegetation species exceeds a hundred-year mark.

Conclusion. Thus, the woody flora of the Pechersky forest park is represented by a different composition and in relation to environmental factors in different groups: deciduous species make up 82%, conifers – 18%; high breeds account for 50%, medium-height breeds – 27%, low breeds – 23%; fast-growing species account for 41%, moderate-growing trees – 36%, slow-growing trees – 23%; heliophytes make up 41%, facultative heliophytes – 54%, sciophytes – 5%; mesophytes make up 59%, hygromesophytes – 27%, xeromesophytes – 9%, mesoxerophytes – 5%; mesotrophs account for 50%, oligotrophs – 27%, megatrophs – 23%; gas-resistant rocks make up 82%, weakly gas-resistant – 18%.

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CONTENT OF VITAMINS C AND PP IN LEAVES *TARAXACUM OFFICINALE*

Jelaleddin Japarov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: biologically active substances, vitamins, *Taraxacum officinale*, extract, cosmetics, pharmaceutical substances.

Currently, the demand for herbal preparations has increased significantly. Wild plants are sources for the production of drugs containing biologically active substances (BAS), such as alkaloids, flavonoids, essential oils and others. Common dandelion (*Taraxacum officinale*) is such a widespread plant.

The milky sap of the plant contains taraxacin and taraxacerol, 2–3% of rubber substances, and dandelion inflorescences and leaves – taraxanthin, flavoxanthin, vitamins C, A, B2, E, PP, choline, saponins, resins, salts of manganese, iron, calcium, phosphorus, up to 5% protein, which makes their nutritious foods. Dandelion roots contain triterpene compounds: taraxasterol, taraxerol, pseudotaraxasterol, β -amirin; sterols: β -sitosterol, stigmasterol, taraxol; carbohydrates: up to 40% inulin; fatty oil, which contains glycerides of palmitic, lemon balm, linoleic, oleic, cerotinic acids; rubber, proteins, mucus, resins, etc. In flower baskets and leaves found taraxanthin, flavoxanthin, lutein, triterpene alcohols, arnidiol, faradiol [1\$ 2].

The aim of the study is to determine the content of vitamins in alcoholic extracts from the leaves of *Taraxacum officinale*.

Material and methods. The experiment used plant material harvested and dried in October 2020, collected on the territory of the botanical garden in the area of the main building of the VSU named after P.M. Masherov, in the city of Vitebsk.

For extraction, 20.0 g of raw material was placed in a flask and poured in 100 cm³ of acetone, extraction was carried out in the cold, stirring constantly for 10–12 h, the extract was filtered off, the solvent was removed under vacuum, and the dry residue was dissolved in 100 cm³ of ethanol (solution **A**). 5 cm³ of solution **A** was brought to 25 cm³ with ethanol (solution **B**). To 2 cm³ of solution **B** was added 1 ml of a 1% alcoholic solution of sodium hydroxide and 0.3 cm³ of 2.6 - sodium dichlorophenolindophenolate, brought up to the mark of 10 cm³ with alcohol. The optical density of the resulting solution was measured after 10 min at a wavelength of 670 nm. The absorption maximum was determined experimentally from the spectrum of the reaction product in the visible region of light. In parallel, the optical density of a standard sample prepared in a similar way was determined. The percentage of vitamin (**X**) was calculated by the formula:

$$\chi = \frac{D_x \cdot C_{\text{CT}} \cdot V_1 \cdot V_3 \cdot 100 \cdot 100}{D_{\text{CT}} \cdot m \cdot V_2 \cdot (100 - W)}, \text{where}$$

D_x is the optical density of the test solution;

D_{st} is the optical density of the standard sample solution;

C_{st} is the content of a standard sample in 1 cm³ of solution;

V₁ is the volume of solution **A** in cm³;

V₂ is the volume of the aliquot taken from solution **A** in ml;

V₃ is the volume of solution **B** in cm³;

m is the mass of raw materials in grams;

W – loss in mass during drying of raw materials in %.

Findings and its discussion. Vitamin C has several functions as it participates in many important chemical reactions that are involved in protecting the body and keeping it functioning normally. It helps to reduce fatigue and aids in the normal functioning of the nervous system. It participates in the formation of collagen, a substance that protects the skin, bones, blood vessels, cartilage, teeth and gums, also in the restoration of vitamin E, and promotes wound healing. Vitamin C is involved in the synthesis of collagen, which is essential for the skin, ligaments, tendons, bones and blood vessels. It strengthens the walls of blood vessels, promotes wound healing and prevents inflammation [3].

The main function of vitamin PP is their participation in redox reactions. He is responsible for the full growth of tissues, the normal course of fat and carbohydrate metabolism. In addition, vitamin PP in its importance and effective-

ness is equivalent to drugs and is considered an element, without which the normal course of redox processes in the body is impossible [4].

The results of the studies on the detection of vitamins C, PP in the leaves of common dandelion are shown in the table.

Table – The amount of vitamins in the leaves of *Taraxacum officinale*.

Vitamins Gathering place	C (ascorbic acid) Mg	PP (nicotinic acid) mg
The territory of the botanical garden	0,2817±0,1358	0,0826±0,0263
The territory of the main building of the university	0,2302±0,0941	0,0652±0,0382

The table shows that the content of ascorbic acid in extracts from the leaves of *Taraxacum officinale* is higher than the content of nicotinic acid. More favorable conditions have been created on the territory of the botanical garden, therefore the content of vitamins is higher there.

Conclusion. The roots of the common dandelion are the pharmacopoeial raw material for the Republic of Belarus. When they are harvested, the leaves are discarded. However, due to the high content of vitamins C and PP in the leaves of common dandelion and other biologically active substances, they can be used in the creation of cosmetics and pharmaceutical substances.

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ASSESSMENT OF VARIATION IN THE GEOLOGICAL ENVIRONMENT OF THE VITEBSK TERRITORY

Pavel Galkin, Anton Zubov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: technogenic changes, geological environment, state of the city's geosystem, degree of disturbance, confinement to functional-territorial zones, ecological functions of the geosystem.

The history of the development of the territory of Vitebsk is inevitably associated with technogenic changes in the structure and components of the natural environment. This is primarily due to changes in the lithogenic base or geological environment, which forms a set of ecological functions that determine

and reflect the role and significance of this geosystem, including its composition, volume, dynamics of functioning, geochemical and geophysical fields, in the life support of humans and other organisms.

The purpose of the research is to assess the change in the geological environment of the territory of Vitebsk.

Material and methods. The work is based on the results of complex geocological studies in the city, conducted by the authors in 2019–2021 as part of a research team from among teachers and students of VSMU and VSU named after P.M. Masherov. In the course of the work, comparative geographical, expert, descriptive and geoinformational methods were used.

Findings and their discussion. Our assessment of changes in the state of the city's geosystem or the degree of its disturbance made it possible to identify three categories of land. There are no unchanged or undisturbed lands on the territory of Vitebsk. Slightly altered (weakly disturbed) areas are characterized by the inheritance of the composition, structure and specificity of the manifestation of the ecological functions of the geological environment, close to its natural state. The zone of anthropogenic impacts in comparison with other districts of the city is weak and discontinuous here. The area of distribution of these areas is insignificant, they are identified only in certain areas. These plots are located in all functional-territorial zones of Vitebsk and are confined mainly to forest parks, parks, forest and swampy areas and other ecosystems, partly to residential estates and summer cottages. They are characterized by a high and medium degree of stability of the city's geosystem, contributing to a very weak manifestation of surface and underground pollution of the components of the geological environment. In weakly disturbed territories, predominantly natural geological processes have spread: plane washout, gully and river erosion, creep, landslides, suffusion, flooding and waterlogging. Of the existing ecological functions of the geosystem, the geochemical function, expressed by the formation of geochemical zones with a low level of contamination of soils and grounds of the aeration zone, can partly undergo transformation. In some parts of the river valleys during the flood period, there is a certain risk of biological pollution.

Moderately altered (or moderately disturbed) territories in the city are characterized by a slightly larger areal distribution compared to weakly altered areas. The nature of the transformation of the geological environment here largely depends on the type of economic development of territories. Moreover, if weakly disturbed areas, as a rule, do not change their resistance to technogenic impacts, then the average degree of disturbance is sometimes accompanied by its decrease. Moderately disturbed geosystems are present in all types of the structure of the geological environment and functional-territorial zones of Vitebsk. Within these territories, there are plots mainly with residential estates and summer cottages, in some cases (mainly on a finite moraine hill), garage buildings. The relief here is subject to minor planning. Despite this, the resistance of moderately disturbed lands to technogenic pollution can vary from a low to a high degree,

with a predominance of its average level. In some areas, chemical pollution of soils, surface and ground waters is possible, which is an expression of the transformation of the geochemical function of the geosystem. In addition, due to the presence of household plots within these types of buildings, there is also a risk of biological contamination of the components of the geological environment. Among the modern exogenous processes expressing the geodynamic ecological function of the geoenvironment, predominantly natural geological processes have also developed here (locally, in small areas): plane washout, gully and river erosion, creep, landslides, suffusion and flooding.

Particularly noteworthy are the heavily altered (or severely disturbed) territories, which occupy about 70% of the city's area. The zone of anthropogenic impacts here reaches considerable thickness and is characterized by relative constancy. Like the previous categories of land, these territories are present in all types of structure of the geological environment and functional-territorial zones of Vitebsk. Plots of all types of buildings are located within them. This is practically all multi-apartment residential and public buildings in their various combinations, all industrial and communal storage facilities, transport highways, most of the residential estates and summer cottages. The relief in these territories is mostly planned. The stability of the geosystem here is low and medium, which often leads to a significant transformation of its ecological functions. Significant areas of noise impact, thermal, chemical and biological pollution, reaching medium and moderately hazardous levels, have been recorded here. Soils, surface and underground waters are often contaminated. The active manifestation of exogenous geological and especially engineering-geological processes, among which are gully erosion, suffusion, flooding, waterlogging and peat accumulation, also contributes to a strong disturbance of lands here.

Thus, the analysis carried out indicates that only small areas remain weakly altered or slightly disturbed within the city, inheriting the composition, structure and features of the manifestation of the ecological functions of the natural geological environment, which is close to its natural state. The main part of the city's geosystem is undergoing significant changes. Engineering and economic activities lead to a significant transformation and decrease in the quality of the ecological functions of the geosystem, thereby contributing to the occurrence of physical, chemical and biological pollution of the components of the geological environment.

Conclusion. The results obtained can be used for a comprehensive assessment of the geoecological state of the territory of Vitebsk, and the change map is used as a basis for creating a cartographic model of the geoecological situation.

INFLUENCE OF COPPER IN A CHELATE COMPLEX WITH GLYCINE

Zulhumar Gendzhaeva, Aigul Sapargulyeva
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: microelements, chelated complex compounds, copper, copper glycinate, chelated complex fertilizers, vegetation experience.

One and the same plant assimilates from the soil the more microelements, the higher their mobility. In this regard, it becomes necessary to create such conditions that the microelements are kept in a mobile state as long as possible. That is why the development of microfertilizers requires the creation of stable and water-soluble compounds, which include chelate compounds. The type of chelating agent significantly affects the efficiency of fertilization and the degree of absorption of trace elements by the plant. So, chelates based on lignins are absorbed 4 times better, based on citrates – 6 times, and based on classical chelating agents (EDTA, OEDP, DTPA) – 8–10 times better than traditional fertilizers [1]. The need to choose the most effective chelating agent, as well as its concentration, determined the relevance of our work.

Ligands containing two or more atoms capable of forming a bond with metal ions create complexes that are highly stable. The latter are called chelate or chelated, as well as intra- complex or cyclic complex compounds. Compounds of this type play a very important role in biochemical processes. Copper glycinate belongs to chelated complex compounds [2].

The aim of the study is to determine the effectiveness of copper glycinate in various concentrations.

Material and methods. Copper sulfate ($\text{CuSO}_4 \cdot 5\text{H}_2\text{O}$), glycine, sodium hydroxide, distilled water, ice, seeds (watercress), river sand were used for the work.

Synthesis of glycine copper salt. To a solution of 5 g of glycine in 35 ml of water was added 2.64 g (0.066 mol) of sodium hydroxide over 10 minutes and heated to 60 ° C. 8.2 g (0.033 mol) of copper (II) sulfate was sprinkled into the homogeneous solution in small portions $\text{CuSO}_4 \cdot 5\text{H}_2\text{O}$ with stirring and kept for 20 minutes at a temperature of 50 ° C. The reaction mixture was cooled to 7-10 ° C, the precipitated crystalline product was filtered [3].

Experience number 1. The seeds were soaked in a diluted solution of copper glycinate for 1 hour, sand was cleaned with 200 g, 50 seeds were sown on each vessel, fertilized with a dilute solution prepared in 100 ml of purified water with the addition of 1 g of copper glycinate every 4 days, purified water served as a control.

Experience number 2. The seeds were soaked in purified water for 1 hour, 100 seeds were sown on 250 g of sand, fertilized with a dilute solution prepared

for 100 ml of purified water with 0.1 g of copper glycinate, purified water served as a control, fertilized every 4 days.

Results and its discussion. The results of the experiments are reflected in tables 1 and 2.

Table 1 – Experience No. 1.

Number of seeds	Fertilizer	4th day PCS./ %	Day 8 PCS./ %	12 day PCS./ %	Day 15 PCS./ %
150 seeds 3 control	Copper glycinate 1g (100ml H ₂ O) (conc: 0.01%)	4 pieces of seeds 2.66%	70 pieces of seeds 46.66%	106 seeds 70.66%	121 seeds 80.66%
50 seeds 1 control	Control (H ₂ O)	33 seeds 66%	40 seeds 80%	44 pieces of seeds 88%	49 seeds 98%

Table 2 – Experience No. 2.

Number of seeds	Fertilizer	4th day PCS./ %	Day 8 PCS./ %	12 day PCS./ %	Day 15 PCS./ %
200 seeds 2 control	Copper glycinate 0.1g (100ml H ₂ O) (conc: 0.001%)	80 seeds 40%	86 seeds 43%	91 seeds 45.5%	94 seeds 47%
100 seeds 1 control	Control (H ₂ O)	30 seeds thirty%	35 seeds 35%	41 seeds 41%	43 seeds 43%

According to the results of experiment No. 1, 121 (80.66%) pieces of watercress seeds germinated out of 150 seeds, 49 (98%) pieces of watercress seeds were known from the control.

According to the results of experiment No. 2, out of 200 pieces of seeds, 94 (47%) pieces of watercress seeds germinated; according to control, 43 (43%) pieces of watercress seeds were known.

Conclusion. Based on the data obtained as a result of counting germinated seeds, the following conclusion can be drawn. Seeds soaked in a diluted solution of copper glycinate and fertilizer with a concentration of 0.01% (experiment No. 1) showed a higher percentage of germination than seeds soaked in purified water and fertilizers with a concentration of 0.001% (experiment No. 2). This indicates that fertilizer with a concentration of 0.01% (experiment No. 1) was better absorbed by the plant and had a good effect on the growth and number of watercress.

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FEATURES OF FRUIT OF TIMELESS AUTUMNALE (*COLCHICUM AUTUMNALE*) IN CULTURE

Begench Kurbanov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Introduction populations, seed productivity, biodiversity, preventive protection, fruiting, generative shoot.

While preserving biodiversity, including such an important component as the flora, the protection of rare and endangered plant species, a huge role belongs to its practical organization: artificial reproduction and dispersal of plants in the natural environment; cultivation of rare and protected plants in botanical gardens and nurseries.

In this case, it is necessary to pay special attention to the study of the processes of plant reproduction. To carry out this work, it is very important to study the characteristics of the fruiting of rare and protected plants, which will make it possible to assess the degree of their reproduction, both in culture and in the natural environment.

Purpose of the work: to study the peculiarities of fruiting of a rare species of the flora of Belarus, the autumn crocus (*Colchicum autumnale*) culture.

Material and methods. The object of the research is the representatives of *Colchicum autumnale* L., listed in the Red Book of the Republic of Belarus of the 1st and 2nd editions and currently on the list of plants requiring preventive protection, which are kept in the introduction nursery of the Botanical Garden of the VSU named after P.M. Masherov [1, p. 444].

The studies were carried out in 2020–2021. The introduction populations were established in the botanical garden of the VSU named after P.M. Masherov by the method of S.E. Korovin, Z.E. Kuzmina, N.V. Trulevich. [2].

The initial material was collected in places of natural growth in the vicinity of the villages of Bolshie Lettsy and Knyazhitsa, Vitebsk region in 2005 in the form of seeds.

The study of the characteristics of fruiting, seeds and seed productivity was carried out according to generally accepted methods using methodological guidelines on seed science of introduced species of the Main Botanical Garden of the Russian Academy of Sciences [3].

Statistical data processing was performed using the Microsoft Excel software package.

Findings and their discussion. The following indicators were studied: the number of shoots on a plant and fruits on a shoot, fruit size, productivity of the fruit, shoot and plant. We see that in different years of observation, the data on the number of shoots per plant, fruits per shoot and on the plant as a whole change. This can be explained by the fact that the corms increased in size, the plants became more powerful and with greater vitality.

The observation results are entered in the table for each year of observation (Table 1).

Table 1 – Quantitative indicators of the generative shoot and fruit of *Colchicum autumnale* L. in the conditions of the botanical garden of VSU named after P.M. Masherov

Year	Fruit height, cm	Fruit width, cm	Number of shoots per plant, pcs.	Number of fruits on the shoot, pcs.	Number of fruits per plant, pcs.
2020	4,11 ± 0,17	1,75 ± 0,13	2,92 ± 0,78	3,26 ± 0,69	9,5 ± 4,04
2021	3,63 ± 0,09	2,09 ± 0,07	5,58 ± 1,62	2,87 ± 0,34	16 ± 5,04

The number of shoots per plant is from 2.92 ± 0.78 to 5.58 ± 1.62 . The number of fruits per shoot ranges from 3.26 ± 0.69 to 2.87 ± 0.34 . Accordingly, the fruits on each plant are from 9.5 ± 4.04 to 16 ± 5.04 . Such a wide spread is explained by the content of autumn crocus in one place for 3 years. During this time, daughter corms of different numbers and sizes are formed. Therefore, the statement one plant is only true for the first year of growing. In subsequent years, we have a community of daughter corms from one mother. Therefore, all statements related to an individual plant actually refer to a collection of daughter corms. The data for a single shoot, fruit and a set of shoot fruits are consistent with the definition.

We have determined the real seed productivity of *Colchicum autumnale* L. in the conditions of the botanical garden of VSU named after P.M. Masherov (data in Table 2).

Table 2 – Real seed productivity of *Colchicum autumnale* L. in the conditions of the botanical garden of VSU named after P.M. Masherov

Year	Seed productivity of the fruit, pcs.	Seed productivity of the shoot, pcs.	Seed productivity of a plant, pcs.
2020	82,68 ± 10,29	269,46 ± 43,38	785,92 ± 445,69
2021	63,98 ± 4,63	187,11 ± 33,32	1122 ± 387,56

Seed productivity of fruit and shoot in 2021 is lower than in 2020, but the total productivity of the aggregate of daughter corms (“plant”) is higher in 2021 due to the higher number of fruits on the plant.

Conclusion. Based on the data obtained, we can draw conclusions: the number of shoots on one plant is from 2.92 ± 0.78 to 5.58 ± 1.62 , the number of fruits on one shoot ranges from 3.26 ± 0.69 to 2.87 ± 0.34 , respectively, fruits on each plant from 9.5 ± 4.04 to 16 ± 5.04 ; the seed productivity of the autumn crocus fruit in the conditions of the botanical garden of VSU named after P.M. Masherov was 63.98 ± 4.63 , shoots – 187.11 ± 33.32 and plants – 1122 ± 387.56 .

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STAGES OF DEVELOPMENT OF THE COLLECTION OF TREE PLANTS OF THE BOTANICAL GARDEN OF VSU NAMED AFTER P.M. MASHEROV

Nadezhda Moskaleva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: landscape gardening, exotics, decorative species, collection, arboretum, nursery, reconstruction.

Collection of woody plants in open ground of the Botanical Garden of VSU named after P.M. Masherov was created throughout the history of the garden. The garden was founded in 1919 on the basis of a private park, where fruit and ornamental crops have been planted since the middle of the 19th century. The relatively small territory of the garden (about 7 hectares, of which 4 hectares are the steep slopes of the floodplain of the Vitba River), as well as the very rugged terrain, did not allow to have a lot of tree species here. The collection has six stages associated with different periods in the history of the garden.

Purpose of the work: to analyze, in historical terms, the creation and development of a collection of woody plants of the Botanical Garden of VSU named after P.M. Masherov.

Material and methods. The object of the research is the collection of woody plants of the Botanical Garden of the VSU named after P.M. Masherov.

The work was carried out in 2021. We analyzed a number of materials from the archive of the botanical garden, as well as printed sources with an analysis of the history of the development of the botanical garden [1; 2]. The result of the analysis formed the basis of this work.

Findings and their discussion. We have identified the VI stages of the formation of the collection of woody vegetation on the territory of the botanical garden.

Stage I. H. Gurevich's garden and Slepsa park (mid-19th century - 1917). There was a small assortment of aboriginal and exotic breeds, widespread and fashionable in the landscape gardening of that era, and a set of species and varieties of fruit crops characteristic of that time. The exact composition of the plantings is unknown, no archives have survived. Until now, three species have survived: an alley from the Norway maple and a clump of White Poplar in the floodplain of the river Vitba (now outside the garden) and a row of 13 small-leaved linden trees along the upper edge of the floodplain along the garden fence.

Stage II. School garden (1919–1941). In 1924, a Biostation was opened on the territory of the Botanical Garden of the Veterinary Institute, where the first circle of young naturalists began to work. The director of the biological station and the head of the botanical garden are one person. Most of the work on the introduction of plants in the garden was carried out by the forces of young naturalists, therefore in 1939 the Botanical Garden of the Veterinary Institute was reorganized into the Regional School Botanical Garden.

During this period, the introduction of new fruit crops was intensively going on in the garden, and also, since 1928, work was carried out on the selection of White Mulberry. Documents on the assortment of plantings have not survived, the archive of the garden was lost during the war years. Until now, individual plants of 5 species have survived: Hanging birch (three trees at the service entrance), Fragile willow (one tree on the collection site), Norway maple (one tree in the plant taxonomy area), Small-leaved linden (one tree in a two-storey building). All other plantations were destroyed during the war.

Stage III. Post-war restoration of the garden (1944 - 53). During this period, a nursery for decorative breeds and fruit crops was founded, an arboretum and an orchard were planted.

In the post-war period, the garden took a course towards creating an extensive collection of fruit crops. In the fall of 1948, the collection of woody plants consisted of 158 species and varieties, of which 76 were fruit and berry crops. In 1949, 22 new crops were brought for variety testing from the Loshitsa Experimental Station. In 1950 – 51 146 species and varieties of fruit crops were sown. In 1951 a collection of grapes from Michurinsk and Tambov was brought for variety testing.

In 1950, coniferous seedlings were brought in, which were planted in the alley on both sides of the central parterre. In the spring of 1952, the seedlings from the nursery were planted in permanent places according to the dendroplan. The arboretum was divided into 4 blocks geographically. The list of planted rocks has not been preserved.

Stage IV. Agrobiostation (1954 - 78). In 1954, the Vitebsk Regional School Botanical Garden was reorganized into the Agrobiostation of the Pedagogical Institute). The agrobiostation did not become the successor of the garden in his work on the introduction of plants and only supported the collections of the departments of vegetable growing and fruit growing. On the site of the collection site of decorative and floral plants, a new palm garden was laid on medium-sized apple stocks, and the old garden was also compacted. Now, on the former territory of the botanical garden, there were three orchards on an area of 1.5 hectares, the arboretum occupied 0.5 hectares. There is a list of the inventory of the arboretum for 1972. It includes 135 species of tree species.

Stage V. The period of restoration of the botanical garden (1979 – 84). In order to prevent the destruction of the remains of valuable collections, the Ministry of Education of the BSSR made a decision to recreate the botanical garden in 1979 as a teaching unit of the pedagogical institute.

A nursery for ornamental tree crops was founded, where seedlings were brought from Minsk and Moscow to replenish the arboretum. The introduction nursery was sowed with seeds sent from other gardens, as well as from their own mother plants. In 1979, six exotic species were sown from their seeds (Manchurian Apricot, Amur Barkhat, Horse Chestnut, Buckthorn Buckthorn, Manchurian Walnut, Maaka Bird cherry). From the Central Botanical Garden of the Academy of Sciences of the BSSR, they were brought and planted in the nursery: in 1979 – 10 breeds, in 1980 – 70 breeds, in 1981 another 29 breeds

were brought. In 1982, the collection includes 200 species and varieties of woody plants, in 1984 – 216, of which 44 species and varieties of mountain ash.

Stage VI. The period of the garden reconstruction (from 1985 to the present). In 1985, they began to carry out the reconstruction of the garden on a household basis, at the expense of income from the sale of planting material.

A new master plan was developed and a complete redevelopment of the territory was carried out. For several years, sanitary felling has been carried out in the garden: thinning of the arboretum has been done, old fruit trees have been demolished. All low-value and weedy tree species that interfered with the normal development of especially valuable introduced species were removed.

The garden is located in the city center in a very picturesque place on the slopes of the river Vitba with different expositions, therefore, the concept of building a botanical garden as a landscape park of a landscape type was adopted. 10 hectares have been allocated for the landscape park on the slopes of the right and left banks of the river Vitba. in 1990 – 97 sanitary and landscape felling was made. By the 2000s, the territory of the garden was reduced to 3 hectares, which created its own problems for the development of a collection of woody plants. But, nevertheless, as of 2021, the collection of the garden has 380 species and varieties of woody plants of different life forms.

Conclusion. Thus, we can state the complex history of the development of the collection of woody plants on the territory of the Botanical Garden of Vitebsk State University named after P.M. Masherov. There were some ups (stage II of the school garden, stage III of the post-war restoration of the garden, stage V of the period of restoration of the botanical garden, stage VI of the period of reconstruction of the garden). But there were also periods associated with the destruction of a greater or lesser part of the collection (the period of occupation by the Nazi invaders and stage IV of the agrobiological station).

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THE CURRENT STATE OF THE MERCURY-CONTAINING WASTE MANAGEMENT SYSTEM IN THE REPUBLIC OF BELARUS

Alexandra Naumenko
BSU, Minsk, Belarus

Keywords: mercury-containing waste, waste management, hazardous waste, demercurization, collection of mercury-containing waste.

Mercury-containing waste belongs to the first hazard class, since mercury is a super-toxicant that poses a danger to human health and the natural environ-

ment. Due to the increase in volumes and irrational handling of these wastes, soil, atmospheric air, as well as surface and groundwater are polluted.

The purpose of the work is to assess the current state of the mercury-containing waste management system in the Republic of Belarus and the possibilities for its improvement.

Materials and methods. The main document regulating the collection of hazardous waste in the Republic of Belarus is the Law "On Waste Management" [1], according to which the mechanism of extended producer responsibility is fixed, namely: legal entities are obliged to ensure the collection of waste, their separation by type, monitor the impact of mercury-containing waste on the environment and the human body, as well as take appropriate measures to reduce the consequences of this impact.

The formation of mercury-containing waste occurs both in production and in all spheres of human activity. To date, metallic mercury is not used in technological processes in the Republic of Belarus, respectively, both household and industrial consumption use products containing mercury. These include: mercury waste and its compounds, mercury lamps and thermometers, fluorescent tubes, medical waste, ignitrons and batteries containing mercury.

In the Republic of Belarus there is a system of accounting for production waste and their management, which regulates the management of mercury-containing waste, namely: collection and separation of waste according to the Classifier of the Republic of Belarus, inventory of production waste, accounting for waste generation and disposal, as well as their storage, burial, transportation and neutralization [2]. In addition, when handling mercury-containing waste, there is a special procedure according to which mercury consumers are required to develop instructions on the procedure for accounting, storage, collection of mercury-containing waste, to inventory devices containing mercury and keep records of mercury used for technological and repair and maintenance needs, as well as organize the collection of mercury and mercury-containing waste.

Findings and their discussion. In the structure of mercury-containing waste, most of it is waste of the I-th hazard class, the most common of which are spent fluorescent lamps. These wastes are generated at enterprises in all regions of Belarus and their collection is organized in all regions of the country.

Until 2009, in the Republic of Belarus, there was no system for collecting mercury-containing goods that had lost their consumer properties. Accordingly, there was no data on the formation of mercury-containing waste from the municipal sector. Therefore, the assessment of the volume of mercury-containing waste was carried out on the basis of data on the import of mercury-containing lamps and their disposal in industrial organizations [3].

Since 2014, the Republic of Belarus has been developing a system for collecting hazardous waste, including batteries and mercury-containing waste, as well as waste electrical and electronic equipment from the population.

In 2015, with the participation of the State Enterprise "Operator of Secondary Material Resources", containers were manufactured for the collection of hazardous

waste, which allow the quick and undamaged removal of mercury-containing waste. In the country, waste of electrical and electronic equipment, mercury-containing gas-discharge lamps, batteries in retail outlets and housing and communal services organizations are collected centrally from individuals [5].

In 2020, 2824.9 thousand pieces of spent gas-discharge mercury-containing lamps, as well as 1.5 tons of mercury thermometers were collected and sent for neutralization in the Republic of Belarus [4].

After demercurization, wastes of mercury and its compounds are formed. These wastes are transferred to the organizations of the GO "Belvtormet", which carry out temporary storage and export of secondary metal mercury outside the country. Neutralization of mercury lamps and fluorescent tubes is also carried out at existing neutralization facilities: CJSC "Ecology-121", JSC "Grodno Himvolokno", JSC "Svetlogorsk Himvolokno" and "ARRIVAL". It is worth noting that the technologies used at these facilities for the neutralization of mercury-containing waste, such as thermal and thermal vacuum treatment, do not allow the neutralization of energy-saving lamps. In addition, the disadvantage of the thermal method of neutralization is that it does not allow the release of mercury as a secondary raw material and therefore the resulting mercury concentrate is shipped to the landfill of toxic industrial waste, despite the pulp must be further processed in order to release secondary mercury.

An important problem for the introduction of new technologies is the extremely low level of collection of mercury-containing lamps, which is primarily due to the lack of economic interest of the population and insufficient awareness of the risks when handling mercury-containing waste.

Conclusion. Thus, we see that today in the Republic of Belarus the system of safe management of mercury-containing waste requires optimization. In this regard, the most important measures to improve the system of hazardous waste management are: expansion of mercury-containing waste collection points, taking into account the convenient location for the population, provision of conditions for safe temporary storage of these wastes at reception points, as well as the definition of a unified procedure for their disposal at disposal facilities and storage facilities. Thanks to the implementation of these directions, it will be possible to conduct an assessment of the management of mercury-containing waste throughout the country, as well as to take timely measures to manage mercury pollution.

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ANOSMIA IN COVID-19

Lizaveta Neson

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Covid-19, postcovid syndrome, S-protein, ACE2 receptor, anosmia, hyposmia.

Purpose of work: to consider the effect of SARS-CoV-2 virus on the human body and to identify the causes of anosmia.

The current topic is Covid-19 and its manifestations. A distinctive feature of this disease is a complete or partial loss of sense of smell and taste. However, even after recovery, some patients do not recover their taste buds, and sometimes even distortion of odors and flavors is characteristic, for example, meat begins to smell rotten. This phenomenon is one of the manifestations of post-covid syndrome, which is now included in the International Classification of Diseases (ICD-10). So what is the cause of this phenomenon and how does Covid-19 affect our body?

Material and methods: The materials of the study are scientific articles. Methods of theoretical research were used in the work.

Findings and their discussion. Scientists have conducted a number of studies which have proven that the SARS-CoV-2 virus affects the human brain. It has been proven that the virus enters the body through the interaction between the virus' own S-protein and the human ACE2 receptor. Scientists suppose that infection of the body occurs through the terminal nerve (there are many ACE2 receptors on the cells of the terminal nerve, located near the olfactory epithelium of the nose) [2].

During autopsies of Covid-19 patients, pathologists found the virus in human brain cells. They concluded that once in the body, the virus leads to inflammation of brain tissue and the death of neurons or loss of connections between them.

There is an assumption that SARS-CoV-2 virus penetrates through the blood vessels of the brain, as the virus particles were also found on their walls. ACE2 receptors were also found in the blood vessels of the frontal lobe of the cerebral cortex. The presence of the blood-encephalic barrier between blood cells and brain cells plays an important role, the main function of which is to protect nervous tissue from microorganisms and blood toxins. The specific S-protein of SARS-CoV-2 violates this barrier, resulting in disruption of nerve impulse transmission between neurons and development of anosmia and hyposmia (complete or partial loss of sense of smell) [1].

Anosmia and hyposmia negatively affect a person's emotional state because the lack of sense of smell distorts the taste buds, which means that eating food is no longer enjoyable. Many patients who have had a coronavirus infection have

complained of distorted tastes, namely the inability to distinguish between sour, salty and sweet.

Complete or partial loss of sense of smell in the typical course of the disease develops on day 3 to 5. Complete recovery of the sense of smell usually occurs from 3 weeks to 4–6 months. Some patients who have previously suffered from anosmia show distortion of the taste buds even 6 months after the disease. Doctors attribute this to the gradual recovery of the olfactory nerve function.

So far, scientists have proven that patients with anosmia or hyposmia are more prone to develop neurological complications after Covid-19.

In order for the sense of smell to be restored more quickly, it should be exercised. To do this, you can use aromatic oils of lemon, peppermint and eucalyptus. It is necessary to inhale them 3 times a day for 20 seconds. You can also use strongly smelling products and objects, such as garlic or perfume.

General recommendations for Covid-19 include:

1. Adherence to a sleep regimen, since nerve activity is restored at night;
2. Proper diet and drinking regime;
3. The absence of stress;
4. Breathing exercises.

Conclusion: The hallmark of Covid-19 is a complete or partial loss of sense of smell and taste. Since anosmia is an early symptom of coronavirus infection, special testing for anosmia can help early diagnosis of Covid-19 and, accordingly, timely treatment. This can help to avoid serious consequences of this disease.

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ECOSYSTEM SERVICES OF GREEN PLANTS OF PECHERSKY FOREST PARK, MOGILEV

Victoria Nikifarenka

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: green spaces of general use, characteristics of green spaces, ecosystem services, element-by-element and integral valuation of green spaces.

Depending on their properties (structures and processes), ecosystems have the ability to provide certain services for human society.

Ecosystem services (ES) are the benefits that people receive from ecosystems [2]. The rationale for ES is to better integrate environmental services (free natural resources) into decision-making processes and to ensure sustaina-

ble land use in order to counteract overextension and degradation of natural living conditions.

The appeal of the ES concept is based on its integral, intra- and interdisciplinary nature, as well as its connection with ecological and socio-economic concepts. The concept of ecosystem services focuses on the users of ecosystem services. Merely offering a service when there is no demand for it does not mean economic benefit and is not considered an ecosystem service. There is no uniform classification of ES, but the structure outlined in the Millennium Ecosystem Assessment [3] has been widely recognized. According to this classification, EIs are divided into providing services, regulating services, cultural services and supporting services.

Materials and methods. The first mention of the Pechersky forest park dates back to 1632, when the Golovchinsky prince Alexei Lakhtynovich bequeathed his estate to the Kiev-Pechersky monastery, which was located near the road to Mogilev. Pechersky forest park is located in the north-west of Mogilev, along the Zagorodnoye highway. The area of the forest park is about 337 hectares, on its territory there is Lake Pecherskoye, as a continuation of the Dubrovenka river, which flows along the entire length of the forest park.

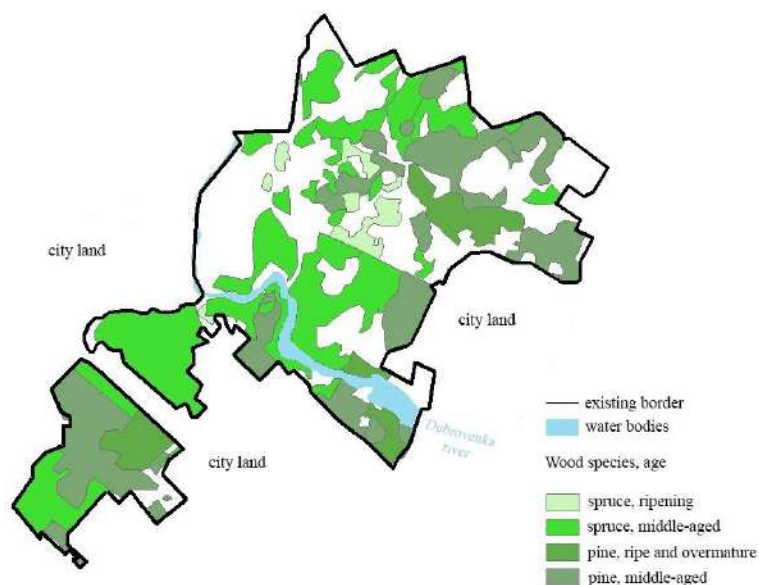
Findings and their discussion. There are many different approaches to the valuation of ecosystem services, both foreign and domestic. Some of these approaches are based on the relationship of ecosystem services to the well-being of the population. Others use a cascade model that takes into account spatial and temporal aspects [4].

In Belarus, the methodology for calculating the valuation of ecosystem services is spelled out in the TCP 17.02-10-2013 (02120) "Procedure for the valuation of ecosystem services and determination of the value of biological diversity". According to the TCP, the valuation of ES is a monetary expression of the economic value of ecological resources that ensure the satisfaction of the ecological needs of society and the preservation of ecological balance [1].

Green spaces are climate-regulating ecosystem services. By releasing oxygen, absorbing and retaining carbon, dust, etc. in its phytomass, green spaces regulate the local climate and contribute to the purification of the atmosphere.

Results. In the Pechersky forest park, the average age of pine, spruce and oak forests is over 70 years. Almost a third of the pine forests of the forest park (27.5%) and half of the oak forests (44.0%) are over 100 years old. Oxalis pine forests (97.7%) and spruce forests (97.8%), which reflected in Picture 1, dominate the woodland.

Forest stands of V and IV age classes prevail (35.1 and 28.6%). This explains the dominance of ripening and mature stands in the forest park. The proportion of young growth in the forest park is only 3.6% of the territory. An indicator of the productivity of plantings is their bonitet. In the Pechersky forest park, highly productive stands prevail, which corresponds to the conditions of the site of growth. Plantations 1B-1 of quality classes are 91.6%, of lower classes of quality – 8.4%.



Picture 1 – The predominant plantations of the Pechersky forest park

To calculate the ecosystem services of the Pechersky forest park, the element-by-element and integral cost estimate was used [1]. The assessment was carried out at 59 blocks, according to the data of the KPUP “Mogilevzelenstroy”.

The average accumulation of carbon dioxide in the presented deposits is 7.2 t / year. The values vary from 0.1 to 47.3 t / year, depending on the area of the stand and the age of the stands.

The monetary value of the value directly depends on the purposes and methods of using a given territory in terms of the benefits that people can get. Monetary, the total element-by-element cost estimate from all 59 divisions turned out to be 12792.6 BYN. The integral cost estimate was 25470.7 BYN.

Conclusion. The climate-regulating function of forest plantations plays an important role in balancing the powerful emissions of carbon dioxide into the atmosphere. By accumulating carbon in their phytomass, the green spaces of the Pechersky Forest Park have a significant potential to influence the magnitude and direction of carbon fluxes in the local carbon cycle.

Determining the monetary value of ecosystem services is an incentive to change the ways of economic use of a given territory or the path to decision-making.

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INFLUENCE OF DISTANCES TO LAKES AND RIVERS ON THE STRUCTURAL ORGANIZATION OF NESTED AREAS OF THE SCOPE IN BESHENKOVICHI AND SHUMILINO DISTRICTS

Dmitry Novikov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: osprey, lakes and rivers, GIS platform, distance to objects, search for territories.

Osprey (*Pandion haliaetus*) belongs to the species included in the Red Book of the Republic of Belarus [1]. The main nesting places for birds are raised bogs. One of the main factors influencing the choice of a nest site is the distance to the hunting grounds. The osprey is a fish-eating bird and its hunting grounds are lakes, rivers and fish-breeding ponds of fish farms. In search of food, the bird can cover a maximum distance of 8 km. Determining the optimal distance for osprey from raised bogs to lakes and rivers makes it possible to search for potential nesting territories, to create a park of artificial nests, as well as to discover previously unknown nesting sites.

The purpose of this work is to determine the influence of water bodies on the structure of nesting areas of the osprey, as a factor affecting its abundance.

Material and methods. In these areas, 7 nest sites were found (4 in Shumilino and 3 in Beshenkovichi), information on which was contained in the cards describing nests for the period from 1996 to 2021, provided by the professor of the Department of Ecology and Geography of Vitebsk State University named after P.M. Masherov Vladimir Ivanovsky.

The cartographic basis for the work was formed by digital electronic maps created earlier by students and teachers of our university, materials from Shumilino and Beshenkovichi forestry enterprises on the vegetation cover and the nature of the studied biotopes, as well as data from remote sensing of the Earth. Based on this information, we have concretized the topography of water bodies.

To obtain an accurate result, the work was carried out on the basis of the MapInfo Professional GIS platform. When determining the exact distance, the built-in *Distance Calculator* program is used, which calculates and saves the result directly to the table.

Findings and their discussion. The lakes are the main hunting ground for birds. In their absence, or inability to hunt due to weather conditions, the osprey flies to hunt rivers. It is customary to distinguish between the main river and its tributaries of various orders. The Zapdanaya Dvina will be the main river flowing through these areas.

Beshenkovichi district. In this area, 34 eutrophic and mesotrophic lakes and 18 rivers of the first and second orders have been identified. There are three nests here (numbers 48, 51, 71). From nest 48 the bird can hunt on 3 lakes (Moshno - 0.51 km, Dobrino - 6.45 km, Ostrovno - 7.51 km). The average dis-

tance covered by a bird to lakes is 4.82 ± 2.18 km. The bird flies a distance of 7.97 km from this nest to the main river. The distance to the tributary of the first order (the Ostrovitsa River) is 9.94 km, the bird is definitely not here to hunt. Birds from nest 51 are subject to 6 lakes, the distance to which is as follows: to Lake Sosno - 6.32 km, to Lake Soro - 4.36 km, to Lake Ostrovenskoe - 3.49 km, to Lake Beloe - 2.90 km, to Lake Biklozha - 2.59 km. The average distance to these lakes was 4.21 ± 0.61 km. The main river is located at a distance of 10.44 km. The first-order tributary for this nest will be the Berezka River, the distance to which is 4.92 km. In this nest, birds cannot hunt on the main river. Nest 71 also has 6 lakes allowing you to hunt them. Distance to Lake Leshno - 6.56 km, to Lake Platishno - 5.18 km, to Lake Garnosvechye - 2.75 km, to Lake Kolodno - 7.32 km, to Lake Slobodskoe - 4.20 km, to Lake Chernoe - 7.11 km. The average distance here will be 5.52 ± 0.74 km. Among other nests, 71 are located closest to the Zapadnaya Dvina, the distance to it is 4.25 km. To the tributary of the first order (Svechanka river), distance 1.01 km.

Shumilinsky district. This territory includes 31 rivers of the first and second order and the Zapadnaya Dvina, as well as 42 eutrophic and mesotrophic lakes. There are four nesting territories, the numbers of which are 42, 66, 67, 69. Birds from nest 42 hunt on 3 lakes, the distance to which: Lake Krasomai - 5.64 km, to Lake Moshnya - 5.67 km, to Lake Donets - 4, 73 km. The distance to the main river is very distant, 32.04 km. To the tributary of the first order, and this is the Obol River, the distance is 1.60 km. Near nest 66 there are 5 lakes that can be used by birds. To Lake Laktovskoe - 4.27 km, to Lake Dolgoe - 6.81 km, to Lake Bochevo - 3.41 km, to Lake Voknishche - 1.61 km, to Lake Bubolskoe - 3.94 km. The average distance was 3.95 ± 0.85 km. The distance to the main river is 9.62 km. Before the tributary of the first order, the Obol River - 5.25 km. Nest 67, unlike birds from other nests, here the osprey can fly only to one Lake Olshanskoye - 2.57 km. Another feature of this nest is its close location to the main river, the distance to it is 2.79 km. The distance to the first order tributary is 1.06 km. Nest 69, its location is similar to Nest 67, there is only one Lake Glukhoe, the distance to which is 6.35 km. The distance to the main river is 6.31 km. Before the tributary of the first order, the Obol River - 3.64 km. This means that birds from this nest can use all reservoirs as hunting grounds.

Conclusion. Thus, in Beshenkovichi and Shumilino districts, using a GIS platform, the distances to lakes and rivers from known nesting territories were calculated. The average distance to eutrophic and mesotrophic lakes was 4.70 ± 0.38 km. The average distance to the main river was 5.33 ± 1.13 km. To the rivers, which are tributaries of the first order, the average distance was 3.28 ± 0.85 km. The obtained average distances at the next stage of the study will be used as the radii of the buffer zones to search for potential nesting territories and places suitable for the construction of artificial nests.

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PUFA IN COSMETIC AND MEDICINAL CREAMS

Kristina Samusiova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: medicinal creams, cosmetic creams, vitamin F, PUFA, detection.

In cosmetology today, both medical and cosmetic creams are used. Medical cosmetic creams are used for various pathological conditions of the skin for its treatment. Cosmetic products are used for cleansing, regenerating healthy skin, as well as for correcting and preventing cosmetic defects that don't require medical intervention.

In recent years, for the treatment of inflammatory skin diseases, creams have been developed containing omega-3 and 6 polyunsaturated fatty acids (PUFA) – linoleic, linolenic, arachidonic or their esters. They are characterized by anti-inflammatory, antioxidant, cell membrane stabilizing action [1]. Linoleic acid restores dry, aging, depleted skin with impaired barrier properties. α -Linolenic acid promotes moisture retention in the skin and also has anti-inflammatory properties. γ -Linolenic acid strengthens the structure of cell membranes, blocks pain, relieves itching and inflammation. PUFA and their derivatives are sometimes considered as vitamin-like substances, conventionally called "vitamin F". PUFA are included in the form of acyl residues in the triacylglycerides of fats, oils and other lipids. Cosmetic creams also often include PUFAs, either in natural form, or synthetic acids or their esters.

The dermatological effects of PUFAs have been described by two mechanisms. First, PUFAs can physicochemically influence the structure of the intercellular binding substance of the stratum corneum. Secondly, they form biologically active metabolites - eicosanoids. However, not all dermatological effects of PUFA can be explained by these mechanisms. The third mechanism is the possibility of interaction of PUFA with receptors that activate the proliferation of peroxisomes - PPAR. In the epidermis, PPARs affect the process of keratinocyte division and are directly related to the synthesis of ceramides and sterols - vital components of the lipid barrier of the stratum corneum, as well as some epidermal proteins [2].

When storing creams, PUFAs are oxidized at double carbon bonds by atmospheric oxygen. Oxidation is intensified by exposure to sunlight and high temperatures. In order to prevent oxidation and loss of beneficial effect, it is recommended to combine PUFA in creams with antioxidants - β -carotene, vitamin E.

The specific content of ingredients in cosmetic creams, as opposed to medical creams, is usually not reported. After a certain period of storage, especially after opening the tube, the content of PUFA may decrease. Therefore, it is important to control the content of PUFA in cosmetic creams.

The purpose of the work is to check the presence of PUFA declared by the manufacturers in the samples of cosmetic creams.

Material and methods. Object of research: cosmetic creams of various manufacturers, purchased in the retail trade of the city of Vitebsk.

1. "Cream-oil for hands and nails intensive nutrition. "Folk recipes". Manufacturer: "Fito Cosmetics" (Russia).

On the packaging of this cream, it is indicated that the cream contains "vitamins A, E and F". The composition contains extracts of carrot and lemon, as well as flaxseed oil, which may contain natural forms of these vitamins - triglycerols PUFA, tocopherols, retinol.

Creams manufactured by "Belita - Viteks" (Minsk), which contain PUFA and tocopherol acetate: 2. "Milkline Youth Proteins"; "Radiance cream, daytime for the face, for all skin types"; 3. "Milkline Youth Proteins"; "Rejuvenation cream, night face, for all skin types"; 4. "Skinsensation"; "Day cream for the face, for all skin types".

5. "PRO hand cream for hands, nails and cuticles". Manufacturer: "Faberlic" (Russia). The composition includes: tocopherol acetate, glyceryl linoleate, glyceryl linolenate and a rarer component with PUFA - glyceryl arachidonate, as well as natural sources of vitamins - linseed oil, jojoba oil, cornflower blue extract.

6. "Hyaluronic hand cream mask". Manufacturer: "Eveline Cosmetics" (Poland). The composition of this cream contains: linolenic acid, tocopherol.

All of the mentioned creams were analyzed within the expiration dates.

The research method is an analytical color reaction for the detection of PUFA with bromine water.

Sample preparation – alcohol extraction. A strip of the test cream of about 1 cm, corresponding to the usual portion for a single use, was placed in a test tube, 10 ml of alcohol (96%) was added, covered with a stopper, vigorously shaken for 3 minutes, and allowed to stand for 10-15 minutes. The extract was taken from the sediment with a pipette and transferred to a bottle for storage. If the extract was cloudy, it was centrifuged and the supernatant was additionally taken.

In a cylindrical laboratory test tube 10 cm in height, add about 0.5 cm³ of the alcohol extract, add 1-2 drops of bromine water and shake the test tube. A positive result is discoloration of the light yellow color of the reagent solution.

Findings and their discussion. When shaking a test tube with an alcoholic extract of creams "Folk recipes"; "Hyaluronic cream-mask for hands"; "Day cream for the face "SkinSensation"; "Youth proteins. Night rejuvenation cream for face " with 1-2 drops of bromine water, a light yellow discoloration was observed. Thus, the presence of PUFA has been confirmed for these creams.

The test for unsaturation was negative (the light yellow color was not discolored, even when an excess of cream extract was added) for the extracts of the "Proteins of Youth. Day Facial Radiance Cream" and "PRO hands". Thus, we failed to confirm the presence of PUFA in these two creams.

Conclusion. Analytical color reaction confirmed the presence of PUFA in the creams "Cream-oil for hands and nails intensive nutrition." "Folk recipes", "Hyaluronic cream-mask for hands", "Day cream for the face "SkinSensation", "Youth proteins. Night rejuvenation cream for face. Bielitamilkline". The fact that for extracts of creams "Proteins of youth. Bielitamilkline Day Facial Radiance Cream "and" Hand, Nail and Cuticle Cream. PRO hands " we were unable to confirm the presence of the components declared in the composition does not necessarily mean that they were not included in the composition during production. These creams have already been opened and used prior to testing, although the expiration date has not yet passed. And as mentioned, after a certain period of storage, especially after opening the tube, the content of PUFA may decrease.

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ANALYSIS OF AVERAGE MONTHLY AIR TEMPERATURES BY SEASONS OF THE YEAR IN VITEBSK DURING THE PERIOD OF INSTRUMENTAL OBSERVATIONS

Raman Shek, Darya Famina

VSU named after P.M. Masharov, Vitebsk, Belarus

Keywords: air temperature, average annual air temperature, average monthly air temperature, climatic norm, climate change.

The relevance of the topic is determined by the availability of data sets of observations of the air temperature in Vitebsk for the period of instrumental observations to analyze its natural fluctuations and identify the features of the temperature regime of individual regions in conditions of climate change. The purpose of the work is to identify changes in air temperature in Vitebsk for the period 1897-2020.

Material and methods. The study was carried out on the basis of archival data of the Vitebskobhydromet Branch with the aim of analyzing the average annual, average monthly and seasonally average air temperatures for the period of instrumental observations based on data from the Vitebsk meteorological station. At the same time, data on air temperature have been completely preserved from January 1945 to the present, data aren't available for the periods 1900–1924 and 1942–1944 and for some years they have been partially preserved.

Methods used in the work: comparative-analytical, descriptive, statistical, analysis and generalization.

Findings and their discussion. During the study for the period 1897-2020 the values of the average monthly, average annual and average seasons of the year air temperatures were calculated and compared with the climatic norm, which is used in daily production practice by the hydrometeorological service of Belarus [1].

We have identified an increase in the average annual air temperature in Vitebsk since the 70s of the last century, the most significant since 1989. The highest average annual air temperature was recorded in 2020 (+8,6°C) and exceeded the climatic norm by 1,9°C (+6,1°C). The average temperature of the last thirty years has increased in comparison with the previous one by +1,6°C. The largest increase in air temperature +0,8 °C was recorded in the last decade (2011–2020) compared to the previous one. For the period 1945–2020 a positive deviation of the average annual air temperature in Vitebsk from the climatic norm in the period before climate warming was recorded in 1949, 1975 and 1983, and during the warming period (in Belarus since 1989) in most years, while the maximum positive deviation was +2,5°C in 2020 (in the same year, the average monthly January air temperature for the first time since 1897 became positive and amounted to +1,1°C).

The boundaries of natural climatic seasons (the period of the year, characterized by the transition of the average daily air temperature through certain limits in the direction of decreasing and increasing) do not coincide with the calendar boundaries of the months. However, in climatology in temperate latitudes in the northern hemisphere, while dividing the year into four seasons, the period from December to February is conventionally taken as winter, from June to August, for spring - from March to May, for autumn – from September to November [2]. We have analyzed the air temperature in Vitebsk for the period of instrumental observations along the calendar boundaries of the seasons of the year.

The calculation and analysis of the average monthly air temperature in the winter season was carried out on the basis of archival data for 89 years of observations. The average temperature for the season during the period of instrumental observations was –5,9 °C, the warmest month was more often December (57,3% of years), and the coldest month was February (41,6% of years). The warmest winter was 2019-2020, when the average air temperature for the season was 1,2 °C. The coldest winters were 1928-1929 and 1939-1940, when the average temperature for the season was –11,7 °C. The average monthly temperature in December was –4,4 °C. At the same time, the maximum was recorded in 2007 (2,5 °C), the minimum in 1979 (–12,6 °C). The average monthly temperature in January was –6,8 °C, the maximum one was recorded in 2020 (1,1 °C), the minimum in 1987 (–17,0 °C). The average monthly temperature in February was –6,5 °C, the maximum one was recorded in 1990 (1,6 °C), the minimum in 1929 (–18,0 °C).

To calculate and analyze the average monthly temperatures of the spring season, the archival data for 94 years of observations were used. The average temperature for the season during the period of instrumental observations was 5,6 °C, the warmest month is May (100% of years), and the coldest month is March (100% of years). The warmest was the spring of 2014, when the average air temperature for the season was 9,1 °C. The coldest spring was 1941 and 1952, when the average temperature for the season was 1,7 °C. The average monthly temperature in March was –1,9 °C. At the same time, the maximum temperature was recorded in 2007 (4,7 °C), the minimum in 1952 (–10,5 °C). The average monthly temperature in April was 5,9 °C, the maximum one was recorded in 2001 (10,2 °C), the minimum in 1929 (–0,6 °C). The average monthly temperature in May was 12,8 °C, the maximum one was recorded in 1897 (18,1 °C), the minimum in 1980 (7,7 °C). At the same time, May 1897 turned out to be warmer than the warmest May 2013 (17,3 °C), the period of climate warming since 1989.

The calculation and analysis of the average monthly air temperature in the summer season was carried out on the basis of archival data for 88 years of observations. The average temperature for the summer season during the period of instrumental observations was 17,0 °C, the warmest month is July (64,8% of years), and the coldest month is June (61,4% of years). The warmest was the summer of 2010, when the average air temperature for the season was 21,2 °C. The coldest summer was 1962, when the average temperature for the season was 14,1 °C. The average monthly temperature in September was 16,2 °C. At the same time, the maximum was recorded in 2019 (20,8 °C), the minimum in 1928 (11,7 °C). The average monthly temperature in July was 18,0 °C, the maximum was recorded in 2010 (23,4 °C), the minimum in 1979 (14,3 °C). The average monthly temperature in August was 16,8 °C, the maximum was recorded in 2010 (21,4 °C), the minimum in 1926 (13,9 °C).

To calculate and analyze the average monthly temperatures of the autumn season, we used archival data for 93 years of observations. The average temperature for the season during the period of instrumental observations was 5,8 °C, the warmest month is September (100% of years), and the coldest month is November (98,9% of years). The warmest was autumn 2020, when the average temperature for the season was 9,1 °C. The coldest fall was in 1993, when the average temperature for the season was 2,0 °C. The average monthly temperature in September was 11,5 °C. At the same time, the maximum was recorded in 2018 (14,5 °C), the minimum in 1973 (8,1 °C). The average monthly temperature in October was 5,7 °C, the maximum was recorded in 2020 (10,1 °C), the minimum in 1976 (–0,3 °C). The average monthly temperature in November was 0,3 °C, the maximum was recorded in 1996 (4,4 °C), the minimum in 1993 (–7,4 °C).

Conclusion. The study found that since the 70s of the 20th century, an increase in the average annual air temperature has been recorded, the most significant since 1989, especially in the last decade, the maximum in 2020. The warmest seasons in Vitebsk were the seasons of the climate warming period: winter 2019-2020, spring 2014, summer 2010, autumn 2020.

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**PROTECTED SPECIES OF PLANTS OF THE REPUBLIC
OF BELARUS, STORED IN THE HERBARIA
OF THE DEPARTMENT OF ZOOLOGY AND BOTANICS
OF VSU NAMED AFTER P.M. MASHEROV**

Anton Shlyakhtov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: VSU herbarium, Red Book of the Republic of Belarus, Belarusian Lake District, protected plants, herbarium specimens.

The protection of rare plant species is one of the important international and state tasks. In the Republic of Belarus, many plants have already been taken under protection. Preventing the extinction of rare plant species is necessary, first of all, to preserve their gene pool, for the purpose of scientific study, economic, cultural and medical use [1].

To preserve the country's phyto-diversity, regulatory documents have been developed, including the Red Book.

The Red Book of the Republic of Belarus: Plants (2015) contains a list of species of higher vascular plants, mosses, fungi, algae and lichens that are threatened with complete extinction in the country. It contains information about protected species, about the places of occurrence and collection of these plants in Belarus, about the state in recent years and the degree of danger of extinction.

The purpose of the work is to make an inventory of the stock herbarium of the Vitebsk State University named after P.M. Masherov in order to identify the exact number of species of protected plants included in the Red Book of the Republic of Belarus, in the collection of the herbarium; analyze the general condition of herbarium specimens, as well as systematize by categories of protection,

Material and methods. The material for this work was herbarium specimens of protected plant species included in the Red Book of the Republic of Belarus (2015), which are kept in the stock herbarium of the Department of Zoology and Botany of VSU named after P.M. Masherov.

Findings and their discussion. All protected plant species included in the Red Book of the Republic of Belarus are divided into 4 categories of protection:

Category I. Includes taxa with very low or rapidly declining numbers, the conservation of the population is impossible without a set of special measures.

II category. Includes taxa that are currently not under immediate threat of extinction on the territory of the republic, but tend to decrease in number and / or range and a deterioration in status predicted in the near future.

III category. Includes taxa that are not directly endangered, but at risk of extinction in the near future.

IV category. It unites taxa that do not belong to the three previous categories, but are close to them, have an unfavorable tendency in the surrounding territories or are dependent on the implemented protection measures [2].

In the collection of the stock herbarium of the Department of Zoology and Botany of Vitebsk State University named after P.M. Masherov contains samples of all four categories of protection:

Category I – *Viola montana* L., *Daphne cneorum* L., *Lobelia dortmanna* L., *Herminium monorchis* (L.) R. Br., *Orchis militaris* L., *Cladium mariscus* (L.) Pohl.;

II category – *Isoetes lacustris* L., *Nuphar pumila* (Timm) DC., *Aconitum lasiostomum* Reichenb., *Clematis recta* L., *Corydalis intermedia* (L.) Merat, *Quercus petraea* (Mattuschka) Liebl., *Betula nana* L., *Aldrovanda vesiculosa* L., *Rubus chamaemorus* L., *Corallorhiza trifida* Chatel., *Orchis mascula* (L.) L.;

III category – *Nymphaea alba* L., *Delphinium elatum* L., *Corydalis cava* (L.) Schweigg. et Koerte, *Betula humilis* Schrank, *Rhododendron luteum* Sweet, *Saxifraga granulata* L., *Trapa natans* L., *Linnaea borealis* L., *Gentiana cruciata* L., *Cypripedium calceolus* L., *Epipactis atrorubens* (Hoffm. ex Bernh.) Bess., *Gymnadenia conopsea* (L.) R. Br., *Cephalanthera longifolia* (L.) Fritsch, *Carex paupercula* Michx.;

IV category – *Lycopodiella inundata* (L.) Holub, *Huperzia selago* (L.) Bernh. ex Schrank et C. Mart., *Polypodium vulgare* L., *Anemone sylvestris* L., *Trollius europaeus* L., *Pulsatilla patens* (L.) Mill., *Silene baccifer* L., *Cardamine bulbifera* (L.) Crantz, *Lunaria rediviva* L., *Salvia pratensis* L., *Campanula latifolia* L., *Iris sibirica* L., *Gladiolus imbricatus* L., *Festuca altissima* All.

Most of the herbarium specimens of protected plant species were collected by students and teachers of the Department of Zoology and Botany of Vitebsk State University named after P.M. Masherov, and the rest of the samples were transferred from the Institute of Experimental Botany named after V.F. Kuprevich National Academy of Sciences of Belarus.

Conclusion. In general, 98 protected plant species, included in the Red Book of the Republic of Belarus, grow on the territory of the Belarusian Lake District. Of these, 14 species belong to the Ist category of protection, 35 species to the II category, 32 species to the IIIrd category and 17 species to the IVth category of protection [3].

The collection of the herbarium of the Department of Zoology and Botany contains species of protected plants listed in the Red Book of the Republic of Belarus from all four categories of protection. The total number of protected species in the herbarium is 45 species.

All herbarium specimens were systematized according to protection categories, and thus it was found that in the herbarium of the Vitebsk State University named after P.M. Masherov, 6 species of plants belonging to the Ist category of protection, 11 species to the IInd category, 14 species to the IIIrd category and 14 species to the IVth category are stored.

The general condition of herbarium specimens of protected plant species in the herbarium collection can be assessed as good, which is explained by the quality of herbarization and storage conditions. In general, the plants are in satisfactory condition, almost all mounted on sheets of thick paper or thin cardboard of standard size. Plants are attached to the leaves, usually one at a time, but there may be several copies of small plants of the same species. Each herbarium is provided with a printed or handwritten label. The labels indicate: the scientific name of the family and plant species in Russian and Latin, adopted at the time of collection; gathering place; growing conditions; date of collection and the name of the collector who collected and identified the given plant species.

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DYNAMICS OF A COLLECTION OF PLANTS OF THE *ERICACEAE* FAMILY IN THE BOTANICAL GARDEN OF VSU NAMED AFTER P.M. MASHEROV

Ekaterina Turchinovich

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords. Collection, family of Ericaceae, introduction test, botanical garden, catalog.

Botanical Garden of VSU named after P.M. Masherov is one of the main centers of introduction in the north of Belarus. The collection of woody plants of the botanical garden is the 4-th largest in the republic. A rather interesting group

of this collection is the representatives of the heather family (*Ericaceae*), which are rare decorative, medicinal and resource species.

In the landscaping of settlements, the species of this family are practically absent, despite the fact that the climatic regions are more or less favorable for their cultivation. Based on this, the task of studying and promoting among the population the use of species of this family in landscaping is urgent. To do this, it is necessary to summarize the results of the introduction of this group of species and, first, to trace the history of the formation of this collection.

The purpose of this work is to trace the growth dynamics of the collection of living plants of the *Ericaceae* family of the Botanical Garden of VSU named after P.M. Masherov for the period 1991 – 2021.

Material and methods. The material of our research is the plant species of the *Ericaceae* family that grew in the botanical garden of the VSU named after P.M. Masherov in the last 30 years.

The research was carried out in 2021. We analyzed the lists and catalogs of the collection of living plants for the period 1991 – 2021. [1; 2; 3; 4].

Statistical data processing was performed using the Microsoft Excel software package.

Findings and their discussion. Collection of woody plants of the Botanical Garden of VSU named after P.M. Masherov and, in particular, representatives of the *Ericaceae* family, in its current state, has been formed over the last 40 years, when, by the decision of the Council of Ministers of the BSSR in 1979, the status of a botanical garden was renewed. Data on earlier periods of development of the collection of the botanical garden are not available due to the loss of archives.

We have analyzed the lists of the collection of woody plants and published catalogs for the period 1991 – 2021. The analysis results are presented in the table for each year.

Table – The dynamics of the collection of representatives of the family *Ericaceae* in the botanical garden of VSU named after P.M. Masherov for the period 1991 – 2021

Year	Number of species in the corresponding year, pcs.	Number of plant genera in the corresponding year, pcs.
1991	16	2
1992	18	3
1993	20	6
1994	23	6
1995	23	6
1996	23	6
1997	23	6
1998	23	6
1999	23	6

2000	23	6
2001	16	6
2002	16	6
2003	14	7
2004	15	8
2005	11	6
2006	14	7
2007	14	7
2008	14	7
2009	14	7
2010	12	5
2011	10	5
2012	10	5
2013	10	5
2014	9	5
2015	9	5
2016	9	5
2017	9	5
2018	9	5
2019	9	5
2020	9	6
2021	9	6

After analyzing the lists of collections of living plants of the Botanical Garden of VSU named after P.M. Masherov, we noted a steady decrease in the number of species of representatives of the *Ericaceae* family from 23 to 9 (2.5 times). In terms of the number of plant genera presented, no significant changes have occurred over the past 30 years. In our opinion, the reason for this lies in the special demands of the representatives of this group of plants to care and growing conditions.

In just 30 years, representatives of 12 genera of the *Ericaceae* family have undergone introduction testing: *Vaccinium* (*Vaccinium*), Heather (*Calluna*), Galteria (*Gaultheria*), Wintergreen (*Pyrola*), Winter-lover (*Chimaphila*), Calmia (*Kalmia*), Pieris (*Pieris*), White (*Andromeda*), Rhododendron (*Rhododendron*), Bearberry (*Arctostaphylos*), Erica (*Erica*).

Conclusion. Based on the data obtained, we can draw conclusions: the number of species of the family *Ericaceae* in the collection of living plants of the Botanical Garden of VSU named after P.M. Masherov over the past 30 years has had a steady downward trend from 23 to 9 species (2.5 times). In our opinion, 30 years ago, at the time of the beginning of the restoration of collections after the restoration of the status of a botanical garden, a large number of species, including those of southern origin (Kiev), were involved in the introduction

test. Over time, the most demanding species dropped out of the collection, while the resistant ones remained. Of course, this process was superimposed on other objective and subjective reasons, but this is a matter of further research and analysis.

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STRUCTURAL CHANGES IN TOXIC LIVER DYSTROPHY IN THE FOREST MARTES (*MARTES MARTES*, 1758)

Denis Zhurov, Olga Lobareva
VSAVM, Vitebsk, Belarus

Keywords: pine marten, liver, nutrition, pathomorphological changes, ecology.

A number of complex processes take place in the liver of animals: metabolic products are rendered harmless, glycogen and bile are formed, blood plasma proteins are synthesized, iron is metabolized, blood is detoxified, etc. Such numerous and important functions of the liver determine its importance for the body. With toxicosis of various origins (fodder, including mycotoxin, embryonic, medicinal, etc.), one or more functions of the organ fall out and toxic substances accumulate in the blood, leading to the development of dystrophic and / or necrotic processes [1; 2].

The purpose of this work is to describe the pathomorphological changes in the body during toxic liver dystrophy in the forest marten (*Martes martes*, 1758).

Material and methods. The work was carried out in the conditions of one of the zoos of the Republic of Belarus and is a special case. The corpse of a 3-year-old brown pine marten served as the material for the study. For the extraction of organs during autopsy of the corpse, we used the method of complete evisceration according to G.V. Shore. When describing organs and cavities, we used generally accepted schemes. Pieces of the liver, kidneys, and myocardium were taken for histological examination, which were fixed in 10% formalin [3]. The stages of the preparation of histosections (fixation, washing, dehydration and compaction) were carried out according to the proven methodology of the

laboratory of the Department of Pathological Anatomy and Histology VSAVM. For an overview study, the sections were stained with hematoxylin–eosin. Histological studies were carried out using a light microscope «Biomed–6».

Findings and their discussion. An external examination of the pathomorphological changes was not found: the corpse was emaciated, the visible mucous membranes were smooth, moist, shiny, gray in color. An internal examination revealed that the liver is enlarged, the edges are dull, the capsule is tense, the shape is not changed, the consistency is flabby, the parenchyma breaks easily, from the surface and on the cut it has a spotty color: brown and red areas alternate with gray and light yellow, on the sectional drawing of the lobular structure is smoothed. The stomach is moderately filled with dry fodder, its wall is thickened. The mucous membrane is swollen, dull, intensely reddened, covered with grayish mucus. The small intestine is moderately filled with chyme, its wall is thickened, the mucous membrane is intensely reddened, swollen, covered with grayish mucus. The large intestine is moderately filled with feces of a doughy consistency, brown, the mucous membrane is gray. The gallbladder is intensely filled with bile of a dark green color of liquid consistency, its mucous membrane is velvety, yellow–green in color. The kidneys are enlarged, the capsule is tense, the edges of the cut capsule do not converge, the shape of the kidneys is not changed, the consistency is soft, the color is gray, the cut surface is matte, moist, the border between the cortex and the medulla is smoothed. Histological changes in the liver were manifested by changes in the central and middle parts of the hepatic lobules. In the foci of yellow color, the liver parenchyma was in a state of fatty decomposition (small–drop fatty degeneration). The cytoplasm of the liver cells contains a lot of protein granularity, the cells are in a state of necrobiosis. The central blood vessels are dilated and full of blood. Deposition of pink protein granules was observed in the urinary tubules of the kidneys and cardiomyocytes of the heart. On the basis of postmortem examination and histological examination of organs, the following postmortem diagnosis was determined:

1. Acute alterative hepatitis (toxic liver dystrophy).
2. Acute catarrhal gastroenteritis.
3. Serous inflammation of the mesenteric lymph nodes.
4. Granular dystrophy of the kidneys and myocardium.
5. Exhaustion.

Conclusion. Thus, in the acute course of alterative hepatitis in the organ, various pathological changes develop simultaneously – hyperemia, fatty and granular degeneration, necrosis. At the same time, with chronicity of the process in the liver, postnecrotic cirrhosis may develop. The studies carried out supplement the available data on the pathomorphology of liver diseases in carnivores.

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MORPHOLOGICAL CHANGES OF KIDNEY PATHOLOGY OF THE RIVER BEAVER (*CASTOR FIBER L.*) IN THE NATURAL ECOSYSTEM OF THE REPUBLIC OF BELARUS

Denis Zhurov, Aleksandr Zhukov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: river beaver, kidneys, pathomorphology, toxins, ecosystem.

The fauna of aquatic animals in Belarus is represented by a huge number of animals. One of these animals is the river (common) beaver (*Castor Fiber L.*). Beavers belong to the category of strictly herbivorous, semi–aquatic animals that feed exclusively on tree bark or plant shoots. They eat more than 200 species of plants (calamus, stinging nettle, broad–leaved cattail, meadowsweet, yarrow and horse sorrel). From trees and shrubs, they prefer aspen, willows (about 10 species), willingly eat young oaks, hazel, linden, elm, bird cherry, birch. Sometimes beavers eat pine and spruce bark. It is possible that coniferous trees contain some substances necessary for animals that have medicinal properties [1].

The aim of this work is to study pathomorphological changes in the kidneys of the river beaver.

Material and methods. The studies were carried out on the cadaveric material of adult river beavers ($n = 2$), delivered to the prosectorium of the Department of Pathology and Histology of the VSAVM for the purpose of conducting a forensic veterinary examination. In the study, macroscopic changes in the urinary system of animal corpses were described, and pieces of kidneys were selected for further histological examination. They were fixed in a 10%– solution of neutral formalin. To study general structural changes, the sections were stained with hematoxylin – eosin. The data obtained were documented by microphotography using digital systems for reading and inputting video images, as well as software for inputting and processing images [2, 3, 4, 5].

Findings and their discussion. Macroscopic examination in the kidneys revealed foci of compaction and an uneven gray–brown color of the incision surface. The histological examination of the selected material revealed signs of acute and chronic inflammatory processes. So, in the cortex, the vascular glomeruli were in a state of hyperemia, in the cavities of Shumlyansky's capsules,

an accumulation of serous exudate (serous glomerulonephritis) was noted. A significant part of the urinary tubules (proximal and distal convoluted, straight) and collecting tubes were in a state of necrosis. The cells of these structures are swollen, with nuclei in a state of pycnosis and lysis, destroyed by the cell membrane. In the areas that underwent the greatest destruction, there was a proliferation of cellular elements – lymphocytes, macrophages, as well as fibroblasts and fibrocytes, which formed an insignificant amount of connective tissue fibers. The vascular glomeruli here were in a state of atrophy and sclerosis – reduced, deformed, the capillaries were compressed by the expanding connective tissue. Moreover, these changes were more pronounced in the older animal. Throughout the renal parenchyma, vessels are visible in a state of acute venous hyperemia, which developed against the background of acute heart failure.

Conclusion. The changes found in the kidneys of beavers indicate the effect of nephrotoxic substances on the animal organism. They can be gallic and phosphoric acids, tannin, alkaloids, flavonoid glycosides, hyperosides, quercetin, tannins, which are found in abundance in plants included in the diet of beavers. In the winter–spring period, due to the meager diet of animals of this species, as well as due to the nutritional conditions (most of the food base is under water, which creates conditions for rotting and deterioration of plant food), the above substances can accumulate in the body and negatively to influence the organism of this animal species, including its urinary system.

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

SPACE MIDDLE CLASS IN A MODERN CITY

Anzhelika Barzeeva

OmSU named after F.M. Dostoevsky, Omsk, Russia

Keywords: neoliberalism, middle class, structural adjustment, politics of compaction and verticalization, class identity.

Several authors describe Santiago de Chile as the ‘quintessential’ neoliberal city [1, p. 737]. Here it will be appropriate at once to clarify the meaning of these words. The Oxford Dictionary interprets the quintessence as the basis, the very essence of something, literally, the fifth element – ether, which was recognized in medieval philosophy as the basis of other elements. Neoliberalism, on the other hand, is an ideology based on the logic of the capitalist market, extended not only to the economy, but also to all other spheres of life. For neoliberalism, the market economy is not just the best economic model; according to this ideology, according to the logic of the market, all spheres of life, including government and interpersonal relations, should function. There is a connection here with McDonaldisation, the main idea of which is the introduction of corporate governance principles in all spheres of society.

Let's go back to Santiago. While it is not one of the most segregated cities in Latin America, it also represents the inequalities characteristic of a social structure in which wealth and opportunity are concentrated in only a few municipalities.

Material and methods. The study uses an institutional approach to identify the causes of this problem. It was revealed that the spatial distribution of the Chilean social structure was influenced by the policy of ‘structural adjustment’ [2, p. 113]. According to the proposed position, thanks to this policy, housing, education and health care have been gradually liberalized.

Findings and their discussion. In the early years of the dictatorship (late 1970s – early 1980s), there were processes of forced relocation of the poor and working class residents to the outskirts of the city. The 1970s and 1980s saw the consolidation of the high-income sector into the so-called high-income cone or *barrio alto* (literally ‘upper region’), increasing the segregation and concentration of the upper middle and upper classes. During these decades, the localization of different social classes in specific geographic sectors has advanced through the differentiated provision and placement of social health and education services depending on the income level of each district.

Meanwhile, over a 20-year period from 1990 to 2010, the country's social structure has been restructured. The working class (manual labor) sector has gradually declined, while the middle class sector has grown, accounting for about 45% of the population by 2010. While middle class jobs are not manual labor, they tend to be low skilled. The professional sector has also grown steadily over the past three decades as a result of the creation of private universities in the early 1980s. Chile is a very centralized country with over 50% of the population concentrated in the capital, Santiago. According to some recent studies, more than 60% of the middle class – broadly speaking – currently live in the capital.

Since the 1990s, a number of housing initiatives have emerged to serve Santiago's burgeoning middle class. In particular, we are talking about the policy of compaction and verticalization. In other words, subsidies began to be issued in the city center to attract members of the lower middle class to middle management or administrative positions. In addition, the real estate market has segmented its offer into middle and upper class socio-economic groups. Homes in restricted areas and apartments in high-rise buildings in the more central areas of the city are aimed at the lower middle class, while residential buildings in the suburbs are sold mainly to the upper middle class. Thus, we see that the space of the middle class in a modern city directly depends on the resources offered and controlled by the state (employment, type of housing and its various costs).

Given the rapid growth of the middle class in Chile, and the difficulty of defining class identity among people from different social groups, different trajectories of residence simultaneously become a narrative of social mobility, and thus a marker of class identity. Reproducing class position requires a calculus that includes school choices, lifestyle choices, and social identity. These are three elements that are closely related to the place of residence. Placement practice is key to understanding the middle class's claim to belonging.

Maria-Luisa Mendez of Diego Portales University conducted research in five urban areas of Santiago using a variety of methods: in-depth interviews, unencumbered observation, content analysis of legal texts, as well as copies of files prepared by community activists [1, p. 744]. In her research, she analyzed the practices that determine the attitude of the middle class to the territory and the place of this class as such in the modern city.

Most of the middle class residents involved in local politics in the districts that were studied complained about the so-called 'urban massacre' in the traditional neighborhoods. By this speech turnover, they meant (from their point of view) the unexpected, indiscriminate and systematic demolition of a residential building in order to make room for new high-rise buildings. These residents took certain measures, including preparing and submitting cases to the Council for National Monuments. The aim of the whole action was to have their areas of residence declared 'heritage areas'. This was what the residents saw as a way of protecting what they called 'living in a certain way of life in the area.' They implied a lifestyle based on a small local economy with local shops, a relatively dense and family-oriented sociality, etc. However, in the course of justifying

their interests, residents had to draw a line between what is considered and what is not considered part of the area, and, accordingly, were pushed to define a lifestyle that is worth protecting. This process of space production includes institutional, discursive and performative dimensions, and leads to the physical delineation of the boundaries of the heritage area [3, p. 57].

Maria-Luisa Mendes argued that while middle-class living politics includes a strong institutional, symbolic, social and spatial boundary, it also expresses what they perceive to be inclusive political views. In other words, they claimed to defend the political rights of broad strata of society, not just the elite [4, p. 223]. The statements of middle-class neighbors demonstrate that it is possible to develop justifying rhetoric that simultaneously expresses an awareness of neo-liberal politics of residence and a desire for relatively exclusive spaces.

Conclusion. Thus, the traditional middle class positions itself as opposed to neo-liberal urban massacre, rather than as a rejection of treatment of less privileged people. The neighborhood rhetoric these residents use criticizes privatization and neoliberalism, bringing back pre-neoliberal social life in the area. Despite this, their claims of creation and ownership continue to perpetuate inequality.

Accordingly, the conclusion is clear: belonging to a territory inevitably becomes a matter of abandoning Chile's new, ambitious, emerging neoliberal middle classes.

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THE WORKS OF W.H. AUDEN IN THE CONTEXT OF MODERNIST LITERATURE

Daria Borbachenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: W.H. Auden, English Modernism, poetry, influence, generation.

Nowadays, the name of W.H. Auden, who has become perhaps the most well-known English modernist poetry creator, is popular not only among genuine connoisseurs of the 20th century's daring and sophisticated literature, but also with ordinary admirers of intellectual lyrics, which determines the relevance of the given study. The vast readership of his literary works together with the truly

inexhaustible research interest in this Anglo-American poet's artistic personality, who was born in Great Britain and after the World War II gained citizenship in the United States, indicates that his creations still sound entertainingly fresh even after many decades since the acquaintance of the educated public with the first outstanding lyrical pieces by W. Auden, who happened to become the leader of the Oxford poets' group in the mid-twenties of the bygone age, and to speak about it with confidence presents the purpose of this research.

Material and methods. The method of contextual analysis together with observation and generalization is used while investigating a number of authentic critical articles, essays and literary works of both foreign and domestic authors in order to find confirmation of the thesis about the significance of W. Auden's work for the world cultural heritage.

Findings and their discussion. Speaking about English modernist literature, it is hardly possible to overrate the wholesome artistic influence of W. Auden's multifaceted lyrical inheritance on the efficient formation, progressive development and rapid proliferation of poetic creativity primarily of his fellow writers from different parts of the United Kingdom. Their enthusiastic search for an individual lyrical voice, the so-called poetic ideostyle, was properly crowned with priceless findings in a boundless spectrum of bold modernistic ideas, extraordinary motifs and innovative poetic techniques, which overall glorified the names of S.H. Spender, F.L. MacNeice and C. Day-Lewis on providing them with unfading renown of the brightest English Modernism poets by imprinting their personalities on the great tapestry of the 20th century world's most famous authors.

The apotheosis of W. Auden's own creative quest for a distinctive poetic style was presented by the transformation of his works into a shining beacon for his coevals who were fond of modernist tendencies as well as for a whole lyrical galaxy of the future.

However, it should be noted that this path to becoming a guiding cynosure for the contemporary generation was full of thorns that were embodied, firstly, in the necessity to overcome the propensity for the brilliant creative method of T.S. Eliot (who, in his turn, was the ideological successor of W.B. Yeats), and secondly, in the ambiguous attitude of the international critique towards the personality of the ingenious modernist. For instance, already during the lifetime of the latter, H. MacDiarmid (born C.M. Grieve), one of the key figures of the Scottish Renaissance, characterized literary creations of early Auden as a "complete failure", while the author of "The Times" obituary claims that "W.H. Auden, for long the enfant terrible¹ of English poetry...emerges finally as its undisputed master" [1].

Despite a certain exposure to the impact of the ideas and concepts of W. Auden's literary mentors (T.S. Eliot, G.M. Hopkins, C.W. Isherwood), his creative personality became the catalyst for the emergence of the Auden group, which in modern literature research is often called even more vividly: the Auden

¹ A famous or successful person who likes to shock people (Cambridge Dictionary).

generation. It is particularly remarkable that the analogy with the prominent Lost Generation of authors who took part in the World War I quite frequently leads to a confusion between the two meta-trends of English literature, which may seem similar formally, though being different from each other in fact.

The issue of the above-mentioned concepts' substitution has its essence as follows: the majority of the Lost Generation (E.W. Pound, T.S. Eliot, E.M. Hemingway, R. Aldington, E.M. Remarque, H. Barbusse et al.) extrapolated the desperate distrust of society developed by that dreadful wartime on their literary creations, imbued with unique pathos formed in the most severe moral and physical conditions, whereas younger "Audenovites" (besides the Oxford poets, E.F. Upward and R.E. Warner, both debuted in the 1930s, are referred to this group), according to W. Auden's close friend C. Isherwood, "...felt guilty for not taking part in the European war." [2] Thus, grounding on the judgements of the eminent Columbia University professor E. Mendelson, the poets who entered English literature in the 30s felt trapped in history as a whole generation, but while looking for a way out in action were instead doomed to endless reflection. [3]

It is also worthy of note that a crucially vigorous influence was exerted by Auden's creative method on a particular American poetic school, which in literary studies has got the symbolic name of the Confessional one due to numerous philosophical and meditative motives adopted by its adherents from their ideological mentor together with the tendency to dramatism as well as to creating images of poetic works that often contain a slightly melancholy touch of romanticism. These features may be easily traced in profound creations of such proficient lyricists as R.T. Lowell, I.A. Ginsberg, S. Plath and A. Sexton.

In general, various critical viewpoints regarding the objective awareness of the real value and fine understanding not only of the creative, but also of the spiritual legacy that was left by W. Auden in his thoughtful poems are in many ways quite at odds, in some cases even being literally diametrically opposed to each other. For instance, the written opinions about the aforementioned fact of W. Auden's emigration from the United Kingdom after the World War II are very diverse in their authors' attitudes as well as in judging tonality: these are artistic, publicist and even research reactions of H. MacDiarmid, P.A. Larkin, J. Ashbery, R. Jarrell, F. Scarfe and S. Hynes (the last two listed wrote "Auden and After" (1942) and "The Auden Generation" (1972) respectively). Nevertheless, none of them denies the fact of this Anglo-American poet's works obvious significance for the international literary heritage: on the contrary, it could be said that such a cultural resonance only confirms the given thesis once again.

Conclusion. Summing up the study, it should be also mentioned that the unprecedented poetic works by one of the 20th century's most outstanding English authors possess an undoubtedly unique imagery based on the original conscience together with certain ideas that stay relevant forever: such as considering lifetime in the perspective of eternity, reasoning about human existence or its sense, etc.

By skillful introducing of his poetic ideostyle characteristic features, the lyricist implements some ideas that are literally unfeasible for expressing in prose or, what is more, for any kind of visualization. And thus, the creator makes transcendental poetry dynamics overcome the verge of intangible, bringing his readership closer to the modernist way of thinking, which presents probably the greatest value of W. Auden's works in the context of world literature.

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DEVELOPMENT OF THE JEWISH EDUCATIONAL SYSTEM IN THE BSSR IN THE 1920S

Nikolay Boyarschonok

National Institute for Higher Education, Minsk, Belarus;
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Jewish school, national politics, education system.

Throughout the 1920s and 1930s, the Soviet Union invested in the development of social, political and cultural institutions in the native languages of its many ethnic minorities so that each Soviet ethnic group could instill enlightened Soviet values in its own language [3, p. 5]. The work of the Jewish section was carried out in the field of school education and high education. Most of the Jewish population was wary of Yiddish schools. Schools of traditional religious education (cheders, Talmud torah) had a great influence, than new-opened Yiddish soviet school. However, schools in the Yiddish language were opened only where there was a teacher who had sufficient qualifications.

The purpose of the article is to determine the characteristic features of the creation of the system of secular Jewish educational institutions.

Materials and methods. The research is based on the materials of periodicals and data of the Central Executive Committee of the BSSR. The research is based on the principles of objectivity and historicism, the comparative historical method and the system approach.

Findings and their discussion. In February 1921 the II Session of the CEC of the BSSR was decided to instruct the Commissariat of Education to take appropriate measures to ensure that national minorities can receive education in their own languages [2, p. 139]. The Education Committee also developed measures for the education of teachers: a Jewish pedagogical technical school was opened in Minsk and Vitebsk. Textbooks in the national languages began to

be published in 1922. Political education courses were held in all cities of Belarus, which were aimed at the Sovietization of the population, including the Jewish [1, p. 34]. Systematic work on retraining of staff showed results in the 1923/24 academic year. This academic year can be described as a turning point in terms of Soviet education in the Yiddish language [1, p. 33].

The period from 1922-1923 is characterized by high growth rates of cultural and educational institutions in the BSSR. During this period, new forms of public education appear, a system of cultural institutions begins to form, new methods of teaching in schools are being developed. At the same time, it should be noted that the material support of educational institutions was quite low. As a rule, Jewish schools did not have their own buildings and worked in the second shift in the buildings of Belarusian schools [1, p. 32].

In 1924 was the first consolidation of the BSSR and were joined Vitebsk, Gomel and part of the Smolensk provinces. In this regard, it was necessary to equalize the position of schools in different parts of the BSSR [2, p. 40]. This concerned both material support and working methods. The final equalization took place in the 1924/25 academic year.

Conclusion. The Soviet system of Jewish education was formed in difficult conditions. The Soviet government took steps to improve the material and professional situation of Jewish schools, which served to develop Jewish education and culture in Yiddish.

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TYPOLOGICAL CHARACTERISTICS OF THE INTERNET NEWS DISCOURSE

Natallia Drachicova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Internet discourse, news discourse, typology, typological characteristics.

Nowadays the Internet news discourse occupies a significant place in the formation of a person's way of thinking, his attitudes to everything that is happening around and models of perception of reality. In our modern fast-growing and rapidly developing world online publications and editions produce a huge amount of media information, which, according to statistics, is more popular in society than any other mass media such as newspapers, radio or television.

The use of online media services in various spheres of life has become the dominant form of interaction with reality for a modern person.

At the same time, Internet discourse is vast communicative space that has successfully and rapidly been formed over the past few decades. It straightforwardly remains to be a large area, which is still not fully studied by modern language sciences.

According to the information above, the topic of the variety of typological characteristics of the Internet news discourse appears to be a pressing issue in the discussion on this subject. The relevance of the research is in the extensive use of different news resources in the global Internet network with their specific peculiarities and distinctive characteristics.

The *aim* of our research is to identify the key typological features of the Internet news discourse and to analyze its key characteristics.

Material and methods. As a material for the research we have chosen an American news report on the issue of adoption slowdown after pandemic demand (published 01.11.2021). The distribution channel was the website *www.foxnews.com*. Descriptive, analytical and logical-interpretative analyses have been used as the main research methods.

Findings and their discussion. It has been established that the news discourse is significantly different from other forms of discourse, as it assumes compliance with a number of structural-compositional and linguistic rules of construction and usage.

Within this research, we have adhered to the typology introduced by T.A. van Dijk [1]. He identifies a number of compositional and characteristic features of the news discourse. **The summary** was highlighted as the first component, i.e. a brief announcement of news materials before moving on to their essence. It is often expressed through the title and introduction. *“Pet shelters throughout the U.S. might be seeing a decline in adoptions and fostering, but this occurrence could be a direct result of the pet ownership spike that happened early in the COVID-19 pandemic”* [3].

The purpose of **the introduction** is to attract readers’ attention and to provide them with some brief information about the content of the text. For example, the introduction *“Some shelters have more dogs as pandemic adoption and fostering spike cools down”* [3] prepares the reader to some specific topics which will be discussed in the article.

The analysis highlighted that the introduction is rarely used in printed publications in order to avoid giving the reader a kind of information, which is sufficient to understand the essence without reading the text itself. The title, in turn, is used to show the connection between the heading and the text or just to arouse an addressee’s interest to read the article carefully and in full. So, for instance, the title of the selected article *“Pet shelters see adoption slowdown after pandemic demand, here’s why”* [3] gives us some key ideas about what the article is going to be about.

It is necessary to mention that T.A. van Dijk identifies some other components of the Internet news discourse. They are as follows:

- *the main event* is the component in which at first the news event is reproduced;
- *the background* is a kind of context that provides additional information about the events described;
- *verbal reactions or comments* contain conclusions, forecasts and other various information coming from the author of the text [1, p. 53].

This sequence is not rigidly defined and can sometimes vary depending on the specific case under the consideration. The Internet news discourse has its own peculiarities such as: *concentration* (the presence of a lot of news on one web page); *efficiency* (quick updating of information); *a versatile view* of the event (at any time a reader can find necessary information on any topic) [2, p. 87].

As a result, all these peculiar features are reflected in the excerpt of the news article. When a web user opens the webpage he immediately sees a variety of sections, pictures and headlines for further reference. The efficiency of the Internet news discourse has been traced as well: each time the website is renewed the information is updated. If to speak about the variety of topics for introduction, there is an unconditional amount of different materials on the Internet, which are mostly up-to-date.

Conclusion. Thus, the key typological features of the Internet news discourse can be identified as concentration, efficiency, a versatile view of the event of ‘new’ media, as well as speed, comments, open sources and constant updating of information. At present, in the era of information technology, the author is in need of revising the main requirements of the news discourse, taking into account some changes in the characteristics of the discourse itself, which include modifications affecting the addressers, communication channels and various ways of organizing language units.

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“STATE” OF PLATO AND ARISTOTEL

Diana Gaidukova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: state, democracy, aristocracy, polity, tyranny, oligarchy, monarchy.

The problem of the development and existence of the state has disturbed the mind of people at all times, from the ancient world to this day. Humanity does not stand still, development takes place in all spheres of society.

This means that it is equally important to understand what an impeccable state and its structure should be that will help society move in the right direction. To do this, we must turn to the experience of previous generations. For example, to the works of ancient Greek philosophers.

The purpose of this work is to conduct a comparative analysis of the views of Plato and Aristotle on the structure of an ideal state.

Material and methods. The material is the work of Plato "State" and "Politician", Aristotle's treatises "Politics", "Athenian polity" and "Ethics". To achieve this goal, general scientific methods were used (analysis, synthesis, generalization, deduction, logical).

Findings and their discussion. The most famous works of Plato, related to the theme of the ideal state - "State" and "Politician.", do not interfere in other people's affairs and are subordinate to each other. It is also important that a philosopher becomes a ruler, or a ruler becomes a philosopher ("Neither the state, nor its structure, as well as the individual, will never become perfect until some need arises that will force all these few philosophers to take care of state, whether they want it or not "[1]).

Plato believed that the best and noblest should rule, hence the "ideal" was either the monarchy or the aristocracy. And the main reason for "losing" against their background of other forms of government, in his opinion, is the dominance of selfish interests.

So timocracy for Plato is similar to monarchy and aristocracy, but people in it are distinguished by love of money, greed and rudeness ("They will be afraid to put wise people in government positions, because there are no longer such simple-hearted and straightforward people" [1]). It appears along with private property, here wars and rulers are not engaged in the cultivation of the land, which is why the free often become slaves.

Gradually, people in this form of government have a desire to get as many benefits as possible, and as a result, oligarchy appears ("The accumulation of gold in private pantries destroys the timocracy" [1]). Here, according to Plato, virtues are not appreciated, "people here always indulge in what they consider valuable, and neglect what is not appreciated", as a result, there is a huge dependence on the property qualification. The state itself is divided into two: one for the poor, the other for the rich. Over time, the hatred of the poor becomes the impetus for a coup d'état that leads to democracy.

About democracy Plato said: "In such a state there is no need to take part in government, even if you are capable of it. And if some law forbids you to rule or judge, you can still rule and judge, if it occurs to you". There is only one condition here – the approval of the crowd, after which honor and respect will come.

But because of unlimited freedoms, an even greater division into classes occurs, and in extreme cases tyranny may arise, which, according to Plato, is a utopia, the worst form of government, when everything is based on the whim or desire of the tyrant ("From extreme freedom arises the greatest and the most

cruel slavery" [1]). Here laws do not make sense, every day those who are courageous, who are generous, who are reasonable, who are rich suffer especially suffer [1].

Aristotle's most famous works on this topic are Politics, Athenian Politics and Ethics.

He considers the goal of the state to be the common good, which in turn consists of the goods of individuals, therefore, they must coincide. And since the state is a way of achieving human happiness, Aristotle does not specifically single out one "ideal" state. He considers as such those forms of government that strive for the common good. Aristotle divides states into right and wrong.

To the first he refers to the monarchy, polity and aristocracy [3].

The second group includes oligarchy, democracy and tyranny [3].

He also divides all of them into types, which are a mixture of several formative parts.

Among the right, the best Aristotle considers a polity, which consists of mixed democracy and oligarchy, but takes only the best features from them, avoiding extremes and utopias. This form is "average", there is a balance in everything: the middle stratum is in power, average wealth prevails in property, equality has boundaries and does not go from one extreme to another. As the philosopher himself said: "A state consisting of" average "people will have the best state system" [2].

He does not consider the monarchy to be completely true, since here, although it is possible to achieve the common good, the power of one and his desire to improve personal good can go to tyranny (the worst of all forms of government, in his opinion).

And the aristocracy from the power of the few can go to the oligarchy, where the good of the rich will be higher than the common good. In a democracy, only the benefit of the poor is persecuted, which is also an extreme. Therefore, Aristotle considered it necessary to monitor public offices so that they do not become a source of only personal good.

Conclusion. It turns out that Aristotle and Plato, although they have similar views, have two significantly different approaches to understanding the "ideal" state. But each of them sets some specific task for him, on the basis of which he finds the best form of government. This means that we, following the example of the great philosophers, must, realizing that the main goal of the state and its structure is to keep up with science, by combining several types of government, to come to the "golden mean".

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THE PROBLEM OF ATTRIBUTION OF THE NIGERIAN EMIGRANT WRITERS' WORKS

Anton Karpievich
BSU, Minsk, Belarus

Keywords: Nigerian-American literature, hybrid identity, postcolonialism, Self and the Other, emigration, Nigerian literature.

When studying modern Nigerian literature, a number of problems arise with attribution of works: which cultural tradition should they belong to – African/Nigerian or American. In the XXI century, the boundaries of American literature are blurring, and it is difficult to find a clear cultural attribution of works created by emigrants. The latter leave Nigeria in order to get a European or American education, and then bring a part of the national identity into the subjective vision of modern literature. The **purpose** of the study is to analyze the problem of attribution of texts by Nigerian emigrant writers. The **relevance and novelty** of the work lies in the fact that in post-Soviet literary studies there is no strict approach to the definition of the newest generation of African authors living in the United States. Modern literature is expanding its boundaries, and African authors are becoming more and more popular: the 2021 Nobel Prize is given to Tanzanian author Abdulrazak Gurnah (*1948*), and the Booker Prize – to South African novelist Damon Galgut (*1963*). Therefore, it is necessary to clearly distinguish the traces of different ethnic groups in cross-cultural literature, understanding hybrid identity as the key to the emerging global society.

Material and methods. The **material** is novels by Chimamanda Ngozi Adichie (*1977*). The chosen **methods** are historical comparative studies of Nigerian and Afro-American culture, structural analysis of similar schemes of both cultures.

Findings and their discussion. At the beginning of her career Chimamanda Ngozi Adichie writes about the problems of the civil war in Nigeria that affected her own early life and the further socio-political development of the country. The leitmotif of the writer's novels is the role of a woman in colonial and postcolonial Nigeria, and then life after emigration to the United States, a clash with racism, male chauvinism and stereotypes. The creative path of the writer coincides with the plot of her main novel «Americanah» (*2013*), in which it is told a two-part story before and after moving to America [1].

On this example it is possible to face the difficult task for criticism of attributing the texts of Ch. N. Adichi to a specific national literature. It is impossible to talk about the conditional «Nigerian» and «American» periods in her work: all the novels were written and published in the USA. However, the chronotope of the first works is Nigeria during the Civil War. The last novel «Amer-

icanah» is heterogeneous and consists of several storylines: the action takes place in Europe, America and Africa.

If the term «African-American literature» is considered to have strengthened, then it is necessary to find the moment at which this happened and the definition became commonly used. It is known that slaves were exported from Africa to America during the XVII–XIX centuries. On the territory of the colony, they mix with Europeans, thus becoming perverse «emigrants». American War of Independence becomes the start point in the formation of a new nation, unable to give up cheap slave power for a long time. But in parallel with the formation of American identity, the worldview of Africans is being transformed, they are gaining a voice, at first imperceptible, but then developing into a full-fledged means of expressing thoughts – first of all, artistically. Orientation to the cultural paradigm of thinking can be explained by the fact that creativity and fantasy are inherent human abilities that cannot be taken away from a slave. The «voice» of slaves living in the United States is unique: it embodies ethnic identity, the tragic experience of separation from home and adopted European (later American) traditions. After the Civil War, slavery is officially abolished, but the process of segregation is deeply rooted, the abolitionist movement is not able to instantly resolve all stereotypes, there is a slow and gradual overcoming of prejudice. There are more black writers becoming carriers of new ideas, and the identity of a US citizen is formed almost completely and approved in the form of the famous dogma «American dream» – the US are willing to absorb other cultures. Then there is a confusion as the term «African-American» arises, demonstrating the hybrid concept of «groups of people living in the United States and having black skin color». Their struggle for rights continues to this day, but culture, and, more importantly, language, have adopted a new definition. The term «African-American literature» has a long history. Important periods in the development of African-American literature are the Harlem Renaissance and the Black Renaissance of the 1960s. The most famous example of African-American literature is the novel «Beloved» (1987) by Nobel laureate Toni Morrison (1931–2019).

Patrick Parrinder (1944) in the book «Nation and Novel» (2008) uses the concept of «imagined communities» introduced by Benedict Anderson (1936–2015), an example of which is any emerging nation. Here is what he writes about it: «The communities represented in fiction are, necessarily, imagined communities; but if a novel is a representation of an imagined community then so, as many recent writers have argued, are our ideas of nationhood. The nation, that is, is not a material entity like a country or state. It is an invisible and (at least partly) theoretical construction which elicits powerful emotional and imaginative identifications. Patriotism or love of country, according to this argument, may imply an attachment to real things, but nationalism is loyalty to an idea» [2, p. 15]. That is why national literature is embodied with almost a magical function: «In the transition from medieval to modern Europe, national literatures

written in the vernacular took the place of the unified canon of ancient Greek and Latin authors. National literatures are therefore plural and exist in relation to one another; translation and cross-cultural adaptations have always been commonplace, and literary genres do not respect linguistic boundaries» [2, p. 17].

If we proceed from the detailed chronology of the formation of the African-American nation described above, we can draw up a short conditional scheme: emigration – assimilation – hybridization – fusion. When projected onto culture, the following sequence arises: culture A and culture B (dominant) – culture A and culture B (equal to each other) – culture AB (synthetic variant in which signs of both cultures are visible) – culture B (a new ambivalent culture in which it is difficult to trace the source material). It should be understood that this scheme applies not only to America and Africa, but also to any countries to which emigration takes place and where primary identity is formed.

The term «African-American» cannot be applied to the work of writers-emigrants from Nigeria to the United States. This term is consistently used for native black residents of the United States who write about minority issues, slavery and racial segregation. It is logical to assume that at the current stage, the new culture of emigrants from Nigeria is relives hybridization: Nigerians have already left their native country, learned the language and accepted cultural differences, and are now trying to bring national character into the emerging identity. At the moment, the USA and Nigeria are operating within the framework of a cross-cultural situation: significant intersections of ethnic groups seeking to enter into a single parallel stream of development, modify two different paradigms into a single hybrid, and then completely eliminate the differences. For Nigerian writers who have moved to the United States, it is now important to emphasize their own authenticity, it is necessary to identify themselves with «non-Americans», «non-African Americans», or, if to combine the previous terms, with «African-non-Americans».

Conclusion. Thus, it can be concluded that for such Nigerian authors as Ch. N. Adichie, it is obligatory to use the term «Nigerian-American literature», while preserving the dual origin of writers. It is correct to change adjectives at the beginning of the creative path of writers («American-Nigerian literature») in some places, indicating the priority of cultures, as the process is reversed with the course of hybridization. The latter is explained by the fact that the United States represents a space for the future fusion of cultures, providing more opportunities for emigrants.

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SOCIO-ECONOMIC POLICY OF THE H. HOOVER ADMINISTRATION DURING THE GREAT DEPRESSION

Ilya Kuznetsov

VSU named after P.M. Masherov, Vitebsk, Belarus

Despite the active development of the USA economy during the «prosperity» era, no economy in the world was immune to equal economic decline. The world economic crisis of 1929–1933 aggravated the most acute socio-economic, political and ideological problems before the ruling circles of the USA. The 31st President of the USA H. Hoover is often mentioned in historiography as the person responsible for the beginning of the most powerful economic crisis in world history. However, it was he who was to begin the work of resolving the socio-economic difficulties that caused the Great Depression.

The purpose of this study is to determine the significance of the major activities of the H. Hoover administration. H. Hoover administration in the social and economic sphere during the Great Depression.

Material and methods. The main material for this study was the legislative acts passed by the H. Hoover administration (the Smoot-Hawley Act, the acts on the creation of the Reconstruction Finance Corporation and the creation of the Federal Farm Bureau, and others). Both general scientific (analysis, synthesis, comparison, generalization, deductive, logical) and special-historical methods were used during the research. The main methods used in the study were the method of comparative analysis, descriptive method and the method of historical retrospection.

Findings and their discussion. Modern historiography, describing the actions of the H. Hoover cabinet, usually refers to such a term as «laissez-faire». This term refers to a certain course of policy, according to which the economy should not be interfered with. In fact, up to 1929 in the USA as a traditional economic policy for the periods of depression was characterized by this very course [3, p. 279]. Initially, President H. Hoover and members of his cabinet were strongly opposed to the use of the state apparatus to directly regulate social and economic processes within the country [2, p. 156].

According to a number of researchers, H. Hoover allowed a number of contradictory actions that greatly compromised his policies during the Great Depression. Firstly, in June 1930, when the crisis manifested itself even more acutely, a new Smoot-Hawley tariff law appeared [2, p. 157]. The day H. Hoover agreed to sign the Smoot-Hawley Tariff Act, the stock market plummeted. This bill signaled the spread of protectionism in the USA [3, p. 349]. Among other things, the Smoot-Hawley Act caused serious financial problems – a new wave of banking crisis. In 1930, for example, 1,345 banks failed, and in 1931 that number rose to 2,298. [1, p. 21]. It is believed that the Smoot-Hawley Act was one of the causes of the duration of the Great Depression [5, p. 54]. Secondly, H. Hoover approved the crea-

tion of the Federal Farm Bureau, which put the state in an ambiguous position vis-à-vis farm entrepreneurship. The agency spent 500 million dollars to maintain wheat and cotton prices, then sold the surplus to an already oversaturated world market [5, p. 55]. Thirdly, in 1932 H. Hoover created the Reconstruction Finance Corporation, which was essentially analogous to the central bank, which was empowered to provide loans to companies, and they, in turn, were chosen by H. Hoover himself [4, p. 18–19]. Those who had the right political connections were at the top of the list of candidates. For example, a representative of the Republican National Committee received 14 million dollars for his bank in Cleveland [5, p. 55].

As a result, although the leaders of American capital used the measures of the H. Hoover administration to stimulate their own business activity, they did not show much enthusiasm. H. Hoover's measures to stimulate their own business activity, they did not show much enthusiasm. Summing up the course of «voluntary cooperation», it was declared in September 1931 that this «experiment had ended in failure» [2, p. 158]. President H. Hoover created two employment advisory committees in 1930–1931. However, these committees were not given clear tasks to actually fight unemployment, so appeals for help did not yield any positive results [2, p. 159–160].

During the same period, already new strata of the poor population began to form, whole small neighborhoods were built and thousands of Americans who had lost their homes and jobs were forced to live in them. On this occasion, H. Hoover in October 1931 launched an initiative to create a 500 million dollars National Credit Corporation, which would be raised through donations from banking groups. At the same time, however, the owners of the largest banks were not about to spend money to help their colleagues in a difficult situation. Government funds went to help capitalist institutions, which faced a serious threat. It was during this period that the Reconstruction Finance Corporation was founded [5, p. 162].

It was not until July 1932, in the atmosphere of the coming elections, that a law was passed which provided 300 million dollars in direct cash aid to the unemployed. However, the size of the budget set by the July 1932 law, intended to help the population, was too small to solve the crisis [5, p. 160].

H. Hoover left the White House in March 1933, at the peak of the greatest depression in American history. Production fell by more than half, the index of industrial production, which in August 1929 was 114, until March 1933 was 54. Unemployment continued to rise. The crisis hit hardest the investment in construction industry, which fell from 8,7 billion dollars in 1929 to 1,4 billion dollars in 1933, when H. Hoover left the presidency of the USA [3, p. 459].

Conclusion. Thus, the sharp deterioration of the industrial base, the new deepening of the credit and financial crisis, the more frequent collapses of very large banks, unemployment and deteriorating economic indicators across the country indicated that the H. Hoover administration had failed to find an ap-

proach to resolving the crisis at this stage. The main activities of the H. Hoover administration in the socio-economic sphere during the Great Depression, such as the adoption of the Smoot-Hawley tariff, the Reconstruction Finance Corporation and the creation of the Federal Farm Bureau further weakened the USA economy, discrediting the policy of H. Hoover before the presidential election. Among other things, the above suggests that after the onset of the Great Depression, H. Hoover was quite far from «laissez-faire» politics.

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M.K. ATATÜRK'S “EDUCATIONAL REVOLUTION” IN TURKEY (1923–1938)

Irina Luzgina

VSU named after P.M. Masharov, Vitebsk, Belarus

Keywords: Turkey, M.K. Atatürk, Kemalism, İnkılâbs, education, educational development, modernization, Westernization.

Mustafa Kemal Atatürk paid special attention to education issues. By the time the Republic was formed, only 10% of its inhabitants were literate. For this reason, the leadership of the young state carried out a number of revolutionary transformations (İnkılâbs) for 15 years. The purpose of the study is to determine the main results of the educational policy of M.K. Atatürk in Turkey.

Material and methods. The study was carried out on the basis of scientific publications of Turkish and Russian researchers who studied educational issues during the leadership of M.K. Atatürk. In addition, an analysis of legislative documents was carried out, first of all, the Turkish Constitution of 1924, which stipulated educational issues. When writing the work, such general scientific methods as description, analysis, synthesis, as well as the historical-systemic method were used.

Findings and their discussion. By the beginning of the XX century, the state of affairs in the Ottoman Empire was difficult. Education was also neglected. School education in the state was organized in madrasas, which were located in cities, as well as in public and private schools. The existing schools provided

educational services to only a small part of the Ottoman population. By 1923, only 10% of its population (and only 3% of women) were literate [1, s. 64–65].

The beginning of transformations in the educational sphere was laid during the War of Independence. On July 15, 1921, an Education Congress was convened in Ankara, attended by over 250 teachers from all over the country [2]. On it, M.K. Atatürk came directly from the front and were laid down the principles that will be implemented in educational policy in the coming years.

Having chosen the path of modernization and westernization of Turkey, in the field of education M.K. Atatürk chose the postulates that were established in the West. From now on, Turkish education was supposed to become scientific, secular, national, modern and popular, and most importantly – publicly available [3, c. 57].

The issue of compulsory education for all citizens of the country was enshrined in the 1924 Constitution (article 87) [4]. Following its adoption, a number of inkılâbs were approved (from Turkish inkılâb – revolution) – legislative acts that introduced radical transformations. So, in the same year, laws on secularization and the unity of education are adopted. According to them, a unified education system was established, which was under the jurisdiction of the Ministry of National Education. From now on, not only secular, but also religious, private and foreign educational institutions were subordinate to him [5, c. 67].

The next truly revolutionary inkılâb was the reform of the Turkish language and alphabet. The Ottoman language was replete with Arabic and Persian borrowings, and the former writing system based on the Arabic script was difficult to learn. This made it difficult for the population to study it. Therefore, it was decided to adapt the Latin alphabet to the Turkish language, as well as replace the Persian and Arabic borrowings with the long-forgotten Turkic, French or new words. The decision to reform the language was made in 1928. According to forecasts, it was supposed to take 5 years, but the transition to the updated language was completed in a record short time – in just 3 months [2].

The next law concerning the sphere of education was adopted in the same 1928. According to it, «national schools» – institutions of primary and secondary education – were opened in the Republic [3, c. 58]. At the same time, in national schools, it was planned to educate not only children, but also persons who have reached adulthood. For them, 4 and 2 month classes of categories A and B were created. So, in the first, citizens were trained who could not read and write at all, and in the second, people who could read and write in Arabic script were trained in the updated Turkish language [6, s. 182].

One of the tasks of education in the Republic was the Turkicization of non-Turkic ethnic groups, the creation of a linguistically and culturally monolithic nation [7, s. 64]. First of all, this issue was implemented in relation to the Turkish Kurds. To solve it, nomadic Kurdish tribes were transferred to a sedentary lifestyle, and Kurdish children were often trained in special boarding schools (leyli) [1, s. 77].

Education in the countryside remained a sore spot in the Turkish education system. Here, there was still either a critical shortage of schools or teachers. For this reason, according to the law, since 1937, a completely innovative project of the «Village Institutions» began to be implemented (from Turkish «Köy enstitüleri»). They were created in different parts of the country. Their task was to train the teaching staff for the village directly on the ground, as well as train personnel who would then work in the field of agriculture. Also, at the Village Institutes, medical services were provided to the residents of the village [2; 6, s. 184].

In addition to schools, during these years, attention was paid to the development of special and higher education. For some time, the Ottoman Darulfunon remained the leading university in the country. (from Turkish Darülfünûn-ı Osmani, «House of many sciences»). However, in 1932, the Swiss professor Malche was invited to Turkey, according to whose report Darulfunon did not have the characteristics of a university, his lecturers were not aware of world affairs and instead of teaching they were engaged in private affairs. For this reason, in 1933 Darulfunon was closed, and on its basis the Istanbul University was founded, which became the leading one in the country [2]. Following him in the 1930s. a university in Ankara, a number of colleges, technical schools and art institutes throughout Turkey were opened [8, c. 10]. Although, their educational opportunities were still not enough, so the state sent some of its students to study abroad [2].

An important place in the 1930s was taken by the development of non-formal education in the country. Since 1932, «people's houses» began to open in cities, and «people's chambers» in the countryside [6, s. 181]. They were voluntary public educational organizations. Their tasks included the publication of newspapers, the formation of libraries and cinemas with them; they also organized concerts, archaeological excavations, exhibitions of artists. There were numerous circles under them. On the other hand, their main tasks were to promote national history, a new alphabet, eliminate illiteracy and promote the ideology of Kemalism [8, c. 10].

During the years of M.K. Atatürk, the number of primary schools increased by 137%, secondary schools – by 194%, secondary schools – by 296%. At the same time, the number of teachers increased by 154% (among them the number of female teachers increased by 352%). The number of students at universities increased by 328% [9].

Conclusion. Thus, over the years of M.K. Atatürk's enlightenment has achieved outstanding success: education has become unified, secular and generally accessible, and the reform of the Turkish language made it easier for a wide range of citizens to receive it. Through education, the national question began to be resolved: minority communities were subjected to the policy of Turkicization, which in the long term should have brought to naught the degree of tension between them, on the one hand, the titular nation and the country's leadership, on the other. Particular attention was paid to the development of education in rural areas. The system of higher education was also developed.

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

Diana Maevskaya

VSU named after P.M. Masherov, Vitebsk, Belarus

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

Karina Malutina

VSU named after P.M. Masherov, Vitebsk, Belarus

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

communication. Because of the fact that modern mass media have a great educational impact, which can have both constructive and destructive consequences, it is necessary to approach the creation of children's TV shows with special attention and caution. This requirement determines the relevance of the work.

The aim of the research paper is to elucidate the key pragmatic approach in children's TV shows in English.

Material and methods. Our observations are based on the materials of numerous TV shows and TV movies in English ("Masterchef Junior", "The Voice Kids", "The Sooty Show" etc.) transmitted on modern television ("Nickelodeon", "Disney Channel", "Kids WB" etc.) in the period from 2020 to 2021. Such methods of scientific knowledge as descriptive, analytical and logical-interpretative analyses are used.

Findings and their discussion. When considering the discourse of children's TV shows, the investigation should be carried out not only from the linguistic point of view at different levels of language. We should pay attention to the semantic content and pragmatic attitudes. Therefore, within this study, the concept of a communicative-pragmatic block is of the utmost importance.

In the current research area communicative-pragmatic block signifies a structural and semantic discursive unit as "the result of the linguistic materialization of one or more communicative and cognitive actions (meanings), functioning as a structural element of content, characterized by a communicative orientation and expression of relevant to the author knowledge" [1, p. 77]. Consequently, the pragmatic impact is in close connection with the communicative-pragmatic blocks (generalization of the main statements at a qualitatively different level; focusing on results; forming the concept of the consistency of the information received and the completeness of the meaning reflected in it). Thus, it can be concluded that the structural components of children's TV programs coincide with the communicative-pragmatic blocks. Therefore, in order to consider the pragmatic orientation of children's TV discourse, it is worth paying attention to each component of the communicative block separately and to establish a connection between them.

As a result of the analysis of 14 children's TV shows in English, we have identified a number of key components, on which the structure of children's television discourse is based: *greeting; introduction the TV audience into a problematic situation; resolution of this problematic situation; summing up; farewell*. We can trace the pragmatic orientation most clearly in the blocks of *introduction into a problematic situation, resolution of a problematic situation and summing up*.

The results of our survey indicate that the block of *introduction into a problematic situation* consists of such pragmatic attitudes as *predictive, delimitative and compensatory*. The pragmatic attitude is generally understood as the intention of the telecommunicator of children's TV shows to determine the topic of the program, to provide a "prospectus of communicative and informational

content” [1, p. 79], which will help the TV audience to trace the further development of the plot of the TV show. In the process of presenting the information about the general topic of the TV show, the host gradually focuses on a certain situational issue and draws the attention of the TV audience to the ambiguity of its interpretation. In this case, we can see an actualization of *the delimitative pragmatic attitude*. This attitude is most relevant when we speak about influencing children’s audience, since the process of communication and perception of information, its effectiveness, are directly interrelated with the portion supply of information. In turn, *the compensating pragmatic attitude* is a transition from one communicative-pragmatic block to another one, which allows viewers to prepare for the perception and comprehension of information. In this block telecommunicators are aimed at finding common ground with the TV audience, preparing them for ethical and moral attitudes by appealing with the general knowledge.

The central component of the superstructure is the communicative-pragmatic block of *resolution of a problematic situation*. Within this block, the verbalization of didactic possibility of children’s TV shows is carried out. For example, a telecommunicator can broadcast such information that can teach a child a new aspect of social life, increase his overall level of development, or simply expand his intellectual sphere. In this context, the *exemplificative pragmatic attitude* and the opinion of the authority figure is of great importance. It can be quite difficult for children’s audience to explain something. That’s why special attention is paid to specific examples, situations and the participation of a person who will embody the authority for this particular TV audience. English TV shows, regardless of whether they are animated or not, very often invite famous singers, actors and athletes who can represent the authority for children. However, the characters of the TV show themselves are significant for children. For example, in the cooking children’s show “Masterchef Junior”, the authority is represented by the hosts Gordon Ramsay, Joe Bastianich and Graham Elliot, who support children in every possible way and teach them how to cook. Thus, in the communicative-pragmatic block of resolution of a problematic situation, we can identify a number of strategies realized by a telecommunicator: *persuasion strategy*, *argumentation strategy* and *self-discovery strategy*. These strategies are implemented by various tactics, such as, for example, the tactics of *facilitating the perception of information*, *the tactics of appealing to emotions*, *the tactics of engaging in a dialogue*.

In *the summing up block*, a text-forming pragmatic attitude is manifested, since this communicative-pragmatic block is aimed at a unified perception of the information that has been broadcast throughout the entire TV show. In addition, there is another attitude of consolidating the received information, which leads to the accomplishment of *motivation strategy*, *argumentation strategy* and such a persuasion method as *emotional appeal*.

Conclusion. Thus, by summarizing the characteristic features of modern television discourse, we can define the communicative-pragmatic structure of children's TV shows in English as a multi-level system which consists of a certain number of communicative-pragmatic blocks and attitudes that require the realization of speech strategies and tactics to enhance the persuasive effect of television programs for children.

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BELARUSIAN SOCIETY IN THE ERA OF DIGITAL TRANSFORMATION

Alexander Mamoshko

National Institute for Higher Education, Minsk, Belarus

Keywords: digitalization, digital transformation, information and communication technologies, belarusian society, features and risks.

The development of information and communication technologies is a global trend. The countries of our planet are competing in the development and implementation of digital innovations in various spheres of society. The world's capitals are competing to be the best smart city. Digital transformation affects all spheres of society: industry, economy, medicine, education, social sphere. However, society is the basis of any state and the source of any development. It is important to understand how digitalization, information and communication technologies affect a person's daily life, to determine their benefits and risks. The purpose of this study is to examine the Belarusian society during digital transformation, to identify features and risks.

Material and methods. The research materials used the regulatory legal acts of the Republic of Belarus in the field of digitalization, the state program «Digital Development of Belarus» for 2021-2025, official state and international statistics on the research topic, scientific articles on the research topic, as well as the author's own research. The research methods were structural and functional analysis, document analysis, and a systematic approach was also applied.

Findings and their discussion. The world leader in the application of information and communication technologies in public life is China with its «social credit» system. Every citizen's action is evaluated by a computer and every step is monitored by 170 million surveillance cameras across China. The global goal of this system is to create a nationwide database where citizens will be assigned an identification number. However, today this system does not function

as a single whole. Each city has the ability to regulate both the set of bonus points and the sanctions, directly influencing the citizen's rating. In many ways, the operation of the system is possible only thanks to the «Great Chinese Firewall», the national Internet and national applications. In some cities, the rating system has been operating since 2013, but residents can only find out about their low status if they apply for a service. A low rating will not allow you to buy air tickets, book hotels, get a good job, or enter a prestigious university. The «black list» deserves a separate mention, where the guilty citizens are separately entered. At the same time, the system often brings the situation to the point of absurdity.

Fortunately, the Belarusian information and communication reality is not so similar to the «Black Mirror» series from Netflix. However, the development of ICT is at a fairly high level. For example, Belarus ranked 16th among 132 countries in terms of the indicator «Access to ICT» according to the «Global Innovation Index 2021» [1]. In terms of points, however, our country is in 62nd place. The Index is a ranking of the innovation capabilities and results of world economies. It measures innovation based on criteria that include institutions, human capital and research, infrastructure, credit, investment, linkages; the creation, absorption and diffusion of knowledge; and creative outputs [2].

The Republic of Belarus, according to the report of the International Telecommunication Union «Measuring Information Society Report» in 2017, occupied the 32nd position and was the leader in the development of ICT in the CIS region [3]. According to the results of a UN study, by 2020 Belarus ranked 40th in the e-government readiness index in the rating, retaining its position as a country with a high level of its value. Compared to 2018, the e-government readiness index of Belarus increased by 5.8% in 2020. According to the report on the development of telecommunication services in Belarus for 9 months of 2021, there are 3.27 million subscribers of fixed broadband Internet in the country, of which 2.82 million subscribers are connected using GPON technology. The number of mobile subscribers (11.781 million people) exceeds the population of the country (9.3 million people). The coverage of the country's territory with 3G networks is 98.4%, with LTE networks - 76.7% [5].

The State Program «Digital Development of Belarus» for 2021-2025 provides for the implementation of measures to create (develop) a modern information and communication infrastructure, introduce digital innovations in the sectors of the economy and technologies of «smart cities», as well as ensure information security of such solutions. A comprehensive digital transformation of public administration processes, regional and sectoral development is envisaged, as a result of which a positive impact on the achievement of most of the UN's Sustainable Development Goals, including in the areas of health care, education, ensuring the environmental sustainability of settlements and others, will be realized [6].

We know the statistics, we know the tasks of the profile state program for digitalization, and now let's imagine one day in the life of a young Belarusian citizen, a resident of Minsk, in terms of the use of information and communication technologies. Our digital Belarus wakes up by an alarm clock, checks social networks, watches news on the Internet via a smartphone / tablet / computer, or listens, for example, to the «Morning Show» from a smart Yandex speaker with Alice on board. Eats breakfast (electricity and water consumption), takes a shower (water consumption). Then he looks at the schedule of public transport through the Minskttrans portal or Yandex maps, the traffic situation through the same maps - if he has a car or orders a taxi through the same service. In transport, he clicks a ticket or buys a ticket using the TIX services, «OPLATI» or the Belarusbank application. Entering the university or work – he spends with a student card or a work pass at the checkpoint. Works, uses software and the Internet. At lunch he goes to a cafeteria or cafe (pays for food with a card). After completing work / studies, he returns home in the same way as he traveled. Checks the child's electronic diary if he has children. Orders an electronic prescription from a doctor if he feels unwell. Go in for sports (tracking physical indicators using smart bracelets and other devices). Book tickets online for cultural events. Draws up electronic reports, if he does business, signs documents with an electronic digital signature. Uses his biometric passport to carry out the procedures he needs. Pays for services through ERIP. Pays utility bills through the AIS «RASCHET». Watching video content via IPTV or Smart TV. Orders food. Goes to the store or orders delivery of groceries (pays for the costs). Washes clothes, uses a bathroom (water and electricity consumption). Goes to bed (cut off most of the electricity).

Thus, each Belarusian today generates such a volume of Big Data, the use of which allows to optimize the production of electricity and heat, influence city traffic and public transport, track work / study employment, pursue economic policy based on financial costs and vital interests of an ordinary citizen, know health status, know the cultural level based on the content viewed and dozens of other indicators. Working with this data will allow the government and private companies to conduct their activities more efficiently. However, there are a number of problems. The first of these problems is the lack of nationwide information systems and public-private databases. Big Data today is a gem, it is difficult to share, although it is necessary in terms of obtaining further benefits as a result of the exchange of this information. The second significant issue is safety. When a private company, for example, Yandex, transfers Big Data to the state for use, will there be a leak of personal data? Therefore, information security is one of the most important tasks of the digital transformation of the Belarusian society. The third question is privacy policy. Citizens are required to know that their personal information serves as a grain on the scale when making certain decisions. The fourth problem is the lack of public awareness of its digital capabilities. A citizen today can significantly simplify many life tasks with

the help of implemented projects in the field of ICT, but people simply do not know about these opportunities.

Conclusion. Belarus is a developing country. The Belarusian society occupies a fairly high position in terms of the level of ICT development both in the region and in the world, profile state programs harmoniously develop the industry, at the first stage building a high-quality information and communication structure, and continuing development in projects such as smart cities. The digital reality of Belarusians is already filled with a large number of opportunities, but these opportunities are still only slightly open, and for full power it is necessary to resolve issues with joint projects of the state and Big Data generating companies, digital security, privacy and informing citizens about their capabilities in the digital field.

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POLISH SCHOOLS IN THE BSSR IN THE INTERWAR PERIOD (1921–1939)

Darya Pyzh

BSU, Minsk, Belarus

Keywords: BSSR, polish national minority, schools.

The relevance of the research is determined by the peculiarities of historical development of Belarus as a multinational state as well as by the necessity to build mutual relationships between various ethnic communities, between those communities and the state.

Material and methods. Source base of the research presents materials from the National Archives of the Republic of Belarus and aggregated statistical data.

During the research general scientific and special historical methods were used.

Findings and their discussion. Belarusization policy has served as an impulse for the cultural development of both titular nation and national minorities. The Poles have gained the right to use their native language at the educational institutions and state organizations, which resulted in the system extension of Polish schools.

According to the data provided by the Polish Bureau 79 Polish schools functioned in the BSSR in 1921 (3,931 students and 124 teachers) besides that a child care home No. 12 for school-aged children [5, p. 121; 6, s. 68].

A question on education in Polish language for the children of Catholic Belarusians arose during the formation of Polish-language schools. At the meeting of the District Board of Education held in Minsk on May 27, 1921 it was decided to create Polish schools in the residential areas of Catholic children. However, after the adoption of the decree of the Council of People's Commissars (CPC) of the BSSR "On the Separation of Church from State and School" on January 1922 and beginning of antireligious state policy, Polish schools for the children of Catholic Belarusians were reorganized into Belarusian-language state institutions with Polish language as a separate subject [1, p. 205].

After Central Electoral Commission (CEC) and CPC of the BSSR adopted a decree on introduction of inclusive primary education (1926), the main school type was considered to consist of four years and two complexes and first concentric circle of the seven-year plan. Together with the introduction of the public school system a separate system of national educational institutions was established. At first single-complex schools still prevailed, including one teacher (normal would be having 40 students per 1 teacher). In 1924/1925 educational institutions of this type composed 72%, they prevailed even among the schools of ethnic minorities [9, p. 80].

On January 1, 1925 the number of schools in the BSSR amounted to 4197, among them 103 Polish four-year and 5 seven-year schools. In the schools of the BSSR the Poles estimated 3% of the total students in academic year 1925/1926 [7, s. 3; 8, p. 7; 9, p. 80].

According to the data provided by the National Archives of the Republic of Belarus the number of schools in the BSSR amounted to 5377 in 1926/1927 academic year, among them 98 Polish four-year and 5 seven-year schools [7, s. 104].

It should be noted that considering the positive dynamics regarding increased number of Polish schools, the material security thereof was far from perfect. Doctor of Historical Sciences V. Dönninghaus described the condition of Polish schools in the USSR as: "There are hardly any school books there, Soviet teachers make up a miniscule amount. Predominantly clerical reactionary element with heavy chauvinistic attitude" [Quat. upon: 2, p. 192].

By the end of the 1920s only 60% of schools in the BSSR were provided with a private premise, the others were located in the rented houses. Some prem-

ises were altogether improper for carrying out lessons, it was not enough of school supplies. The example for this was a Polish school in the village of Lunin located at the frontier of the BSSR. I.F. Akimov, Inspector of the CEC of the USSR, having visited 11 Polish schools at the frontier of the BSSR early 1928 reported the following regarding the school in the village of Lunin: “Such a mess and hideousness that I rarely have had to see. Filthy rubbish is scattered everywhere... The books are gnawed to shreds by mice (none is intact out of 150), worn out, the portraits of the leaders are all smudged, with gouged eyes, the school is located in the peasant house (uninhabited), there are massive cracks in the floor. Basically, the school is utterly bad and that is only 60-70 meters from the settlement behind the Polish frontier, wherefrom the squalidity of our school can be seen even without binocular glasses, and other schools... are immeasurably better” [Quat. upon: 4, p. 125].

The number of Polish schools in the BSSR had been gradually increasing and by academic year 1929/1930 it amounted to 166. As for the social standing of the children, in 1929 in the Polish seven-year schools studied the children of: workers – 30%, civil servants – 17%, farmers and poor people – 9%, poor peasants – 12.5%, middle class peasants – 15%, better-off peasants and craftspeople – 6%, others – 3% [10, p. 358].

By the early 1933 the number of Polish schools of the BSSR amounted to 176. The establishment of the III level schools for the young people of 15-17 years began in the same year [3, p. 78].

In the latter half of the 1930s there was a tendency in the BSSR to close Polish educational institutions. 51 Polish schools were closed in the BSSR from early 1935 till August 1937 (in 1935 the number of Polish schools in the BSSR amounted 135, in 1937 – 84). According to the data provided by People's Commissariat for Education of the BSSR, 6620 students studied at the remained Polish schools, among them 45% were the Poles. August 1937 the Bureau of the Central Committee of Communist Party (Bolsheviks) of Belarus proposed to preserve only those Polish schools which had at least 15 students in one class. The other schools should have been closed or reorganized into Belarusian. As a consequence, 65 Polish schools were reorganized into Belarusian, the remaining were closed. The students thereof were transferred into the Belarusian-language schools which accelerated the process of their assimilation. Following the schools, other Polish educational institutions were subjected to reorganization [3, p. 81–82].

Conclusion. In concluding it's worth noting that in the 1920s the pre-school and school affairs in the BSSR gained extensive development, since the beginning of political repressions in the 1930s however the majority of Polish educational institutions had been closed or reorganized.

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THE MARTYRDOM OF ST. BRUNO OF QUERFURT AND THE MEDIEVAL BELARUSIAN LANDS

Bogdan Serduk

National Institute for Higher Education Minsk, Belarus

Keywords: Christianity, Bruno of Querfurt, the Principality of Turov.

The process of Christianization of the Belarusian lands within the Eastern rite have a long tradition of study in domestic and foreign historiography. However, the problem of beginning of the acquaintance of the inhabitants of the Belarusian lands with the Christianity of the Latin rite and the beginning of inter-faith interaction is represented in historiography to a much lesser extent. In this article, we will turn to the figure of the Latin missionary Bruno of Querfurt and trace the connection of his last missionary journey with the Belarusian lands.

Material and methods. The following materials are of particular importance for the researcher of the Bruno's last missionary journey. The note in the chronicle of Thietmar of Merseburg, a relative and fellow student of Bruno in the Magdeburg school [5, p. 188–189]. The record in the Annals of Quedlinburg [4, p. 80]. The note in the chronicle of Adémar de Chabannes [3, p. 86–89]. A hagiographic "Vita of St. Romuald" of Peter Damian [1, p. 90–92]. The "Note of Viebert" (the original, but the most dubious source from the authentic materials of the 11th century) [3, p. 351–352, 355]. The analysis of these sources will be undertaken in this article in order to identify the connection of the last missionary journey of Archbishop Bruno with the Belarusian lands.

Findings and their discussion. Bruno of Querfurt, a well-known missionary and holy martyr revered in the Western Christian tradition, was born around 974–979 in the family of the Counts of Querfurt. The desire to devote his life to serving God and the Church prompted Bruno to settle in the Greco-Roman monastery of Sts. Alexius and Boniface on the Aventine Hill, where he took monastic tonsure with the name Boniface in honor of the heavenly patron of the monastery. Around 1003, Bruno received from Pope Sylvester II the unique and title “*archiepiscopus gentium*”, which can be translated as “archbishop of the pagans” or “archbishop of nations”. So Bruno became a missionary archbishop who did not have a specific diocese, and had the authority to ordain bishops on his own. [1, p. 61; 3, p. 354].

The next five years the missionary spent in wanderings in the lands of Central and Eastern Europe. After preaching among the Hungarian pagans, in 1008 the archbishop arrived in the ancient Russian lands. Kiev became the starting point for Bruno’s mission to the lands of the Pechenegs. Bruno left a detailed description of the circumstances of this trip in his letter to the German king Henry II [1, p. 57–62]. This document is a very valuable testimony of a contemporary about the era and personality of the Kiev prince Vladimir Svyatoslavich, who provided patronage to the Latin missionary in his enterprise. Bruno's Pechenezh mission was completed successfully. He managed to convert thirty noble Pechenezh leaders to Christianity and made peace between Russia and the Pechenegs. In addition he established the Pechenezh diocese, and ordained one of his companions as bishop.

In the final part of his letter, Bruno announces that he is going to preach in the Prussian lands. In the lexicon of a medieval missionary, "Prussians" is a rather vague collective term, so researchers can only regret that the missionary did not inform King Henry II of the details of his intentions in the lands of the Baltic pagan tribes [2, p. 80]. The chronicle of Thietmar reports that this journey was the last for the missionary. According to Thietmar, Bruno’s preaching from the very beginning was rejected by the Prussian pagans. Together with eighteen of his companions, he was beheaded somewhere on the border of the Prussian lands and Russia [5, p. 188–189].

The record in the Annals of Quedlinburg specifies the place of the missionary's death: “on the border of Lithuania and Russia” (“*In confinio Rusciae et Lituae*”) [4, p. 80]. Here for the first time the word *Lithuania* appears on the pages of historical sources. The modern Russian researcher A. S. Kibin notes that this Baltic name is presented in the chronicle in a Slavic sound. In this regard, the researcher suggested that the original source of information about the martyrdom of Bruno was the northwestern borderlands of Ancient Russia [2, 73–74]. This idea can be developed by assuming that this border area could also become the original place of veneration for the martyr. After all, it is no coincidence that Peter Damian, shortly after the death of Bruno-Boniface, writes that the holy martyr is the heavenly patron of the Russian Church [2, p. 76].

Peter Damian reports that the missionary died on the territory of Russia. The Thietmar's Chronicle and the Annals of Quedlinburg point to the Russian-Baltic and Russian-Lithuanian borderlands, respectively. Unfortunately, there is no data that would make it possible to certainly define the place of missionary's death. In historiography, these events are most often localized in the Neman region (present-day Grodno region), on the periphery of the possessions of the Turov prince Svyatopolk Vladimirovich [2, p. 78–79, 85].

A. K. Kibin notes that, heading from Kiev to the Prussian pagans, Bruno did not have a clear missionary program in this region. The researcher believes that it was Svyatopolk who could have influenced the archbishop's choice of a specific place to start the mission [2, p. 87]. The prince of Turov was directly interested in the Christianization of the periphery of the principality north of Pripyat in order to consolidate his influence in it. Bruno, on the other hand, could see the Turov bishopric as a convenient starting point for a further mission to the Neman region – an important strategic border region between Russia, Poland, Lithuania and the Yotvingians.

There is a contradiction in the sources regarding the subsequent fate of the relics of the martyr. In the chronicle of Titmar of Merseburg there is a record that some time after the death of the missionary his body was redeemed by the Polish prince Boleslav the Brave [5, p. 189]. However, the Chronicle of Ademar de Chabannes reports that the relics of the martyr were “redeemed by the people of Russia”. The relics, according to Ademar, were kept in a Russian church and shone with many miracles [1, p. 86]. Viebert also reports that local residents erected a church in honor of the holy martyr [3, p. 351]. Peter Damian clarifies that this temple was built by the Russians [1, p. 92]. In historiography, it is noted that such contradictions often arise during the hagiographic processing of the oral tradition [2, p. 76–77].

According to Thietmar, the prince of Turov Svyatopolk was Boleslav's son-in-law and close ally, and the Bruno's compatriot Bishop Reinbern, who lived in Turov at that time, was the official representative of the Polish prince. Let us make an assumption that will eliminate the contradiction of the sources: Svyatopolk, who encouraged the missionary to preach in the Neman region, could buy the relics of the martyr from his warlike neighbors at the request of Boleslav.

Historiography notes that in the 11th century, the Christians of Poland completely forgotten about the missionary. The cult of St. Bruno survived only in the homeland of the martyr. This is due to the fact that the relics of the saint, kept in a church in one of the cities of the Russian-Polish borderland (probably in Brest), were lost during the fratricidal turmoil of the Vladimir's sons, or during the Russian-Polish clashes of the 1030s. [2, p. 88–89].

Conclusion. A missionary journey to the Prussians led the well-known Latin preacher Bruno of Querfurt to the Belarusian lands. It is likely that Prince Svyatopolk helped the missionary to determine a specific place to start the mis-

sion. The Turov bishopric was a convenient starting point for a further mission in the Neman region. The missionary's life ended on the borderlands of Lithuania and Russia. Bruno died at the hands of pagans on the periphery of the possessions of the Turov prince, who, at the request of his father-in-law and ally Boleslav, bought the relics of the martyr. Probably, the relics of the saint were venerated by local Christians and were kept in Brest. They were lost during military clashes in the first half of the 11th century. Thus, the history of the missionary travels of Archbishop Bruno of Querfurt, which has long attracted the attention of domestic and foreign researchers, is also related to the history of the medieval Belarusian lands.

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THE EMERGENCE AND DEVELOPMENT OF THE BEYLIK OF MENTESHE IN 1261–1295

Mikhail Shpeth
BSU, Minsk, Belarus

Keywords: The Beylik of Menteshe, The Sultanate of Rum, the Beylik of Germiyan, The Byzantine Empire, the Eastern Mediterranean.

The second half of the 13th century became the period of political changes in Asia Minor. On June 26, 1243 the Mongols defeated the Seljuks near Kose-Dag. Then they captured Sivas and Kayseri. Soon after the Sultanate of Rum became the vassal state of the Mongols [1, p. 259]. Mongol conquest caused the new wave of migrants from the West into Asia Minor. It was mainly nomadic tribes of not only of Turk, but also of Iranian origin [2, p. 15]. The overall amount of tribes population was about 200 thousand people [3, p. 14].

The aim of the research is to study the political activity of the Beylik of Menteshe in Asia Minor in 1261 – 1295 and its influence on the political situation in the region of the Eastern Mediterranean in the subsequent period.

Material and methods. The scientific and theoretical basis of the work are the works of the Byzantine and the Seljuk historians, as well as Italian travelers. The works of Soviet and foreign researchers specializing in the history of Byzantium and the Sultanate of Rum are valuable too. The study applied historical-genetic and historical-systemic methods.

Findings and their conclusions. The central authority of the Sultanate of Rum was weak even in the previous period. Thus, many beyliks (principalities) had become semi-independent under new conditions caused by constant fighting at the borders of the sultanate [4, p. 121].

A number of autonomous beyliks from the beylik of Germiyan appeared in the second half of the 13th century. The beyliks of Monteshe, Sarukhan, Aydin and Karasi must be pointed out. They received the name of “Westernanatolian beyliks” due to their territorial location [5, p. 93]. The Beylik of Osman recognized the suzerainty of the Germiyan bey for a long time as well [6, p. 61].

The Beylik of Monteshe took its history from 1261. However, there’s no any information about the early stage of its development. We only know that Monteshe-bey (1261 – 1295) owned cities of Mugla, Milas (capital), Dalaman, Fethiye and some others [7, p. 535]. After the withdrawal of troops from Meander during the Byzantine campaign in Northern Greece in 1275 – 1276 almost the entire province of Kariya was captured and ravaged by the Seljuks. The local Byzantine population had to leave the cities in order to escape from the constant attacks of the Seljuk ghazi [8, p. 91]. In 1278 the Seljuks were expelled from the Meander valley by the byzantine forces under the command of the son of the Emperor Michael VIII and his co-ruler (from 1272) Andronikos II and the great domestic (commander-in-chief) John Trahaniotis. Soon after, the fortress of Tralles (Aydin) was restored under the new name Andronikopolis [9, p. 432]. However, in 1284 Monteshe-bey managed to seize Andronikopolis and captured 20 thousand of the townspeople, after which the city itself was destroyed to the ground [10, p. 161]. In the beginning of 1291 the chelebi Monteshe-bey became a vassal of the Seljuk sultan Mesud II. Soon after the coins with the name of the Sultan began minting in Milas [3, p. 20]. During the military campaign of Ilkhan Gaykhatu (1291 – 1295) in the winter of 1291 – 1292, the beylik of Karaman, the city of Ladik (Denizli’s beylik) and the beylik of Monteshe were completely destroyed [11, p. 79]. Soon after the beylik of Monteshe was attacked by Byzantine. The defense of the eastern provinces was entrusted to the talented military warlord Alexios Philanthropenos [12, p. 81]. Monteshe-bey forces were defeated and driven out of the province of Caria near Priene in the summer of 1295. Meanwhile, Monteshe-bey himself was killed, and his harem and treasury fell into the hands of the Byzantines [13, p. 106].

Conclusion. After turning of the Rum Sultanate into a vassal state of the Mongols the process of establishment of semi-independent beyliks, especially in the western part of Asia Minor, had begun. From the 1260’s, searching for new pastures the Turkmen nomadic tribes began to commit much more raids into the

border areas of Byzantine under the motto of gazavat-jihad. The power of the central authority on the borders of the Sultanate was rather weak. So, sultans began to transfer conditional land holdings (ikta) to unconditional (mulk, pl. – amlak) to ensure control over the collection of taxes. Thus, the process of establishment of autonomus udjes (fiefdom, given to heads of tribes in exchange for the obligation to protect borders from external enemies) and beyliks (principalities) in the Rum sultanate took part from the late 1250's. It means, that the actual disintegration of the Sultanate began long before its official extinction (1307).

The Beylik of Monteshe was one of the most powerful beyliks of this period. During the 2nd half of the 13th century the beys of Monteshe successfully struggled against the Byzantine emperors. Until 1295 they took control under cities of Mugla, Milas (capital), Dalaman, Fethiye and adjacent areas to the South-East of the peninsula.

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THE PROCESS OF FORMING THE NORTH ATLANTIC ALLIANCE IN 1949–1955

Elizaveta Shramuk

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: international relations, «cold war», NATO, USA, USSR, Germany, Western European Union, international treaties, «Vandenberg Resolution», international security.

Today NATO, as before, embodies the military power of the Western European and American alliance. Initially, this alliance, according to the NATO Secretary General in 2009-2014 Anders Fogh Rasmussen was created by twelve countries «on both sides of the Atlantic, who united to defend their freedom, democracy, human rights and the rule of law» [1]. Despite the allied relations during the war, Western countries could not allow the spread of socialism and created a full-fledged military bloc. In fact, this can be called preparation for a new war, which the former allies began to conduct, despite the war that had just ended.

The goal is to trace the process of unification of Western European states and the United States into a military-political bloc in 1949-1955.

Material and methods. To write this work, there were used digitized texts of international treaties presented on the official website of NATO: the Brussels Treaty, the North Atlantic Treaty, the protocols on the accession of Greece and Turkey. From a pro-Soviet perspective, this issue is considered in the five-volume "History of Diplomacy" edited by A.A. Gromyko. A detailed consideration of this issue is given in the modern works of R.S. Airiyan, P.G. Lukyanova, O.G. Lekarenko. The position of the West is presented in an interview with A. Rasmussen. The study of the issue was conducted using general scientific methods (analysis, synthesis, comparison, generalization, deductive method, logical method) and special historical (search, descriptive method and method of historical retrospection).

Findings and their discussion. The prerequisites for the creation of a military alliance were formed even before the outbreak of World War II, when the world was on the verge of a new redrawing of borders. There are two actual reasons for the registration of the union. The first of them was declared a priority task for the post-war world order - to prevent a new militarization of the defeated and disarmed Germany. The second reason is practically the main one: the military alliance of Western states had to resist the threat from the USSR and create a force in Europe, ideally superior to the forces of the socialist camp.

In this relation, on March 17, 1948 the so-called Brussels Treaty was concluded, which established the Western European Union (WEU). The agreement was based on Article 51 of the UN Charter, which prescribes «the inalienable rights to individual or collective self-defense in the event of an armed attack on

a Member of the United Nations ...» [9]. The proximity and strengthening of the USSR inspired fears that sooner or later such an attack could be committed.

The Treaty "On Economic, Social and Cultural Cooperation and Collective Self-Defense" was signed in Brussels by representatives of Belgium, France and the French Union (former French colonies), Luxembourg, the Netherlands and Great Britain. In the preface, the agreeing parties pledged to respect all human rights established by UN agreements, create a strong economic base for all European countries and gradually join more and more countries to the union in order to strengthen historically existing and newly created ties. The agreement provided for the creation of a common social security system, the achievement of economic stability in the region and cultural interaction between the sides. Actions contributing to the stabilization of the situation in the event of military aggression against one of the participating countries were called justified and necessary. Each of the sides could invite another State to join the treaty on the terms agreed by the sides. After a period of fifty years, it was possible to leave the union safely. Brussels became the center for joint meetings [4].

Originally, the agreement did not contain any additional agreements on defense and military cooperation. On June 11, 1948 the so-called «Vandenberg Resolution» was adopted at the 2nd session of the 80th US Congress. The resolution put an end to the isolation of the United States and declared the readiness of the states to join military alliances outside the American continent [5, p. 14]. Since the United States was one of the strongest states at that time, the declaration allowed them to become the head of European armament.

On April 4, 1949 the North Atlantic Pact was signed in Washington, which entered into force only on August 24. It was based on the UN Charter and previously concluded agreements of European states. The main objectives of the contracting parties were identified as the elimination of contradictions in the economic interaction of the region and mutual support of regional weapons against aggression by opposing states. The right to decide what to consider aggression was transferred to the UN Security Council. A Council was established to make general decisions within the framework of the treaty. The original 1949 treaty was signed by the USA, Great Britain, France, Canada, Italy, Belgium, Netherlands, Luxembourg, Denmark, Iceland, Norway and Portugal [3]. Unlike the Brussels Treaty, this time the ratification documents were transferred for storage in Washington. In essence, the treaty legalized the comprehensive armament of the participating countries, contrasting them with the emerging Eastern Bloc.

On October 22, 1951 at the invitation of the United States, a Protocol on the Accession of Greece and Turkey was added to the North Atlantic Treaty [2].

Originally, NATO was planned as a supranational organization designed to defend the common interests of international security, but in fact it has developed as an intergovernmental one. Despite the declared openness and regional character, in 1954 The NATO Council denied the Soviet Union its readiness to

join the Alliance, justifying the refusal by saying that «NATO is an association of equally thinking states» [8, p. 15].

From January 25 to February 18, 1954 a meeting of foreign ministers of four powers was held in Berlin: the USA, the USSR, Great Britain and France [6, p. 407]. It discussed issues of ensuring security in Europe, the settlement of the German issue and the possible establishment of relations between the two blocs. Due to the contradictions on this issue and the disagreements of the participating states, the meeting did not come to a single solution. After its completion, the policy of Western countries was aimed at legalizing the militarization of Germany and its early inclusion in the Alliance.

The sovereignty of the FRG received its final formalization at conferences in Paris on October 19 and 23, 1954. At the same time, on October 20-23, a NATO meeting was held, at which an official invitation was sent to chancellor K. Adenauer to join the alliance. On May 5, 1955 Germany received the official status of a sovereign power and became a full member of the Alliance [7, p. 98].

Conclusion. Thus, by agreeing, signing and ratifying the Brussels Treaty, «the Vandenberg Resolution», the North Atlantic Treaty, the protocols on the accession of Greece and Turkey, as well as the entry of Germany into NATO in 1955 by the mid-1950s. The North Atlantic bloc was designed as a military-political union to a greater extent and a trade-economic union to a lesser extent of most European states. This allowed the Western Bloc to carry out effective measures to militarize the region.

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RESEARCH ON THE INNOVATION AND PROSPECT OF CHINESE FOLK MUSICAL INSTRUMENTS TEACHING AND EDUCATION

Guan Xing Zhi

BSPU named after Maxim Tank, Minsk, Belarus

Keywords: spiritual culture, innovations, Chinese folk instruments, cultural flavor, teaching style.

With the rapid development of regional and global spiritual culture, traditional Chinese culture, which should be promoted, is increasingly forgotten. In order to meet the needs of social development, more and more schools are actively innovating folk musical instrument teaching and education and continuously integrating professional resources for folk musical instruments according to the requirements of social development. In the process of folk instrument teaching and education, they constantly optimize the curriculum, improve the curriculum system, explore new teaching methods and actively carry out practical teaching activities.

Material and methods. The research materials are based on the study of scientific literature on the history of formation and culture of performing on folk instruments, pedagogical foundations for the development of learning on Chinese folk instruments, including the works of Wang Cizhao, Liu Ge, Guan Jianhua and Qiao Xiaodong, Kun Fanzhou.

Findings and their discussion

•Current status of teaching and education on Chinese folk instruments

After centuries of development, many schools in China have opened folk musical instrument majors, giving birth to more and more professionals, which has an important role in promoting the development of folk musical instruments in China. However, in the process of teaching and education of folk musical instruments, some shortcomings are also exposed, which need to attract the attention of relevant departments and teachers, and constantly innovate the teaching and education of folk musical instruments [1, p.165]. However, the teaching and education of folk musical instruments in China started in a relatively short period of time and lacked rich teaching experience, so it was taught according to the teaching mode of western musical instruments, but this teaching mode cannot really teach the essence of folk musical instruments. This makes it impossible for students to understand the culture of folk instruments, and even less able to inform them of the real traditional culture. In addition, the teaching of folk instruments in China is based on traditional teaching methods, and the content of teaching is arranged according to textbooks, which is not adjusted to the development of the times, which is contrary to the characteristics of the times [2, p.74]. Therefore, in terms of the current teaching and education of folk instru-

ments, our country still needs to innovate in order to better meet the requirements of the times.

•*Problems in the teaching and education of folk instruments*

1. Neglecting cultural content and placing too much emphasis on skill training

Folk instruments are the crystallization of cultural wisdom that has been bred in our country through thousands of years of history, and some teachers, when teaching educational activities about folk instruments, do not realize the need to teach students about the cultural content of folk instruments and only teach training content about playing skills [3, p.65]. The lack of cultural awareness of folk instruments among students leads them to play folk instruments without attaching emotions to them, only playing mechanical classes, not being able to relate the culture of folk instruments to the musical connotation. Folk instruments contain rich cultural contents, and only by understanding the culture of folk instruments can students play it better and express the musical connotation better.

2. Lack of flexibility in teaching methods

Many musical instruments in our country are taught in a fill-in-the-blank style. This teaching style limits the individual development of the students and makes them play folk instruments in a uniform manner without their own characteristics. But while the world's growing interest in Chinese culture has helped to ease the teaching and education of folk instruments to some extent, one of the challenges that now needs to be addressed is the innovation of folk instrument teaching methods [4, p.142]. Without a flexible teaching approach, students cannot learn folk instruments in depth and can only imitate and use simple playing techniques.

3. Lack of fully equipped facilities for teaching folk instruments

Since some schools need to solve the problem of teaching funds on their own, this leads to the fact that schools will bias their teaching funds towards the cultural curriculum or other aspects of the curriculum, resulting in very little funding for the folk instrument curriculum, and simply do not have sufficient funds to acquire a full range of teaching facilities for folk instruments.

Conclusion

•*Adaptation of folk instruments teaching content*

1. Teaching folk instruments requires linking cultural connotations

To better teach folk instruments to students and reflect the value of folk instruments, this requires teachers to have a deep understanding and knowledge of the background culture of folk instruments [5, p.123]. Teaching about the cultural connotations of folk instruments before teaching folk instruments will guarantee the students' awareness of folk instruments to the ideological culture they contain and later facilitate the addition of the students' own emotions when learning playing techniques.

2. Improvement of teaching materials for folk instruments

The wide range of folk instruments has led to an increase in the variety of teaching materials on folk instruments, but the selection of folk instruments used

is mostly about performance techniques. In order to help teachers to teach folk instruments, it is necessary to develop folk instrument textbooks with more knowledge about the culture of folk instruments and to add some new works on folk instruments, which not only can improve students' motivation to learn, but also facilitate teachers and students to have a deep experience of using folk instruments [6. p.144].

• *Flexible use of teaching methods*

Firstly, when explaining the works of folk instruments, knowledge based on the regional nature of folk instruments and traditional culture should be transmitted, which helps students understand the background and emotions of folk instruments and repertoire, and when teaching folk instruments, they also need to be mixed with the content of good folk music and culture [7, p.12].

Second, the fill-in-the-blank approach to teaching needs to be avoided as much as possible. In classroom teaching, it is the students, not the teacher, who should occupy the main position and should be provided with the time and energy to think. *Thirdly*, schools can conduct special lectures on folk instruments, so that they can expand their knowledge of folk instruments as well as learn about the latest research findings, with the participation of both teachers and students. *Fourth*, pay more attention to practical aspects.

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CHINESE-GERMAN COOPERATION IN DEALING WITH COVID-19

Bai Xuotong

BSU, Minsk, Belarus

Keywords: COVID-19, China, Germany, Chinese-German cooperation, China-Germany relations.

In 2020, the outbreak of COVID-19 plunged the global economy into a severe recession, and with far-reaching effects for the pattern of the world. German Chancellor Angela Merkel has said that the coronavirus is Germany's biggest challenge since WW2 [1]. Virus knows no borders, the governments and people of China and Germany fully understand the difficulties and challenges faced by each other. This paper describes the Chinese-German cooperation

in various areas of the fight against epidemic and its results. As two important forces in Asia and Europe, the study of their cooperation has a significant meaning for the development of bilateral and multilateral relations.

Material and methods. Special publications of German, Chinese and European origin on the issue of Chinese-German cooperation in dealing with COVID-19 served as the main sources to this article. The research is based on the principles of historicism, objectiveness and value approach. Both general scientific and special historical methods are used.

Findings and their discussion. Since the start of the pandemic, China and Germany have maintained close communication and high-level exchanges by telephone, video and letter, and have actively cooperated with each other in fighting against the epidemic. In 2020 Chinese President Xi Jinping speaks with Angela Merkel by phone four times, and meets with her via video link in multilateral occasions several times. During the epidemic, two countries donated a great quantity of medical protection supplies to each other. In the case of the widespread global suspension of sea and air services, the Lufthansa aircraft “air bridge” carried an average of 25 tons per day of material from China to Germany [2]. China-Europe freight trains provides a stable logistics support system to support the work resumption and trade cooperation, while the “fast lane” that China has pioneered in EU with Germany facilitates essential business and official travel between both sides.

At the level of research and medical care and public health, heads of disease control departments, virologists and medical experts from both countries have participated in several seminars, such as China-German Online Seminars in Virology on February 6th, 2020, China-German Online Dialogue on Health in May, July, August 2020, exchanged views on the epidemic situation, antiviral drug and vaccine development and clinical treatment. They also sent doctors and specialists to the local area to participate on epidemic prevention. On February 28th, 2020 National Natural Science Foundation of China and German Research Foundation issued a joint statement to encourage and fund scholars or researchers to conduct research on the coronavirus. In May 2020 the Sino-German Center for Research Promotion has also set up a special emergency project for research cooperation and activities [3]. In terms of vaccine development, Shanghai Fosun Pharma and Germany's BioNTech have already started working together to develop a COVID-19 mRNA vaccine in March 2020 and joint production.

On the social side, many pairs of sister provinces and states and cities between China and Germany, have been the first to raise their voices in support and given assistance. For example, state North Rhine-Westphalia and province Jiangsu, Duisburg and Wuhan, Hamburg and Shanghai. Chinese and German companies, non-governmental organizations and overseas students are also actively involved in the aid. In Germany Heinsberg is the county of the most severely affected by the pandemic. At the end of March 2020 Stephan Pusch - the head of county and Thomas Rabe (grandson of the Oskar Schindler of China –

John Rabe) all asked for help from China in fighting COVID-19. And requests of them were received quickly and the medical supplies donated from various quarters reached Germany from China several days later [4] [5].

During 2020 at the international and multilateral level, Xi Jinping and Angela Merkel jointly attend the Extraordinary G20 Leaders' Summit on March 26th, the World Health Assembly on May 18-19th, the G20 Leaders' Summit on November 21-22nd and other international occasions. Both sides firmly support the leadership and coordination role of the WHO in the global fight against the epidemic, emphasized the promotion of global governance in public health [6]. Both Germany and China agree on the key point: the coronavirus pandemic would be overcome if the world works together [7].

Conclusion. The public health crisis is a common challenge for humanity, solidarity and cooperation are the most powerful weapons. At present, China and Germany maintain close communication, actively cooperate in medical technology and vaccine development, work together to safeguard stability in the global industry and supply chains. Meanwhile, the two countries uphold the concept of the human community of common destiny, care for the epidemic situation around the world and promote global cooperation in fighting the epidemic.

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REGULARITIES IN LANGUAGES, LITERATURE, BELARUSIAN FOLKLORE FROM THE PERSPECTIVE OF THE WORLD CULTURE DEVELOPMENT

NOMINATION OF PLANTS IN LATIN: THE PRAGMATIC ASPECT

Olga Agafonova¹, Tatyana Kruchenkova²

¹VSU named after P.M. Masherov, Vitebsk, Belarus

²VSAVM, Vitebsk, Belarus

Keywords: phytonym, anthropocentrism, pragmatic references, etymology, pragmatic nomination, motivational-nominative signs.

At present development of linguistics researchers are interested in studying the connection between the culture of people and language semantics, the way of thinking and designation of objects with words, the connection of words with culture. The analysis of actual material makes it possible to see universal and specific means of describing reality, helping to highlight the peculiarity of the national picture of the world of any people. From this point of view the study of phytonymic vocabulary from anthropocentric positions is topical.

The aim of the study is to identify Latin phytonyms with pragmatic motivational-nominative features and classify them.

Material and methods. Etymological dictionaries and reference literature served as the research material. The following methods were used: methods of classification and systematization, comparative, descriptive.

Findings and their discussion. The names of plants in any language reflect the spiritual and material culture of people. Any nomination of plants is based on a reason or justification. The pragmatic factor in the names of plants is expressed by determining medicinal plants so that the phytonym informs people about the possibility or impossibility of using the plant in everyday life. After analyzing the actual material, we concluded that the main areas of pragmatic reference of plants are medicine (veterinary medicine), pharmacology, perfumery and everyday use.

The field of pragmatic reference in medicine (veterinary medicine) is represented by the following areas: plant raw materials for the treatment of various diseases, the result of treatment. The name of the phytonym *Origanum* – oregano came from the ancient Greek language (*horao* – to see, *ganoo* – to shine, to amuse), it was used to treat eye diseases. *Althaea* – marsh-mallow (ancient Greek *althos* – medicine or *althomai* – to heal) is a mucus-containing plant, has an anti-inflammatory effect. *Hippophae* – sea buckthorn (ancient Greek *hippos* – horse, *phaos* – light, salvation). In ancient Greece sea buckthorn juice was

rubbed on the hair of horses, as a result of which it became shiny, because the juice is a multivitamin remedy. Rhaponticum – raponticum (rheo – to leak and ponticus – Black Sea). The root of the plant has a laxative effect. Perhaps the name of the plant Lippia – lippia came from the Latin verb lippire – to suffer from purulent inflammation of the eyes. The phytonym Artemisia – wormwood came from ancient Greek artemes – healthy. Most likely, this phytonym is derived from the name of the Queen of Caria Artemisia, who was cured with the help of wormwood. There is a version that the phytonym is associated with the name of the goddess Artemis, who helped with delivery and used wormwood as a means to help with childbirth.

The field of pharmacology. This area of pragmatic reference of the phytonymic nomination reflects the use of plants as poisons, antidotes, toxic, intoxicating substances etc. The etymology of the word Helleborus – hellebore is not entirely clear. Perhaps the phytonym is formed from two ancient Greek words helein – to kill and bora – food, which indicates the plant's toxicity. Papaver – poppy. The name of the plant comes from the Latin words papa – porridge or a children's food, and verus – real. A mush made from poppy seeds was given to children who behaved restlessly, the poppy had a calming effect. A Latinized Greek phytonym Rheum – rhubarb formed from rheo – to leak, which indicates the laxative effect of drugs based on this plant. The plant Ruta – ruta was used as an antidote. This is indicated by the origin of the phytonym from the ancient Greek ryomai – to save. The name of the plant Sanguisorba – burnet speaks of a hemostatic property (sanguis – blood, sorbere – to absorb).

The field of perfumery. In this area, the main motivational sign is the "smell" of the plant. The phytonym Lavandula – lavender is formed from the verb lavare – to wash. In ancient times the plant was added to the bath for fragrance. Fragaria – strawberry от лат. Fragare – to fragrance. The nomination Ocimum – basil is a borrowing from the ancient Greek language, which is based on the Greek verb ozo – to smell.

The field of pragmatic references in everyday human activity can be considered in the following areas: to eat as food, use in household management, in magical rituals, divination etc. The fruits of Aesculus – oak were eaten. Latin esca – food, hence the name. The plant Alchemilla – lady's-mantle was used in the experiments of alchemists, it was believed that it had magical power (from the Arab. alchimia). It is important to note that phytonyms carry not only positive information about the result of the plant's impact on a person or animal, but also warn of a possible threat, harm that may be inflicted on a person or his activities. The etymology of the word Agropyrum – wheatgrass has not been fully clarified, but many researchers believe that the name came from the ancient Greek words agros – field and pyr – fire. The plant caused a lot of damage to crops.

Conclusion. Having studied the actual material, we concluded that the most representative reference areas of the pragmatic nomination of phytonyms

are introduced in the fields of medicine (veterinary medicine), pharmacology, less – perfumery and everyday life. The analysis of pragmatic features of phytonyms of the Latin language showed that they occupy an important place in the system of nomination of phytonyms. Pragmatic signs reflect a person's practical attitude to the plant world. Pragmatic phytonyms make it possible to evaluate and reconstruct the most important aspects of human life.

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WRITING, PERSPECTIVE AND REPRESENTATION IN JOHN GREEN'S NOVELS

Ivan Atrakhimovich

Secondary school № 21 named after the Soviet Union Hero V.A. Demidov,
Vitebsk, Belarus

Keywords: character, characterization, fiction, literature, representation, writing.

John Green is one of the brightest modern American writers. In 2014 he was included in Time magazine's list of the 100 Most Influential People in the World. Green's novels "The Fault in Our Stars", "Looking for Alaska" and "Paper Towns" were a commercial and critical success and won a number of prestigious literary awards.

The main purpose of our research is to analyze the ways in which John Green depicted his characters in the abovementioned novels and to prove the impact of his work on modern world literature.

Material and methods. We have carried out a descriptive qualitative study of the novels by John Green. The material of the study is the characters and the writing style in the novels. The methods of investigation are the following: 1) data collection and analysis; 2) a content analysis; 3) a generalization method to achieve the main purpose of the research.

Findings and their discussion. John Green possesses a remarkable gift of conveying to the readers some very important truths about the meaning of life, love, expectations and disappointment, and about the strength of human spirit.

Green's characters are always bright and memorable, all of them having their strengths and weaknesses.

The main characters of “The Fault in Our Stars” are Hazel Grace and Augustus Waters, both terminally ill. Hazel has had terminal thyroid cancer with lung mets for as long as she can remember and hates being forced to attend a cancer support group for kids. Augustus is the kind of teenage boy that every girl would want to have as their boyfriend. Cute, intelligent, funny, sweet and would do anything he could to make Hazel’s life better. “The Fault in Our Stars” is an emotional, powerful, piercing and heartfelt story of love and friendship, loss and surviving the difficult side effects of dying. It explores the funny, thrilling, and tragic business of being alive and in love.

The novel “Looking for Alaska” is divided into two parts: “Before” and “After”. In the first part Miles “Pudge” Halter leaves his safe non-event existence and heads for Culver Creek Boarding School, where his life becomes anything but safe. There he meets a gorgeous, clever, funny, self-destructive and utterly fascinating Alaska Young. She pulls Pudge into her world, launches him into the Great Perhaps, and steals his heart. Then she gets into a car accident and dies, which changes everything for the whole school. In “After” nothing is the same for Miles.

“Paper Towns” features Quentin Jacobsen who has always been in love with his adventurous neighbour Margo Roth Spiegelman. So when she summons him one night for an ingenious campaign of revenge he follows. Margo has always been a mystery for Quentin, but then she disappears and Quentin finds clues left by Margo. Quentin follows them, but he wonders if Margo is the girl he thinks she is. Only when he finds her, he’ll learn the truth.

The question is, “Why do John Green’s novels have such a positive response from the readers?” There seems to be something really special about these novels, because a huge number of people can see themselves represented in them and can relate to the characters depicted in the novels. For the readers, there is something reassuring about knowing that the things they are going through are not uncommon.

Conclusion. In his creative work John Green reveals a deep understanding of a teenager’s inner world and perception of his/her feelings and emotions. John Green explores the perpetual questions of the meaning of life and death, life and adventure. John Green creates dynamic characters whose personalities develop and transform throughout the novels. Green shows the importance of struggling for life and teaches the readers that they should always be thankful with what they have in their lives.

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LITERARY TECHNIQUES IN THE TAYLOR SWIFT'S SONGS

Halina Barinova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: literary techniques, simile, metaphor, anaphora, personification, oxymoron.

In the modern world it is hard to imagine a person who doesn't listen to music. Music is one of the most common types of creativity. It consists of two components – musical and textual. The latter can be attributed to some extent to fiction, namely poetry. It follows that similar literary devices can be distinguished in the lyrics of the songs.

The purpose of the study is to identify literary techniques in the lyrics of modern songs using the example of Taylor Swift's discography. Songs have a huge influence on people, and their texts have been little studied for the use of literary techniques, which determines the relevance of this study.

Materials and methods: songs written by popular American singer and songwriter Taylor Swift; continuous sampling, text analysis.

Findings and their discussion. Literary techniques are constructions in literary texts that writers use to achieve a greater understanding and appreciation of their literary works, e.g. metaphor, simile, hyperbole, epithet etc.

The first literary technique revealed in the songs analyzed is a simile. A simile is an explicit comparison between two different things, actions, or feelings, using the words *as* or *like* [1, p. 237]. It helps to create vivid and memorable picture, to convey complex emotions and to capture a reader's attention. Such a device can be found in the following lines: *Loving him is like driving a new Maserati down a dead-end street; Faster than the wind, passionate as sin, ending so suddenly; Loving him is like trying to change your mind once you're already flying through the free fall; Like the colors in autumn, so bright just before they lose it all* ("Red"). Taylor Swift uses a lot of similes to show us how she felt when she fell in love. In the beginning it was exciting like driving a new car, reckless like changing your mind when you've been already falling and colorful like autumn leaves. Similes help us to understand the author's feelings.

In the following lines Taylor Swift compares her feeling of despair to an old cardigan. It lies somewhere under the bed and no one remembers about it: *And when I felt like I was an old cardigan under someone's bed* ("Cardigan").

The next literary device that has been attested is metaphor. Metaphor is the most important and widespread figure of speech, in which one thing, idea, or action is referred to by a word or expression normally denoting another thing, idea, or action, so as to suggest some common quality shared by the two [1, p. 153]. The use of metaphor is observed in the following lines: *Still got scars on my back from your knife* ("Bad blood"). In the given example metaphor serves

to reveal the author's emotional attitude towards what is described; sense of betrayal is compared to scars from the knife.

Sometimes when you're in a bad mood you say offensive words that have a destructive effect. In "This is me trying" words are compared to weapons: *And my words shoot to kill when I'm mad*. One more example of metaphor is observed in the following line: *They are the hunters, we are the foxes* ("I know places"). In this song people don't want two lovers to be together, so they are compared to hunters and the lovers are compared to animals that are being hunted.

A type of metaphor is personification that also creates imagery making descriptions of non-human entities more vivid. Let's have a look at the line in the song called "Enchanted": *Your eyes whispered, "Have we met?"* Sometimes words are unnecessary and the eyes can 'tell' everything. 'Eyes' are personified because only a person is able to speak. Another example from this song: *Across the room your silhouette starts to make its way to me*; The man stands far away and when he starts moving, the girl sees a silhouette first.

The fourth device is oxymoron. Oxymoron is a figure of speech which combines two usually contradictory terms in a compressed paradox [1, p. 179]: *And I might be okay, but I'm not fine at all* ("All Too Well"). In this example oxymoron shows that Taylor's emotional state and what she says contradict each other. "The Story of Us" has the following line: *I've never heard silence quite this loud*. This device is used to show how irritating might be silence when you're next to the person who once was really close to you.

One more literary device is anaphora which is a rhetorical figure of repetition in which the same word or phrase is repeated in (and usually at the beginning of) successive lines, clauses, or sentences [1, p. 11]. Anaphora allows writers to convey, emphasize, and reinforce meaning: *You can hear it in the silence You can feel it on the way home You can see it with the lights out* ("You Are In Love").

Conclusion. Having conducted the research we arrived at the conclusion that lyrics of songs may be considered as a type of modern poetry. Songwriters use the same literary techniques in their lyrics. They enrich the lyrics making them more imaginary, original and emotionally charged. Frequently used metaphors and similes convey the writer's feelings and emotional state and help listeners to create a vivid image.

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FUNCTIONING OF EUPHEMISMS IN DIFFERENT DISCOURSES

Viktoriya Bek

VSAVM, Vitebsk, Belarus

Keywords: euphemism, dysphemism, veterinary medicine discourse, doublespeak, political discourse, medical jargon.

Since ancient times there has been such a need to avoid harsh, shameful or “scary” words. Such linguistic phenomenon has got a name “euphemism”. Euphemisms have always attracted attention of a large number of linguists. For instance, A. Ross, J. Vandryes, R. Lakoff, O. Jespersen, Ch. Kany, R. W. Holder studied euphemisms from different perspectives. As far as euphemism is not a mere linguistic device, but a larger, extra-linguistic phenomenon that reflects cultural and social peculiarities of a nation, we are interested in it and its functioning in different spheres of life. The objective of this research is the study of euphemisms in different discourses with a special focus on veterinary medicine discourse.

Material and methods. This research work is the result of a thorough analysis of scientific papers and writings of different scholars on the topic of euphemisms. We have assembled a list of euphemisms and distributed them in terms of the discourse they are common for. Thus we have applied method of contextual analysis and descriptive analytical method.

Findings and their discussion. The English word “euphemism” can be traced back to 1656 when Thomas Blount wrote “Glossographia”. The term comes from Greek euphēmismos (from eu, “good”, and phēmi, “I say”) [1]. Euphemism consists in replacing the original signifier, perceived as being offensive or unpleasant, by another one. People often use euphemisms when talking about sensitive topics such as death, love, disease, murder, war, supernatural forces, and body parts, anything they might not want to speak of directly.

Scientists distinguish two opposing notions such as euphemisms and dysphemisms. A dysphemism is an expression with connotations that are offensive either about the denotatum or to the audience, or both, and it is substituted for a neutral or euphemistic expression for just that reason [1].

Euphemisation is one of the most intensive tendencies in modern linguistics. Euphemisms are used in various social spheres, and are characteristic of the following discourses: everyday, mass media, political, medical, veterinary medicine, religious and legal discourse.

Euphemisms that deal with political, military, commercial and environmental concepts are misleading and deceptive. This phenomenon is called doublespeak, which is not used to smooth out the corners of a particular word, but to deliberately distort or hide the true meaning. Most often, doublespeak is used for manipulation purposes. For instance, in the early days of the Korean War, President Harry S. Truman referred to the United States response to the North Korean

invasion as *a police action*, the Vietnam War is also referred to as *a security action*; reduction in salaries is referred to as *pay freeze*.

When euphemisms are appealed to in everyday discourse, the main idea is to sound polite, tactful or official. This is well illustrated in the following examples: *under the weather* is used for ill; *creative with the truth* for a liar, *economically disadvantaged* for poor, *between jobs* for unemployed, *to be over the rainbow bridge* for to die.

In literary texts euphemisms are used in order to make the language sound more literary, to create a comic effect and vivid images.

Euphemisms in medical discourse can be justified by the desire to protect the sick person from receiving bad news. This is related to the notion that the bad news itself would exacerbate the suffering. There is also concern that the patient may lose hope: *he is a special child* (meaning he's disabled or retarded); *I'm sorry to tell you this, but John isn't doing very well* meaning John is hopeless [4].

Euphemisms are also common in the communication between a veterinarian and an animal's owner or manufacturers of animal produce and consumers. In the former case industries hide behind euphemisms to disguise the reality of their industries. In 2019 New South Wales farmers voted for the complete exclusion of the word *slaughter* and for it to be replaced with the word *processing*. By referring to animals as *livestock*, animal farmers create a distinction between the animals they farm and other animals in the world. And organizations dealing with animal protection state that it seeks to deny the animals their individuality. Referring to animal flesh as *meat*, pig flesh as *pork*, and baby cow flesh as *veal*, among others, further detaches us from having to think about the animals whose bodies we are purchasing.

By using different words to describe animals when they are living and when they are dead, it allows us to avoid the discomfort caused by thinking of them in gas chambers or hung up on the kill line about to have their throats cut.

A vivid example when a word has a positive or negative connotation depending on the context is the term "euthanasia". When companion animals are euthanized, we use a euphemism and think of them being *put to sleep* because they are severely ill. Farmers will describe killing an animal on their farm as euthanizing the animal as if it is a merciful act, but instead of it being done in the animal's best interest, it is done in the farmer's financial interest [3].

As far as doctor-patient relationship is concerned transparency is the best practice. It is advisable to change medical jargon to reduce fear and enhance trust and understanding, to say *declaw* instead of perform onychectomy, instead of *is your dog exhibiting hematuria?* it's better to ask *have you noticed any bloody urine?*

Conclusion. Euphemisms are firmly embedded in the culture of every language. Though there are two sides of the coin. On the one hand, they help sound direct and accurate, or avoid directness in matters that can be offensive, abusive or unpleasant to the interlocutor for that reason or another. On the other hand,

euphemisms can be used for the purpose of manipulation, hiding the true meaning of the word. Euphemisms may be a soothing pill as well as a lethal weapon in communication. It exerts influence on the minds of people, can contribute to better communication or impair it. It is necessary to distinguish between situations where the use of euphemism is necessary, and where it is better to use the word in its direct meaning.

Comedian George Carlin is famous for reflecting upon language. He said: “I don't like words that hide the truth. I don't like words that conceal reality. I don't like euphemisms – or euphemistic language. And English is loaded with euphemisms. Because people have a lot of trouble dealing with reality”.

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MAIN FEATURES OF EVENT ARTIONYMS

Yuliya Dulava

VSU named after P.M. Masharov, Vitebsk, Belarus

Keywords: onomastics, artionym, orienting function, art, event.

An artionym is necessary to form a certain attitude towards the perception of the picture. The direction that is created by artionym is significant because the success of communication between the nominator and the recipient depends on the information about subject, idea, genre features of the art work and also on the subject's readiness to perceive the picture.

The aim of the study is to reveal the main features of artionyms.

Material and methods. The material of the study is the names of paintings by the artists of the Vitebsk region.

The methods that are used are the descriptive method (studying, generalization, interpretation) and the method of component analysis.

Findings and their discussion. A significant function of the artionym is an orienting one: a certain image associated with the image on the artist's canvas is created in the mind of the recipient. Considering the degree of information content of the name of a fine art work, the ability to predict its semantics, we distinguish three categories of artionyms: orienting, non-orienting and disorienting.

The most extensive layer of artionymic vocabulary is made up of the names of works of painting and graphics, which significantly or limitedly orient the recipient, create a certain attitude towards the perception of picture, its subject matter and peculiarities of execution.

Essentially orienting artionyms contain clearly formulated information that can be easily decoded by the addressee, which contributes to successful communication between the naming subject and the recipient.

The units that record information about a certain event belong to the essential orienting artionyms. First of all, we are considering about real historical events that acquire an artistic form thanks to the author's expressive means, an appeal to fiction, and the use of various techniques.

A historical event in the name of a work of fine art can be clarified by information about the persons who participated in this event, place and time, etc.: I. Yu. Borovsky "Последний бой Горовца", V. K. Dezhits "Оборона Брестской крепости в 1941 году", "Восстановление моста через Витьбу в г. Витебске в 1944 году", G. P. Kiselev "Подвиг Хомченовского В.А.", P. M. Yavich "Демонстрация рабочих в Витебске в 1905 году". In the above examples, there is a direct reference to a historical event (including its temporal development). At the same time, the orienting function works effectively if the recipient has sufficient background knowledge. For example, he should have mastered the program of the school history course (i.e. the history of the Great Patriotic War) or is interested in the history of his native country and the region under study / depicted on the canvas.

A historical event, despite its predominant concreteness, in the name of a work of fine art can also perform a limitedly orienting function. This is characteristic of artionyms which do not contain a reference to time and place, i.e. in fact, there is not enough information to correlate the name with a real event, and the information contained only characterizes the depicted period: V. N. Belyavsky "Встреча воинов Советской Армии с партизанами", I. Yu. Borovsky "Оборона Витебска. Защитники", P. N. Gavrilenko "Прорыв немецкой обороны", M. F. Glushko "Прорыв", P. B. Grivusevich "Атака", G. P. Kiselev "Бой за переправу", I. M. Stolyarov "Бегство фашистов из города Витебска".

Historical events conventionally include situations that are associated with the life of people in wartime, personal tragedies that have become symbols of the era: V. I. Kukharev "Расстрел", "Смерть партизана", V. Ya. Khrustalev "Возвращение партизан с операции", V. A. Shilko "Вернулся с войны", A. F. Kovalev "Не вернулся из боя".

Other names of art works that record such types of events as everyday, mythological, fantastic, are limited to orienting ones since they necessarily contain incomplete information about the depicted object. The recipient is only able to assume with a certain degree of probability what exactly is behind such names: S. B. Yudovin "Похороны", V. V. Shamshur "Утренняя поездка", E. G. Ponomorenko "Венчание", A. A. Lyutsko "Ссора", A. V. Litvin

“Венчание”, G. F. Klikushin “Прогулка”, “Чтение газет”, “Отъезд”, “Встреча у берез”, “Танец”, G. P. Kiselev “Свидание”, A. V. Пуинов “Прогулка”, E. A. Zaitsev “Внуки приехали”, A. E. Dukhovnikov “Прогулка по первому снегу”, V. I. Vitko “Строительство нового театра”. Everyday events are most often associated with personal relationships, as well as with symbolic life stages and such inevitable stages of life as birth and death.

Fantastic and mythological events are rarely found in the material: S. N. Sotnikov “Прогулка с единорогом”, I. V. Sviridova “Чаепитие с ангелом”. Such artionyms orient the recipient to a lesser extent, and the addressee's and the addressee's concept of ‘angels’ and ‘unicorns’ may differ significantly, since embody phenomena that do not exist in reality.

Conclusion. The essentially orienting names are artionyms which fix a certain historical event in themselves (the name indicates the time and/or place of the event). The names of art works which fix everyday, mythological or fantastic events are limited to orienting ones because they do not include enough information about the depicted, but at the same time they give the recipient more space for imagination and co-creation.

LEARNING IDIOMS AS AN EFFECTIVE WAY TO BROADEN STUDENTS’ VOCABULARY IN ENGLISH

Anna Fominova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: English language, teaching, school, methodology, idiomatic expressions, vocabulary, phraseology.

The article is devoted to the study, analyses and assessment of the effectiveness of using idioms in broadening students’ vocabulary knowledge in EFL courses. One of the main goals of English teaching is to develop students’ communicative competence. Communicative competence implies: the ability of the individual to keep up the conversation, interpersonal experience, communication capacity, communicative capacity, systems of communicative procedures based on knowledge of communication and allowing students to communicate successfully. The ability to use idiomatic expressions in speech is one of the components of a high level of the language training. This determines the relevance of this work.

Materials and methods. The research is based on the materials from the English language textbooks for the 7th grade used in Belorussian schools, the curriculum of English language teaching in Belorussian schools. The methods of scientific research are: analysis of scientific and methodological literature, analysis and synthesis, classification.

Findings and their discussion. English phraseology is very rich and diverse in idioms that is why it is often difficult enough for English learners. English idioms differ a lot in their constructions and combinations, which are often immutable and may not obey the basic rules of grammar. It is important that students mastering a foreign language must learn idiomatic expressions at the same level with other lexical units. According to D. J. Carver "what is more the learner should learn new vocabulary items as parts of idioms, and not merely as single words" [1].

Matycina defines an idiom as "a group of words in which the meaning of this group is different than what would be expected" [2].

As usual English idioms are very specific. When studying idioms students consider them as incomprehensible obscure sets of words. This requires them to think of and try to decipher their meaning. Students compare and contrast the linguistic elements of their native language and the foreign one; the aspect which cannot but have a positive effect on the educational process per se.

Most English idioms fall into simple categories, such as idioms related to the names of body parts, animals, nature, colors, human appearance, traits of character and behavior, professions, etc. Idiomatic expressions are also classified according to the context of the topic in which they are used. Therefore, first of all, the teacher should select the set of particular idiomatic expressions in accordance with the studied topic (not always for the same category).

Despite the fact that the importance of studying idioms is noted by many methodologists and teachers of a foreign language, the teaching of idioms is not provided for in the curriculum of Belorussian schools. Thus, in school textbooks idioms are presented in a very limited quantity and are not presented in a group of lexical units that is separate in terms of their structural and semantic features. Consequently, there is no structure in the teaching of idioms. They are simply learned by students along with individual words and phrasal verbs.

In this study a description of the possible implementation of the complex of a number of training exercises for the study of idioms developed in accordance with the topic "Friendship" provided in the curriculum for English language teaching for the 7th grade is suggested.

Having studied the English language textbook for the 7th grade we found the following idioms included in the compulsory set of vocabulary on the topic "Friendship": call names, couch potato.

In order to increase the quality of the teaching of idioms on the topic "Friendship" we suggest the following type of work.

Teaching of idiomatic expressions involves four stages: 1) the introduction of idioms; 2) the task aimed at checking knowledge of the meaning of these idioms in the form of filling in the gaps in sentences with suitable idioms; 3) the explanation of the meaning and use of the idioms; 4) training exercises to consolidate knowledge of the idioms. The final task aimed at checking the level of knowledge of these idioms, as well as the capacity to use them and assessment of the effectiveness of this type of teaching idiomatic expressions.

The following set of idiomatic expressions on the topic "Friendship" can be used when teaching idioms related to this topic:

1. Build bridges - to foster good relationships (John wants to build bridges with other students in the class).
2. Break the ice - to make people feel more relaxed with each other who have not met before (Remy suggested playing a party game to break the ice).
3. A shoulder to cry on – someone who listens to your problems (She was always a shoulder to cry on for her friends).
4. See eye to eye with someone – agree with someone (I don't see eye to eye with my father on many things).
5. Be like two peas in a pod – very similar (The sisters are like two peas in a pod).
6. Go back a long way – used to say that people know each other for a long time (Catrin and I go back a very long way).
7. Be on friendly footing with someone – used to describe that relations are going well (I'm on friendly footing with my colleges).
8. Give someone a hand – help someone (Could you give me a hand with this task?).
9. Through thick and thin – through good times and bad times (We've been together through thick and thin, and we won't leave each other now).
10. Have someone's back – support someone in all of their problems (Whatever you do, whatever you decide, I have your back. Nobody is going to upset you).

It can be seen from the above list of idioms that there are idioms similar to Russian phraseological units, which is an important aspect in foreign language learning. Comparison of the native and foreign languages allows students to develop their "linguistic guess", find similar and distinctive features in the native and target language, activate knowledge about the phraseological units of their mother tongue and transfer them into a foreign language. Thus, the student is active, interested in maintaining logical connections between the native and foreign languages, which cannot but affect the effectiveness of the process of learning idioms and the words included in them.

In cases where the idiom has no Russian analogues, the desire to decipher its meaning forces students to analyze the context, to disassemble the external and internal form, to try to identify its meaning in an unusual way. Such a type of instruction indicates a high level of students' involvement in the process of working on linguistic phenomena what affects the effectiveness of learning.

Conclusion. Thus, using idioms as a means to increase the vocabulary of students has several advantages over the formal memorization of individual words. Teaching vocabulary through idioms stimulates the interest of students and contributes to a stronger memorization of new material in a form that is unusual for students.

Thus, it is highly important that programs in the discipline "Foreign (English) language" provide for both the selection and study of the idiomatic material in the part where the study of lexical minima is prescribed.

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ETYMOLOGICAL AND SEMANTIC FEATURES OF IDIOMS IN ENGLISH

Tatyana Kruchenkova¹, Olga Agafonova²

¹VSAVM, Vitebsk, Belarus

²VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: idiom, etymology, history of origin, background, English.

English is an international language and it is difficult to name the area of activity where it would not be used. When reading texts in English, students encounter expressions whose meaning is difficult to understand, although the translation of individual words is known. Such expressions are called idioms.

The purpose of the research is to study English idioms, the peculiarities of their appearance, history of occurrence, according to which students would be able to understand idiomatic expressions only from the context and freely use them in oral practice.

Material and methods. The research material was idiomatic dictionaries, reference literature. The following methods were used: methods of classification and analysis, comparative, descriptive.

Findings and their discussion. An idiom (from the Greek *idios* – "own", "proper") is a linguistic term denoting an expression used as a whole unit that is not subject to further decomposition and usually does not allow change of its parts within itself [1]. The meaning of an idiomatic phrase is not translated literally, it is need to refer to its figurative meaning.

Many idioms are associated with animals. The translation of these expressions into Russian can confuse students, so it is advisable to memorize whole expressions. For example, the phrase "it's raining cats and dogs" appeared in the 16th century, when the roofs of houses were lined with straw, which attracted cats and dogs that slipped and fell down during heavy rains, and the British began to associate heavy rain with falling dogs and cats. In England they say: "The weather is terrible! It's raining cats and dogs". "A bull in a china shop" appeared in the 17th century on markets in London. The bull happened to be in a porce-

lain shop and ruined everything. It is found in use: "She's like a bull in china shop! Don't let her water the plant, she will definitely break the flower pot". The idiom "a guinea pig" appeared in the Middle Ages, when these rodents were used in medicine, for chemical experiments, in religious rituals. The example: "No, I don't want to taste it first! I am not your guinea pig". "Horses for courses" (to each his own) was invented at the races. Different horses were designed for different competitions. For example: "She is good at managing people, but she can't sell goods, horses for courses". "Let the cat out of the bag" means to reveal the truth. The idiomatic expression appeared in 1530 and is connected with unfair merchants who deceived their customers.

Flowers and plants are often found in English idioms. "To be as fresh as a daisy" The idiom appeared thanks to a daisy, as it blooms only in sunny weather. The example of usage: "I will be as fresh as a daisy only after a cup of coffee". The expression "an old chestnut" is associated with the old English play "The Broken Sword". One person was telling everyone an interesting story and at the beginning he kept mentioning a chestnut. It is used in the following meaning: "I'm sorry, but I can't laugh at this old chestnut".

The appearance of idioms can be considered in different historical periods and events. The dictionaries contain more than 15,000 idioms. Synonyms are phraseological units or set-expressions. It is not possible to determine the general patterns of the formation of idioms. Each phrase has its own history and origin. Some idioms were introduced into speech by writers, others appeared thanks to the Bible and borrowed from Latin and French. The most common classification of English idioms can be considered a topical classification.

Conclusion. The article provides examples of idioms and the history of their origin, traces the connection with culture, everyday life, traditions. Idioms are similar to proverbs, but unlike them, they are not complete sentences. However, the use of idioms makes it difficult for students to understand and translate them from the foreign language. In most cases, idioms consist of more than one word. The meaning of idioms does not arise from the meaning of the individual words that make it up. Idiomatic expressions have linguistic affiliation and national-cultural characteristics. It should be noted that students do not often use idioms in oral practice due to difficulty in understanding the meaning of set-expressions without referring to the history of their occurrence. However, studying idioms gives the opportunity to learn how to use these expressions in speech and enrich the knowledge of English.

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DEFINITION OF BASIC CONCEPTS AS A MAIN COMPONENT OF ASSOCIATIVE LINGUISTICS

Marat Nikolaenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: associations, linguistic associations, linguistic picture of the world, cognitive linguistics, concept, conceptosphere.

One of the basic principles of the educational process is taking into account the individual characteristics of students. Without a careful preliminary study of the views of young people that have already taken shape in accordance with their age on life and on the world in general and on their place in this world, it is difficult to assume that new educational efforts can bring real and consolidated positive results. To know, understand and take into account the peculiarities of the vision and assessment of the world by students is often decisive in determining the strategy and tactics of building the educational process.

The purpose of this work is to study and evaluate some of the modern forms and methods proposed to determine the ideological characteristics of students. In the era of globalization of all spheres of life and the multiplicity of channels for obtaining information and ideological influence, the relevance of such a study seems obvious.

Material and methods. The material and methodological basis for the study were the works of famous linguists such as Yu.S. Stepanov, D.G. Rotman, D.S. Likhachev, S.G. Vorkachev, V.A. Maslova and other language researchers working in the field of cognitive linguistics, as well as our own materials obtained during the testing of university students. The study of the material was carried out by analytical and descriptive methods, as well as by the method of associative experiment.

Findings and their discussion. Cognitive function is one of the main functions of the language. Today it is widely accepted that any knowledge is possible only through language and with the help of language. But this means that the knowledge of the person himself, his inner world, the relationship to the world of his concept sphere as a whole is also possible only with the help of language, since in the language in the broad sense of this concept the inner world of a person is manifested. The main goal of the anthropocentric principle of approach to language learning is precisely to search for forms and methods of studying the linguistic picture of the world through the study of the concept sphere of both a particular person and society as a whole. This is a new direction in linguistics, which can form a completely new view of a person as a linguistic person. However, the development of such an approach to the language requires a definition and appropriate terminological tools. In studies of this kind, such concepts as linguistic associations, concept, conceptosphere are distinguished as basic ones.

Coming out of psychology, the concept of "association" today has become interdisciplinary and is widely used in various humanitarian studies and is considered from different positions by philosophers, psychologists, psycholinguists. According to the definition presented in the "Great Psychological Encyclopedia", associations are "a reflex connection naturally formed between two or more mental formations, objects or phenomena, facts, events that are reflected in a person's consciousness and are fixed in his memory" [1. Hereinafter, the translation of quotations from Russian into English is ours - M.N.]. The study of associations as a specific way of reacting to the perception of the surrounding world has a long history. For example, A.A. Zalevskaya writes that "the idea of association is almost as eternal as the problem of thinking" [2, p.18]. In modern linguistics, which considers language in the mainstream of the anthropocentric paradigm, special attention is paid to the concept of "linguistic associations". The very essence of a linguistic sign, characterized by polysemy, is realized through chains of associative links. The vocabulary of any language is an open and dynamic system. Its development and changes occurring in it are determined by a combination of both linguistic and extralinguistic factors, among which knowledge, experience, ideas about life values and human communicative needs take the most important place. Yu. N. Karaulov writes that linguists quite recently realized the existence of interdependence between ideas about the internal and external forms of language and began to associate the social function of language with the features of its structure [3, p.18]. As a result, assumptions were made that it is associative connections that underlie the formation of the meaning of a word, which, in turn, gave rise to a new concept - linguistic associations.

Equally important and difficult is the definition of the concept in relation to the study of linguistic associations. The very concept of "concept" came to linguistics from philosophy and was widely used in linguistic research only in the second half of the 20th century. And its understanding by various researchers is still not unambiguous. For example, V.A. Maslova believes that "this term, although it is firmly established in modern linguistics, still does not have a single definition" [4, p.34]. We, within the framework of cognitive linguistics, following Yu.S. Stepanov propose to understand the concept as "a clot of culture in the consciousness of a person ... that in the form of which culture enters the mental world of a person" [5, p.43]. Taking this understanding of the concept, we thereby emphasize the relationship between the concepts of "concept" and "association" in the mainstream of cognitive linguistics. It is assumed that the concept is formed and fixed in the mind of a person precisely as a result of complex associative connections and is based on the system of values and ideas about the world that has already been formed in the mind. "The experience of a linguistic personality," suggests D.S. Likhachev, both personal and folk, also help to construct the concept, enrich it" [6, p.152].

It should be noted that associations, as a rule, are presented not as single symbol-images, but in the form of branched associative fields. And if the associ-

ation interact in a directional way with the formation of the concept, then the associative field, respectively, appears as an element of the wide concept sphere, in the aggregate of associative, conceptual and semantic fields. The concept of "conceptosphere", introduced into the linguistic circulation of D.S. Likhachev, in his understanding, denoted a set of concepts of the nation [6, p.153]. However, in modern research, it has received a broader meaning. In particular, today they speak not only about the concept sphere of a nation, but also about the concept sphere of an individual or individual groups of people.

Conclusion. The current level of study of the problem allows us today to move to the concretization of theoretical positions and talk about the possibilities and ways of studying the concept sphere of youth and students as specific social groups, the system of life values of which and the concept sphere as a whole can be identified and studied by analyzing their associative fields.

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DEVELOPMENT FEATURES OF FOREIGN LANGUAGE COMMUNICATION SPEECH SKILLS

Darya Nikiforova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: speech skills, formation, supports, exercise system.

Knowledge of the foreign language communication skill and abilities process formation provides a competent organization of the educational process. The speech skill as the ability to control speech activity is based on the following language habits – lexical, grammatical, pronunciation. In other words, the emergence of a skill in mastering any part of speech material is possible only after skills formation and accumulation [1, p. 17].

Material and methods. To prove the mentioned idea, we have applied the following methods: a descriptive method, a contextual analysis, an interpretation method.

Findings and their discussion. The specificity of work at the formation speech skill stage lies in the fact that speech material is used in completely new situations, to solve new speech problems, more complex from both psychological and linguistic point of view.

There are no visual verbal supports here, and illustrative supports serve only as an incentive to speak and direct speech not in a meaningful way, but only in a semantic sense. Any support takes place only at the initial stage of skill development. At this stage, semantic linkages of this problem with other ones are desirable.

An important feature of this stage is also the fact that communication is taught in its dialogical, group and collective form.

The development of speech skills is ensured by the performance of speech exercises, the hallmarks of which are [2, p. 200–201]:

1. Speech exercise always ensures the presence of the speech strategy and tactics of the speaker. The strategic orientation is manifested in the fact that the speaker has a certain aim – to influence the interlocutor in a certain direction. This task can be embodied in one monologue statement or extended to the entire dialogue. The speaker's strategy can be determined by the attitude or be heuristic, depending on the speaker's orientation in the situation.

2. The speech exercise always actualizes the relationship of the participants in communication, taking into account their individual characteristics.

3. The speech exercise always develops speech activity and independence of the speaker. In this regard, a gradual abandonment of supports in teaching is envisaged as auxiliary means for constructing an utterance. Speech activity presupposes the readiness of students to communicate in a foreign language, which is stimulated by constant practice.

4. A new speech exercise is always a new situation, due to which the verbal and structural diversity of the utterance is ensured. The introduction of a new component requires the student to use the speech means known to him in new combinations, on the basis of which the productivity of speech skills develops.

In terms of the contents, speech exercises involve the task performance in which what has been heard or read is to be retold, an event description of facts is carried out, an attitude and assessment of certain information is expressed. Speech exercises always presuppose the presence of a speech-thinking task: in retelling – reproduction, in descriptions – the logical organization of the material, in the assessment of information – argumentation, independence of thought.

Consequently, the use of conventional speech exercises and speech exercises in order to develop skills and abilities of foreign language communication can provide the condition creation for the skill transfer to new situations, taking into account the specifics of different types of speech activity, the production development and dynamism of speech skills, stimulating speech activity and supporting interest and motivation for learning.

The measure of influence on the interlocutor was taken as a criterion for classifying attitudes. According to this, five groups of verbs were distinguished for generalizing speech tasks: message, explanation, approval, condemnation, persuasion. In each generalized type, particular pragmatic tasks can be distinguished, which are expressed by a number of verbs united by a synonymous relationship. For example, to report: you can make a report, let know, inform, notify, etc. Tasks can be neutral and emotionally colored, used for indirect contact and have a side effect of communication.

An equally important means of organizing speech exercises are supports. They are necessary for the development of the speaker's independence of expression. At the speech skills development stage there can be no direct hint of speech material. Students need a hint that would allow them to control the utterance, but there would be a gradual decrease as the skill develops and disappearance of the support at the last stage. To implement such a dynamics of the skill development process, it is necessary to have some kind of support classification. The purpose of all supports at this speech skills development stage is to help speech utterance production.

The division of supports into verbal and pictorial ones gives the possibility of their parallel use in one exercise since they complement each other. Another criterion is connected with what they control, or the nature of the control of speech utterance. According to this criterion, all supports can be divided into: 1. Content-related supports such as a) verbal (a microtext presented visually, a microtext presented audibly, schemes, a complete plan); b) graphic (a motion picture; a film strip, a series of drawings; painting, photos).

2. Semantic supports such as a) verbal (a proverb, a slogan, an aphorism); b) graphic (a diagram, a chart, a poster, a caricature).

Supports communicate specific information. In some cases (content-related supports) they are expanded, in others (semantic supports) they are compressed. But in any case, they serve as an impetus for reflection. In this regard, the student may have a lot of associations that need to be controlled. This function is carried out by speech exercise settings. The teacher should take into account the context of the activity and the student personal experience.

In speech exercises the time factor can act in three forms: unlimited time (takes place only in exercises performed at home), limited time (possibly when using group forms of work) and lack of time (provides for the development of the student's reaction speed).

An important role in creating adequate means of speech skills development is put into practice by the organizing speech exercises in complexes. The dominance principle should be taken as the basis for building the complex, which means that in each complex one of the qualities of the skill is the main one.

Conclusion. The transition from teaching dialogical communication to group communication is very important in the organization of speech exercise practice. The communication group form is a mandatory necessity for foreign

language lessons, especially when it comes to communicative learning. The organization group form of educational work gives a lot: it develops the ability to communicate, provides the best conditions for the development of speaking skills, ensures the knowledge exchange among students, promotes the motivation growth for learning, strengthens interpersonal relationships, increases the student's business status in the team, makes the teacher's activity more fruitful.

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LINGUISTIC MEANS OF EXPRESSION IN A FANTASY NOVEL

Katherine Popravko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: linguistic means, literary devices, fantasy novel, fantasy genre, foreshadowing, antithesis.

Language is one of the most important tools that allows a writer to create a fantasy world by setting a specific coordinate system in which the reader will have to learn to navigate. Consequently, the linguistic means and literary devices used by the author in the work become functionally important elements, the analysis of which makes it possible to understand how the author designs the world perceived by the reader. They allow you to understand the meaning not only of what is indicated by words, but also to establish a connection with the work on a deeper level.

In this regard, the aim of our research is to examine the features of the use of linguistic means in the novel and reveal their role in the creation of the fantasy world.

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, comparison and interpretation method.

Findings and their discussion. The novel is set in modern Britain, but it reveals many allusions to classical works, in particular to the Bible. The Book of Revelation (also called the Apocalypse of John, Revelation to John), or rather, the ideas of mass culture about this book, is played out with parody. “Good Omens” is the embodiment of postmodernism, the main task of which is to modernize the old and classic work.

As the first example of language game we may distinguish chosen names of the characters, since the majority of names function as charactonyms. But their interpretation in the novel is more multifaceted than in their traditional use: names and naming play not only a comic, but also a plot-forming role.

"Strictly speaking, Shadwell didn't run the WA [i.e. Witchfinder Army] either. According to Shadwell's pay ledgers it was run by Witchfinder General Smith. Under him were Witchfinder Colonels Green and Jones, and Witchfinder Majors Jackson, Robinson, and Smith (no relation). Then there were Witchfinder Majors Saucepan, Tin, Milk, and Cupboard, because Shadwell's limited imagination had been beginning to struggle at this point. And Witchfinder Captains Smith, Smith, Smith, and Smythe and Ditto. And five hundred Witchfinder Privates and Corporals and Sergeants. Many of them were called Smith, but this didn't matter because neither Crowley nor Aziraphale had ever bothered to read that far. They simply handed over the pay." [1, c. 301]

It is worth noting the role of onyms in the novel. The authors use not only neologisms (the name of the angel "Aziraphale" is fictitious, but is made up of "real ingredients"), but also charactonyms: Agnes Nutter (a prophetess), Anathema Device (practical occultist and professional descendant), Thou-Shalt-Not-Commit-Adultery Pulsifer (a witchfinder).

An example of the grotesque is the use of the Satanical hellhound, a symbol of the archetype of Darkness.

"They're sending him a hell-hound, to pad by his side and guard him from all harm. Biggest one they've got."

"Won't people remark on the sudden appearance of a huge black dog? His parents, for a start."

"Nobody's going to notice anything out of the ordinary. It's reality, angel. And young Warlock can do what he wants to that, whether he knows it or not." [1, c. 111].

In the real world, proper names have a basic function of identification, while in a work of fiction they allow you to enhance the dignity of a character, they are the author's tool in modulating the reader's expectations.

Conventionally fantastic imagery is realized with the help of a number of forms and methods. An important role in the formation of the fantasy world is played by the use of such linguistic means as hyperbole, litotes, allegory, antithesis, juxtaposition, comparison, pun, syllogism and paradox.

"The thing is," said Adam urgently, "they're not really real. They're just like nightmares, really."

"B-but we're not asleep," said Pepper. [1, c. 472].

In this case, the authors used the antitheses to contrast "real/unreal" in combination with a lexeme that has the meaning of "unreality".

As an example of a paradox, we can note the "death" of the angel Aziraphale, whose soul later moves into the body of Madame Tracy, a fortune-teller.

The authors use allusions to real events and places, use the foreshadowing, flashforwards and flashbacks. Foreshadowing plays one of the main roles in the novel.

Foreshadowing as one of the types of literary devices of creating a fantastic world is realized in the work as predictions or omens. In the novel, this function is performed by the book "The Nice and Accurate Prophecies of Agnes Nutter", which describes the events of both the past and the near future. However, in order to find out what will happen in the future, it is necessary to find the right prophecy and interpret it correctly.

During flashbacks, Aziraphale and Crowley recall events of past centuries and epochs when they first came to Earth.

"Crowley had got a commendation for the Spanish Inquisition. He had been in Spain then, mainly hanging around cantinas in the nicer parts, and hadn't even known about it until the commendation arrived. He'd gone to have a look, and had come back and got drunk for a week" [1, c. 248].

"Let's have lunch," he said. "I owe you one from, when was it . . . "

"Paris, 1793," said Aziraphale. [1, c. 492].

One of the most frequently used literary devices in the novel under study is the antithesis. Here we see the opposition, the contrast of the concepts of "good/evil", "Heaven/Hell", "angel/demon", "ordinary/unusual", "life/death", "war/peace".

In "Good Omens" syllogisms are actively used:

"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, c. 14].

In this example, we see that it is logically impossible to explain the reason for these transformations, but this "transformation" can be considered a fantastic assumption.

Using the syllogisms, the authors refer to fictional historical facts but they're as authentic.

Oxymoron is used when the devil's child, the Antichrist, was called "ominously normal":

"Is that him?" said Sister Mary, staring at the baby. "Only I'd expected funny eyes. Red, or green. Or teensy-weensy little hoofikins. Or a widdle tail." She turned him around as she spoke. No horns either. The Devil's child looked ominously normal. [1, c. 65].

As an example of a paradox, we can call rain of fish or burning car, that Crowley was calmly driving:

"Excuse me, young man, but your car is on fire and you're sitting in it without burning and incidentally it's red hot in place" [1, c. 412].

In all the above examples and in many other episodes, the main background means of creating a fantasy world is mixture of realities: life on Earth and the order of Hell and Heaven have a lot in common. The authors of the novels show that angels and demons take after people, and their governance appear as a parody of political leaders and parties of our reality. The use of the appropriate lin-

guistic means and literary devices enhances the similarity and creates both a fantasy world and a comic effect.

Conclusion. It can be noted that the features of the choice of the linguistic means and literary devices in modern fantasy mainly depend on the theme of the work and the motive. In addition to the linguistic means of creating a fantasy world listed in the article, the phonetic, lexical, phraseological and syntactic potential of the fiction works language is actively used in the fantasy genre.

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WORLD BRANDS IN CHINESE LANGUAGE

Maksim Pryshchepa

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Chinese language, translation techniques, brand culture.

The arrival of foreign goods on the Chinese market entailed the problem of translating the names of product brands. Foreign brands, no matter how popular they are around the world, can be rejected in the Chinese market if they do not have adapted translations that are attractive to the consumer. Since the writing of the Chinese language is not alphabetic, but hieroglyphic, in addition, its phonetic structure and phonemic composition are fundamentally different from Indo-European languages, there are many problems in conveying the brand name using hieroglyphs [1, 3].

Because of this, studies related to the analysis of brand names actively used by foreign manufacturers for the explication of the brand name by a language system of a different typological system and a different writing system are becoming relevant. Currently, in the works of many researchers [2, 5, 6], the issue of the expediency of using certain lexical techniques for translating proper names from English, French, German and other European languages into Russian is actively discussed. However, the issue of translating proper names into Chinese has not been studied fully enough [7].

In addition, there are no materials in modern scientific literature that would describe the theory and practice of translating world brands into Chinese. In addition to the original brand name, its translation acts as an intermediary between different languages, is a way of exchanging ideas and culture, and increases mutual understanding between countries and nations. Thus, there is an urgent need to pay attention to the translation of Western brands into Chinese.

Purpose of the study: to study the features of the translation of world brands into Chinese.

Material and methods. The material for the research was obtained by the method of continuous sampling from the modern Chinese press, as a result of

which 150 lexical units were identified, which are translations of world brands. The methodology of scientific research consisted of systematization and analytical analysis, statistical method.

Findings and their discussion. We have studied 150 of the world's most popular brands of products in China and their translations into Chinese. A significant place among them is occupied by brands of high-tech products, which, in our opinion, is associated with the specifics of the Chinese consumer market. A comparative analysis of these naming conventions allows us to conclude that uniform rules for translating foreign brands into Chinese have not yet been finalized. In previous studies [4], our analysis of the language material showed that brands are translated into Chinese in three ways: tracing, transliteration and adaptation. However, Japanese and Korean brands are usually translated using transliteration, and there is a tendency in the translation of the names of European and American companies to move from semantic tracing to transcription and semantic-phonetic adaptation.

We have identified the following 14 preferred characters for translating the original names into Chinese: 吉 [jí] – "luck", 喜 [xǐ] – "joy, sympathy", 美 [měi] – "beautiful" and etc. The frequency of their use and semantics are presented in Table 1.

Table 1– Major Chinese Characters Used for Broadcasting Western Brands

Hieroglyph	Sound	Semantic meaning	Frequency, %	Frequency, absolute value
乐	lè	joy, fun	8,0	12
吉	jí	luck	7,3	11
雅	yǎ	graceful, exquisite	6,7	10
富	shì	business	4,0	6
喜	xǐ	joyful, cheerful	3,3	5
奔	bēn	fast	2,7	4
佳	jiā	beautiful, favorable		4
健	jiàn	healthy, strong	2,0	3
宝	bǎo	jewel, diamond	2,0	3
美	měi	beautiful	2,0	3
高	gāo	high	1,3	2
益	yì	use, benefit, advantage	1,3	2
万	wàn	countless, very	1,3	2
耐	nà	persistent, hardy	0,7	1

Note that the most frequent are lexical units that have semantics associated with positive emotions, social status, financial activity. Typical examples of the use of this adaptation technique for translating world brands into Chinese is, for example, the name of the brand of processors "Pentium". It is presented under the name “奔腾” [Bēnténg], in which the first character means “run, rush,” and the second means “rise, soar.”

For the Chinese, the meaning embedded in such a brand is very important, it can raise the social status of a person, to inspire him that he uses a brand that really carries the meaning and charge that was invested in its translation.

Conclusion. Currently, there is a transition from the traditionally used methods of tracing to transliteration and adaptation of world brand names by means of the Chinese language, which is associated with the actualization of the pragmatic function of the language for brand names. For translation, a positively marked vocabulary is used that is similar in sound to the original language, thus there is a semantic-phonetic adaptation of non-equivalent vocabulary in the Chinese language. There is a gradual formation of a Chinese brand culture that meets the requirements of the Chinese language system and provides nominative, communicative and nominative needs.

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REALIZATION OF SPEECH STRATEGIES IN DIGITAL MEDIA

Irina Safonova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: speech strategy, digital media, media text, communication, communication goal.

In the modern world, i.e. in a post-industrial society, great attention is paid to media development, in particular news sources. Newspapers (both digital and printed) are one of the key pillars of the media. They have a large share of influ-

ence on the modern appearance of the media space and the general mood of our society. That is why they are called the ‘fourth estate’.

Strategies and tactics of speech interaction are subsidiary elements of forming the position of news publications, depending on the communication goal. They allow the correspondents of the publication to achieve the objective set by the editor-in-chief.

Thus, the topicality of the research paper stems from the fact that the study of the strategies used in the media text helps to understand how the authors develop a structure for influencing the recipient of a message and to evaluate the mechanisms of the text in general.

Material and methods. The material for the study comprises publications of digital articles, related to various topics hosted in “The New York Times” (2021). Critical study of scientific literature, descriptive, analytical and logical-interpretative analyses have been used as the core research methods.

Findings and their discussion. It has been established that a strategy and tactics are the basis on which conscious planning is built to achieve the set goal in the communication process. The concept of ‘strategy’ is based on a manual founded on reliable predictions about the goal. Therefore, any communication is strategic, and its presence presupposes the implementation of a more significant communicative goal.

Furthermore, the strategic approach is focused not only on the sequential analysis of individual levels of the language, but the complexity of the description.

The analysis highlighted that there is no single system for classifying strategies in modern linguistics. However, one of the most recognized can be considered the classification introduced by O.S. Issers [1]. The author identifies the core and subsidiary types of speech strategies. The main strategies are associated with a direct impact on the addressee, while the subsidiary ones take into account all the components of the situation in which communication takes place. Thus, the main ones include semantic (cognitive) strategies, and the subsidiary type includes pragmatic, dialogue and rhetorical ones.

In accordance with the available general strategies, more specific strategies can be subsequently identified. They are suitable for consideration in the framework of communicatory digital articles. Taking into account typical newspaper topics, the following strategies can be distinguished:

4. The exposure strategy. In articles of this type, the author aims at exposing the object of research in the text with the help of a negative presentation with previous positive reviews of the object. The example of such an article is “How Police Justify Killing Drivers: The Vehicle Was a Weapon”. In the article, step by step, the actions of police officers not according to the granted charter, previously falling under the purview on self-defense when arresting a criminal, have been exposed. In the course of a journalistic investigation, the subtleties of the operation of the law on the use of weapons have been clarified, which contradicts the actions of the police officers involved in the described cases (“Per-

sonnel shall adhere to the following restrictions when their weapon is exhibited... Officers should not fire their weapons from or at a moving vehicle unless circumstances require otherwise.”).

5. The rehabilitation strategy. This strategy is implemented by creating a positive image of the object in the media text. A representative article is as follows: “He won the Nobel Prize. Why are his books so hard to find?” This article “advertises” a new Pulitzer Prize Abdulrazak Gurnah. Since the initial Pulitzer Prize may be awarded unexpectedly, publishers face the problem of a shortage of the author’s book “Afterlives” due to its relatively small circulation and lack of access to the online platform e-book. The article stirs up the addressee’s interest in the author’s activities, thus raises the virility of the addresser and his works, while a great excitement is created against the background of a lack of information.

6. The unmasking strategy draws the reader’s attention to certain important shortcomings of the object of study in the article. The example is an article on the deterioration of living conditions in America, in which the author lists in stages the economic decisions of the government that have led to this problem and the general negative aspects of the phenomenon (“With Cases Piling Up, an Eviction Crisis Unfolds Step by Step”).

7. The idealization strategy focuses exclusively on the merits of the article object, thereby completely avoiding negative assessments. An example of such an article would be “Dune Review”: A Hero in the Making on Shifting Sands”. The review article is practically laudatory. The author avoids including in the article controversial theses discussed around the motion picture. Such a strategy can be especially beneficial for advertising a particular product and can be used to promote the product in the media space indirectly.

8. The presentation strategy is the most objective, as it comprises the analysis of advantages and disadvantages of the article object. This strategy presupposes a versatile assessment, which makes it one of the most eye-catching for the reader, since it allows the addressee to judge the object himself (i.e. “How Often Do Covid Vaccines Cause Heart Problems in Kids?”).

Conclusion. Thus, we can conclude that, it is possible to identify the applicable strategies in a digital media text with the help of which the desired result is achieved. The analysis found that the effectiveness of each strategy is directly determined by the purpose of writing the text and the tasks assigned to the authors. Each publicist works within the framework of his own opinion, the intentions of the editor-in-chief, and the publishing house’s policy. For example, at ‘The New York Times’ strategies may differ depending on the heading of the article. In particular, the rehabilitation strategies and unmasking strategies are more common in the sections on politics, economics, and regional news; the presentation strategy is widely presented in the section on science and sports; the strategy of exposure and idealization is used more often in the sections on business, technology and art.

Finally, the information mentioned above, allows us to deduce that, competent choice of a strategy with certain topics has a greater impact on the addressee of the text, which in turn makes it possible to take a closer look at the mechanisms of text organization.

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COMPOUNDING AS A WAY OF WORD FORMATION IN MARKETING TERMINOLOGY

Viktoria Shchelkunova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: marketing, compound word, terminology, word formation, dictionary.

Recently, the use of terms that denote fundamental and applied concepts of marketing activity has increased. Terminology is the science of studying terms and also an important part of language, which plays a big role in the development of lexicology. The terms differ from other categories of words in their high informative value and absence of expressiveness. The relevance of the topic of the presented article is determined by frequency of usage and rapid growth of marketing terms.

The purpose of the study is to consider types of compound words in marketing terminology.

Material and methods. The materials of our research are “The International Dictionary of Marketing” by Daniel Yadin [1] and “Lexicology of Modern English” by I.V. Arnold [2]. To gain the mentioned purpose we have used the following methods: descriptive method, synthesis, analysis, interpretation method.

Findings and their discussion. One of the ways of word formation is compounding – the process of combining two and more words to create a new lexical unit. Most of the time, these words are written together or with the use of hyphen and it is really rare when they are separated. Most researchers consider compounding to be one of the main directions in the development of the vocabulary of the English language.

Depending on the word structure, I.V. Arnold divides compound words into five groups: 1) compound words formed by simple combination of words stems; 2) morphological compound words in which stems are connected by a connecting vowel or consonant; 3) compound words in which the stems are connected by the preposition or other functional word; 4) contracted compound words; 5) derived compound words.

Our research found that compound words make up 5,5% of marketing terminology. In modern English, the most common way of compounding is the first category, a simple combination of stems, but specifically in our case, we observe the opposite result. The most numerous group, which comprised 70,9% of the whole number of compound words, turned out to be contracted compound words, e.g.: ad-click (advertisement + clicked) ‘advertisement has been clicked’, AIR (average issue readership), BACC (The Broadcast Advertising Clearance Centre), DPS (double-page spread), e-tailing (electronic + retailing) ‘retail transactions carried out via the Internet’, marcoms (marketing + communications), multicast (multiple + cast) ‘a technique for the transmission of a message to a number of recipients’, etc.

Nevertheless, the first type of compound words accounts for 23,6%, e.g.: airtime (air + time) ‘the amount of time during which entertainment is transmitted’, breakdown (break + down) ‘separation of the individual elements’, down-market (down + market) ‘a segment of a market in which prices are low’, photo-gravure (photo + gravure) ‘a printing process using printing cylinders’, watermark (water + mark) ‘a design, trademark or logo, impressed into paper’, etc.

The derived compound words comprise 3,6%, e.g.: supercalendered (super + calender + ed) ‘a surface finish on paper’, gatekeeper (gate + keep + er) ‘an executive or secretary whose job is to intercept promotional material’, cost-effectiveness (cost + effective + ness) ‘the degree to which a business project meets its financial objectives’, benchmarking (bench + mark + ing) ‘a standard of performance’.

The second category of compound words is about 0,9% and represented by only one example – runaround (run + a + round) ‘type set to follow the contour of an illustration’. It should be noted, that it’s not surprising that we found one example of morphological compound words because this type is more common for the Russian language rather than for English.

The third group is also 0,9% and includes built-in obsolescence (built + in + obsolescence) ‘a situation in which the working life of a product is limited by forward planning at concept stage’.

Conclusion. Thus, the study has shown that compounding takes place in formation of marketing terminology. The contracted compound words turned out to be the most common type, followed by compound words formed by simple combination of stems. And the least numerical are morphological compound words, derived compound words and compound words in which the stems are connected by the preposition or other functional word.

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**INFLUENCE OF EXTRA-LINGUISTIC FACTORS
ON THE USE OF SYNONYMS
(EXAMPLES OF LEXEMS 'MANKIND' AND 'HUMANKIND')**

Irina Solovieva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: gender, synonyms, semantic structures, extra-linguistic factors, society.

Language is a dynamic system that undergoes constant transformations. These transformations depend on the internal factors, involving structural areas of the language, and on the external (extra-linguistic) ones. Extra-linguistic phenomena are connected with social and cultural changes in society, development of technologies and accumulation of new knowledge [1]. Non-linguistic factors also include gender, one of the most powerful social and cultural constructions of the 21st century. Hence, the problem of politically correct language in the acts of cross-cultural communication is one of the most acute problematic issues of the last ten years.

The purpose of the study is to identify the role of extra-linguistic (gender) factors in influencing the semantic structure of language on the examples of the lexemes 'mankind' and 'humankind'.

Material and methods. The study uses the semantic structures of the lexemes 'mankind' and 'humankind'. Speaking about extra-linguistic factors, one cannot fail to mention the language as the main instrument of communication and mentality creation. In this study, the descriptive and comparative methods were used.

Findings and their discussion. The lexeme 'mankind' was fixed in English language in the 12th century. The components of the lexeme may be derived from the Proto-Germanic roots *mann and *kundjaz. The synonymic compound lexeme 'humankind' was fixed in the 15th century and it may have been borrowed from the Old French [4].

The equal use of the both lexemes can be traced in the Concise Oxford Dictionary of Current English (1919) by Henry Flower (1858-1933). In this dictionary the semantic of the lexeme 'humankind' is completely equal to the lexeme 'humankind'. Nevertheless, 'mankind' is only partly equal to the connotation of 'humankind' as it also denotes the male part of the world population [2]. It follows that the described lexemes were stylistically neutral in the meaning 'people in general' in the rise of gender equality and therefore they were interchangeable.

In the Modern English the application of the lexeme mankind is thought to be contradictory because of its gender-coloured connotation. Modern dictionaries state some extra marks for the word «mankind». As an example, Oxford Learner's Dictionary offers the following recommendations in the section of ad-

ditional information: 'Man and mankind have traditionally been used to mean 'all men and women. Many people now prefer to use 'humanity', 'the human race', 'human beings or people' [6].

Large international organizations stimulate the use of gender-neutral denotations and publish official documents containing some recommendations. For instance, the recommendations published in the UN official website contain the paragraph 'Do not make gender visible when it is not relevant for communication'. The first subparagraph encourages the application of the words 'human-kind', 'humanity' and 'human race' since it is considered gender-neutral [7]. On this basis, we conclude that the lexical item 'humankind' has become an 'ideological orientation within a language form', i.e. ideologeme linked with the modern views on the gender roles [3].

Separately worth noting the neologism 'peoplekind' that was used in the 1950-s for the first time. It spread only in 2018 as an alternative to the word 'mankind'. The entry 'peoplekind' appeared in the dictionary in 2019 as a gender-neutral synonym to the word 'mankind', but with the following mark: 'also used ironically to satirize inclusive language of this kind' [5]. Thus, we can accordingly speak about a conservative tendency of the English-speaking culture of using the synonymous lexical issues denoting the population of the Earth. Such tendencies can both slow the displacement of the gender-coloured lexemes and prevent the appearance of new inclusive synonyms.

Conclusion. It has been shown that the major factor that influenced the application of the lexical issues 'mankind' and 'humankind' is the association of the root 'man' with the superiority of the male part of the population in human society. For that reason, such a lexical norm has become out of date in accordance with the modern social tendencies, which demand a gender-neutral substitute for denoting the whole human race. However, some social tendencies partly prevent creating gender-neutral substitutions. This allows the conclusion that extra-linguistic circumstances have a significant power on the differentiation of synonyms.

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SPEECH TACTICS IN EDUCATIONAL ENGLISH BLOG BASED ON THE “BBC LEARNING ENGLISH” INSTAGRAM-ACCOUNT

Yelena Zhelannaya

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: speech tactics, speech persuasion, types of persuasive speech, educational process, the Internet platform.

At present the Internet is considered to be the key platform for storing and exchanging information. These functions allow expanding the boundaries of the educational process. Today users have an access to any platform as Facebook, Instagram, YouTube, VK etc. There they can find a vast number of educational channels and accounts of the number of subscribers, which indicates competitiveness in this realm. The relevance of the research paper lies in the consideration of modern formats of learning foreign language by students through exploring verbal persuasive strategies on recipients, as well as the analysis of some publications in blogs which aim at training Internet users in English. Thus, the analysis is based on the practical significance of foreign language teaching.

The aim of the research is to inquire specific tips of speech tactics and determine the most prevalent of them.

Material and methods. The material for the study comprises publications of the “BBC Learning English” Instagram-account. Descriptive, analytical and logical-interpretative analyses have been used as the core research methods.

Findings and their discussion. The analysis highlighted that in order to draw an addressee’s attention to a particular blog and make him successfully digest the proposed information, the addresser resorts to various methods and types of speech persuasion.

Speech persuasion in the strict sense of the term as “the influence exerted by the subject on the recipient by means of linguistic, paralinguistic and non-linguistic symbolic means in the process of communication” is studied in rhetoric, psycholinguistics, psychology and many other scientific realms [1].

Y. V. Shelestyuk’s PhD thesis “Speech persuasion: ontology and methodology of research” has laid the foundation to our inquiry. According to the scholar the following types of persuasive speech may be identified: 1) social impact; 2) impact with the help of artistic images; 3) informing; 4) substantiation; 5) reasoning; 6) dialogue simulation; 7) persuasion; 8) slogan; 9) command; 10) constrain; 11) evaluation; 12) emotional impact; 13) psychological programming [1]. The decision of what type of speech tactics in a pedagogical blog to choose is made by various factors, such as the volume of the message, phonetics and graphics, the relevance of the information to the interests and needs of the addressee, the consistency of information with the basic attitude and motivation of the addressee etc. If we consider an Instagram-blog where there is a limit of characters, photo and video material,

the determining factors will be the volume of the message, phonetics and graphics. The aspect of motivation and relevance to students' interests should be considered as obligatory under any conditions.

During our research certain speech tactics have been identified. We propose to consider some of them.

1) In the first example the "BBC Learning English" invites us to expand our vocabulary by adding five new synonyms to the word "love". The title is the following: «Five alternatives to 'love'». In this case the anchor that draws the users' attention is the lexeme "love". The proposed word in most cases conjures up positive associations among users; therefore there is an emotional impact. Moreover, under the title a list of five synonyms included into sentences has been given. Thus, we can identify such type of persuasive speech as informing.

2) The example with the same types of speech persuasion is the publication with the following title: «Five alternatives to 'scared'». The determining type is emotional, in this example the addresser aims to attract the students' attention by manipulating negative emotions when mentioning the word "fear". The arousal of certain associations, as well as the natural state of fear for any person prompts the users to introduce the proposed variants in their vocabulary.

3) In addition to emotional influences, we can see quite often the use of artistic images, both in the photo or video and in the text of the message. A striking example is the publication under the title: «Devil idioms». In this publication five idioms based on the artistic image of the devil have been listed. Each alternative carries a negative connotation as well as the image of the devil. For example, "to play devil's advocate" or "between the devil and the blue sea".

4) A small, but no less important example is the use of the artistic image of a wolf when introducing the idiom "cry wolf", where the image of a howling wolf against the background of the idiom itself draws the web user's attention and visually reinforces the meaning of the idiom itself. That fosters a successful digestion of the information proposed.

5) In order to explain use of the adverb "since" addressers resort to such types of speech persuasion as dialogue simulation and impact with the help of artistic images. The artistic image and recipient's interlocutor is the popular singer and composer Ed Sheeran. The illusion of the dialogue is created by the first image in the gallery, where the musician talks about how often he sang as a child, using the construction with "since". Then the users are to swipe left and take a look at other photos where the rules for using the Present Perfect, Present Perfect Continuous tenses and their examples are proposed. In this case substantiation has been used. It is also significant that the last photo invites students to tell about what they have recently been doing using the proposed rules. Thus, the dialogue simulation has been activated.

6) Similar techniques are used to introduce the topic of the comparative and superlative degrees of adjectives. In this situation the artistic image is represented by the singer and composer Freddie Mercury. Substantiation and dialogue

simulation are aimed at the logical digestion of the proposed rules and the creation of a model for two-way communication.

7) In addition to publications full of various speech tactics, the authors also upload those issues that do not contain anything except informing. An example is the following message with the title «Present simple: yes/no questions», in which all parts of the sentence are divided into blocks. Each block informs the recipient about a certain word order in such types of questions and is aimed at the logical digestion of the information received.

Conclusion. With the regard to all the facts above we can infer the most common types of speech persuasion in the Instagram-blog. By studying various publications in the “BBC Learning English” account we have become convinced of the significance and relevance of the proposed information, covering modern problems and topics, since they directly influence the choice of a certain speech tactics. The analysis found that of the thirteen types of speech persuasion the most frequently used are informing, emotional impact, impact with the help of artistic images, substantiation and dialogue simulation. Taking into consideration all the specified facts, we can conclude that if we need to achieve a high level of assimilation of educational material the use of different types of linguistic manipulation is of the utmost importance.

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PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS IN ACADEMIC AND SOCIAL SPHERES

THE IMPLEMENTATION OF DISCUSSION TECHNOLOGY INTO THE PROCESS OF TEACHING FOREIGN LANGUAGES

Galina Azarchenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: classifications, discussion, learning, teaching, foreign languages, debating.

According to the communicative approach, there are a great number of technologies used in foreign languages teaching: role-play, case methods, debating, etc. One of the most effective and relatively simple of them is a discussion. It is public controversy, the purpose of which is to clarify and to compare different points of view, to find the right solution to a debatable issue [4, p. 6]. The discussion doesn't lead to confrontation, it's a form of cooperation, collective work, which is extremely important for the educational process. Discussions are based on mutual respect and allow to identify different points of view on the problem and ways to solve it.

The aim of the research is to describe and to analyze the classifications of discussion types and their implementation into the process of teaching foreign languages.

Material and methods. The material of our research involves scholars' theoretical works, their fundamental statements and conclusions (E. Passov, I. Zimniaya, S. Miloradov, W. Skalkin, T. Panina, L. Bobyleva, etc.). The investigation includes the method of the analysis and synthesis of information, the comparative method and the descriptive method.

Findings and their discussion. There are a vast number of classifications of educational discussions. The teacher chooses the type of discussion basing on the goals and objectives of teaching, the level of formation of speech and language skills, interests and horizons of students, etc. In our research, we identify the most interesting types of discussions, which are easy to implement in the educational process.

One of the most common and widely known classifications is the one created by M.V. Clarin, who identifies the following types of discussions:

1) a "round table", or a conversation in which a group of students participates and shares their opinions as equals;

2) a panel discussion, or a meeting at which the debatable issue is discussed by an expert group (four to six students and the chairman), and then their conclusions are presented to the audience;

3) a forum is a discussion during which the students of an expert group exchange opinions with the audience;

4) a symposium is a strictly formalized discussion where participants make presentations representing their points of view, after which they answer the audience's questions;

5) a debate is a clearly formalized discussion based on pre-fixed speeches of two opposing groups representatives and refutation of their points of view;

6) a "court hearing" is a discussion dramatizing a trial [2, p. 108–109].

According to the typology of educational discussions in foreign sources, there is a unison discussion, an opinion exchange discussion and a confrontational discussion. The unison discussion aims at justifying some points of view on the subject of discussion. It is conducted in the form of a round table discussion and presupposes strictly limited educational material and full individual management by means of role cards.

The opinion exchange discussion aims at consideration of a wide range of views on a problem. That's why it should be arranged on the basis of a variety of educational material.

The confrontational discussion is conducted in the form of negotiations on a relevant issue or debates. It requires in-depth knowledge of the two main viewpoints on the subject under consideration. Consequently, the material should contain a large number of details that could be used to justify or to refute a certain point of view.

One more classification by T.S. Panina and L.N. Vavilova includes extremely creative types of discussions [3, p. 45–62].

1. A snowball discussion is the development and systematization of solutions to the controversial problem, which are presented by the participants. The discussion takes place successively in pairs, fours and finally in microgroups. As a result, only the most effective solutions are selected, their effectiveness is justified during the general discussion.

2. The feature of a quadro discussion is the initial identification of the participants' opinions with the help of digits in the cards (1 – "agree", 2 – "agree, but...", 3 – "disagree, but...", 4 – "disagree"). The opinions of the participants are compared in the course of the further discussion.

4. A priority discussion is based on ranking theses on the controversial issue and the subsequent discussion of the results.

5. A circle discussion is a variation of the aquarium technique, in which students form inner and outer circles and move clockwise to a new group to discuss and defend their point of view.

6. The discussion, called "in the firing line", is one of discussion types, in which students stand in two rows and exchange arguments "for" or "against" with a direct "opponent". After 3–4 minutes, they switch roles and defend the point of view they opposed earlier.

7. The “thinking hats” discussion is a variant of a role-playing discussion in which the colour of “hats” identifies students’ roles. Thus, the “white” presents neutral facts, statistics, and factual information; the “red” expresses emotions and feelings; the “black” indicates difficulties, negative assessments; the “blue” presupposes control over oneself and over other “hats”; the “yellow” is characterized by optimism, positive and constructive intentions, etc.

However, no matter which type of discussion is chosen, a teacher should follow the general structure, organizing several stages of training: the pre-discussion period, the discussion itself, and the stage of control and correction.

At the pre-discussion stage connected with a text analysis which is the basis of the upcoming discussion students are invited to do a set of preparatory tasks (the Bingo game, crosssens, role-playing, debating, writing position papers, etc.).

On the pre-discussion stage organized, the discussion itself should be conducted, according to the projected plan or students’ roles, if a discussion game is arranged. The main problem of this period is discussion management. All other issues are solved in the process of its preparation.

At the stage of control and correction it is important to analyze the discussion course, the contribution of each participant to its development, as well as the mistakes made. It is desirable to record the discussion with the help of a dictaphone, which helps to analyze and to conduct a detailed analysis of the discussion subsequently.

The control and correction of the discussion should be carried out in the following sequence: a proper analysis of the discussion and a postponed analysis, including thorough revision and correction of errors, made by students in the course of the discussion.

Conclusion. Thus, choosing the type of discussion to organize in class, a teacher should follow the general structure (the pre-discussion period, the discussion itself, and the stage of control and correction), be guided by the goals and objectives of teaching, the level of formation of speech and language skills, interests and horizons of students. The most interesting and effective types of discussions are the “thinking hats”, “in the firing line” and “court hearing” discussions, as well as snowball and round table discussions.

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CHARACTERISTICS OF THE SOCIOCULTURAL COMPETENCE FORMATION IN HIGHER EDUCATION

Dzianis Biarozka

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: competence, institution of higher education, educational standards, sociocultural competence.

The relevance of the study lies in the need to train professionals who possess not only the knowledge and skills in the field they are studying, but who are also capable of fulfilling themselves in dynamic activities in the modern world. The universal processes of global integration have put new demands on the individual, whose main asset must be human culture, common human values and the ability to communicate with one another despite national differences.

The aim of the research is to determine the level of formation of individual components of sociocultural competence in the students of the Vitebsk State University named after P.M. Masherov.

Material and methods. The research was based on the work of Belarusian and Russian scientists studying the development of sociocultural competence among students. The following methods were used in the study: analysis, synthesis and pedagogical experiment.

Findings and their discussion. At present, the expansion of international cooperation is a priority not only at the level of the Governments of the countries of the world, but also at the level of the various economic entities and even individual individuals. A modern specialist realizes that professional development is impossible without increased international cooperation, which primarily consists in the ability to communicate with people from different cultures. Communicative and sociocultural competences become one of the most important criteria for the success of a specialist's work.

The acquisition of socio-cultural competence, as a possession of the totality of knowledge, skills and qualities necessary for intercultural communication, in accordance with social and cultural norms of communicative behavior, forms the basis for professional mobility. It brings a specialist to world achievements and increases the possibility of professional self-fulfillment. In order to establish a more effective and long-term professional relationship, it is necessary to know not only the foreign language but also the sociocultural characteristics of the partner country with which the cooperation is conducted. Consequently, a well-developed sociocultural competence is an important factor in the recruitment of a candidate, promotion, etc.

In the most general approach, sociocultural competence includes pupils' knowledge of the national cultural characteristics of the countries in which they are studying the language and the rules of speech and non-religious behavior in

typical situations. Sociocultural competence also includes the ability to conduct one's speech in accordance with that knowledge and one's own values.

According to Academician A.G. Asmolov, the very concept of social culture implies the attitude towards education as a leading, predictive institution of development of society. He believes that two fundamentally different approaches are possible: either education comes at the tail of society, solves the problem of adaptation, reproduction of the existing way of life, or - and here a completely different logic - performs impertinent, «scalded» functions in proposing projects for the future. Education in a sociocultural sense is the design of the future [1].

We organized a pilot experiment among students of the Faculty of Law and the Faculty of Humanities and Language Communications of the Educational Institution «Vitebsk State University named after P.M. Masherov». The students were asked to perform several tasks, including selected sociocultural materials. These materials were presented as banners, placed along the outer perimeter of the university, and stands in the educational building 1 of the university («Scientist of P.M. Masherov – man of the year of Vitebshchina», «BGU remembers» and others).

The following pedagogical results were expected:

- To identify the key problems of the sociocultural situation;
- Create a linked text setting out the context of the sociocultural situation presented in different genres (excursions, essays, travel notes, interviews, speeches, etc.);
- To be able to identify the problems of modern society that the information material is intended to solve.

The results of the pilot experiment did not show significant differences in the responses of students from different specialties. The main shortcomings of the responses include:

- Lack of socio-cultural background knowledge;
- The inability to make coherent statements using such features in the construction of a text as logic, deployment, coherence and expressiveness, which demonstrates a lack of communication skills;
- The lack of development of one of the key skills of 4K competences (Soft skills): critical thinking.

Having studied the Educational Standards for Higher Education in the Republic of Belarus [2], we have found that the development of sociocultural competence is actually envisaged by the legislator only when studying foreign languages in the Practical Course of the first foreign language (a professionally oriented module for specialization «teaching»). However, no specialized legal course contains sociocultural competence in the list of competences required by a future jurist. It also does not exist in disciplines for international law professionals that are directly relevant to dealing with a foreign element in various forms. As a result, we have professionals with certain difficulties in productive intercultural communication.

In our view, a modern university is no longer just a higher school focused exclusively on training and the development of science; it is a platform for the development of a fully developed personality. Institutions of higher education may also become the nucleus of the development of sociocultural competence as one of the key personal abilities of a modern professional.

Conclusion. Thus, in order to meet the needs of the modern labor market and to develop the various areas of social and political life, institutions of higher education are faced with the task of training more than just broad specialists with the necessary knowledge of the language, The customs, traditions and culture of both the Republic of Belarus and foreign countries. It is the university that can and should play a key role in developing socio-cultural competence among learners, regardless of the type of education received.

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DIGITAL TECHNOLOGY AND STUDENT HEALTH

Elizaveta Bobrik

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: digital technologies, social networks, the Internet, mental health of students, anxiety, aggressive behavior.

The modern world is filled with a variety of digital information, it replaces such analog ones as books, personal communication, outdoor games, etc. Thus, the increase in the introduction of digital technologies, as well as the impact of digital information on the health of students, is becoming an urgent problem in the modern world.

The aim of the study is to determine the volume and structure of digital technologies affecting the health of students.

Materials and methods. In the course of the research, theoretical and statistical methods were used - analysis of scientific literature, analysis of the results of surveys, methods of collecting and processing information; and empirical methods - conversation, questioning.

Adults do not always attach much importance to what games the child plays, what music he listens to and what he watches on the Internet. Therefore, children from an early age are faced with a large flow of the most diverse information that is presented on television, on the Internet, etc. Thus, children are

broadcast more and more "knowledge", which they absorb into themselves, sometimes without even understanding the meaning of everything that is being said. And in the future, it is difficult to talk about how this will develop on the still unformed psyche of the child. Currently, more and more scientists and researchers are talking about the influence of the digital technology on the formation of a child, namely on their psyche and consciousness.

As you know, childhood is one of the most difficult periods of development. It was during this period that the views, worldview and interests both on the surrounding world as a whole and on oneself were changing. During this period, the child begins to form as a person. Negative information is harmful to health (overwork, psychological dependence, somatic diseases, decreased performance, etc.), there is a reassessment of moral norms, a decrease in interest in art, reading, transfer of patterns of behavior from virtual reality to reality, etc.), the child experiences difficulties in learning (lack of time for reading, doing homework, overloading with unnecessary information, reduced academic performance) [4, p. 12].

Findings and their discussion. To study the influence of the media on the psyche of children, 1st year students of the Orsha College of Vitebsk State University named after P.M. Masherov were interviewed.

Absolutely all students said that they receive most of the information through the Internet. The most popular social networks were Instagram (98%), TikTok (99%) and YouTube (100%). These applications really contain the most diverse content: the life of bloggers, games, sports, art, hobbies, science. There are uncomplicated videos, simple movements to music, challenges, humor, the ability to try on a certain role, repeating words from films or lyrics from songs. All this can be bright, interesting and fun. But it is impossible to predict what will become popular and "go viral" the next day. An example of this is a variety of challenges. The essence of the challenge is to incite the largest possible number of users to perform a certain action. So let's say there was a trend to remove the caps from the wheels of cars, shoot on video and upload to Tik Tok. Children at this age already understand that stealing is bad. This means that there must be motivation to overcome this "bad". And they find this motivation in subscribers or for the popularity of the video.

When asked which films they prefer about 65% chose horror and thrillers, 20% fiction and 15% preferred comedies. Children's perception can change from regular viewing of aggressive films, he begins to take scenes of violence for granted, loses his ability to empathize. Children are more receptive and sensitive to everything that surrounds them. And thus, the influence of a large amount of unnecessary information can affect his ability to think independently [1, p. 42].

Studies have shown that by the age of 12-13, adolescents witness more than 100 thousand scenes of violence, murders on television or the Internet [3, p. 25].

Moreover, even modern music – Morgenstern and others, films and even cartoons can give children a distorted idea of what is good and what is bad. Children become cruel, they can hit and do not even realize that by doing so they are hurting others, since in their favorite cartoon the same action on the contrary causes laughter [5, p.18]. So why isn't it funny now? And we can observe such examples in real life. An example is the case in Oslo, when a group of children playing teenage mutant ninja turtles beat one of the girls to death. Moreover, children who have committed crimes do not understand such concepts as pity, pain, compassion. A model of behavior of their favorite hero is formed in them, but not always the qualities of this “hero” can be positive.

Of course, modern films and TV series arouse great interest in children, especially genres: science fiction and horror. And the more scenes of violence, the higher the interest. This is just proved to us by the recently released popular South Korean TV series "The Squid Game", which has gained multimillion views. This thriller is shown with an 18+ postscript, but favorite children's blogs are permeated through and through with conversations about these "squids", computer games have been created. The leitmotif of the series: did not complete the task - died. Not the best motivation, especially for children.

How much time do today's children spend on the Internet? Most of the students are almost always on their phones and the screen time is 5 hours or more. Here we can already talk about the emergence of Internet addiction. This leads to the fact that children lose the ability to control their time on the Internet, preferring virtual life to real.

The main consequence for the child of the influence of a large flow of such information will be a decrease in emotionality. Subsequently, watching the scenes of violence that are in the public domain both on television and on the Internet, children cease to feel fear and disgust. They do not yet have a clearly formed opinion and boundaries between what is good and what is bad, and therefore they perceive everything that is imposed on them on the Internet at face value. They get used to seeing it and it becomes absolutely natural for them. Thus, indifference to violence grows from here, which is proved to us by the examples of the cold-blooded commission of crimes by the children themselves.

Conclusion. Conclusions: the group of students participating in the survey is characterized by conflict and increased anxiety. And the information we receive from the Internet, television or print media, if used correctly, can have a beneficial effect on the development of society. However, we must learn to "filter" everything that we receive. The child himself may not be able to assess the situation he has seen and may begin to imitate it. Uncontrolled use of digital technology can lead to increased anxiety, active or passive aggression. The negative impact of negative information on mental and physical health can be reduced by spending more time with students, playing educational games, reading books and promoting their all-round development.

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FEATURES OF WORKING ON GRAMMATICAL MATERIAL IN ENGLISH BASED ON A COMMUNICATIVE APPROACH TO TEACHING

Marina Borovtsova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: communicative approach, grammatical material, conditionally speech situation, foreign language, grammatical skills.

A foreign language is one of the subjects that a student learns in the process of active speech production (speaking, listening, reading, and writing). In this regard, the organization of work on grammar in communicative learning largely determines the success of foreign language education, allowing you to create an environment close to real conditions, which determines the relevance of our research.

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 discussions. There are two ways of explaining grammatical material – communicative-functional and theoretical-practical.

The communicative-functional method provides familiarization with the form, meaning and use of grammatical phenomena in situations. For this purpose, speech situations, submitted either by ear or in printed form, are used. Students, getting acquainted with a new grammatical phenomenon in a speech sample and understanding its meaning from the context, comprehend it, establish the most essential features, form a rule. The advantages of the communicative-functional method are: 1) the proximity of the presentation of new grammatical material to the natural conditions of communication, 2) the development of language guesswork. In turn, this method has the following limitations: the simultaneous combination of meaning, form, function does not always lead to the fact that students make the right conclusion; a clear idea of the grammatical rule is

not always formed; this process is very time-consuming and requires high skill from the teacher.

The second method, theoretical-practical, involves a brief theoretical explanation of the speech pattern, concerning the formation and use of this grammatical phenomenon, sometimes compared with the phenomena of the native language. This is followed by a search in the text of a specific material for confirmation. The advantages of this method are as follows: 1) it creates conditions for a more accurate understanding of the ways of education and the sphere of use of this phenomenon; 2) to a greater extent, it allows to prevent and overcome the negative influences of the native language; 3) it is time-saving, since it reduces the number of examples for the formation of a stereotype by analogy. This method makes it possible to widely use schematic visibility, language models.

Thus, in the practice of work, both methods should be rationally combined, taking into account the specifics of the grammatical material and the age characteristics of students.

When training grammatical material, exercises in their content should be artificial, but still samples of one or another type of speech activity.

In the methodology of teaching foreign languages, E.I. Passov developed the following principles of constructing conditionally speech exercises: 1) the principle of using a speech task, which is realized in the fact that while performing speech actions in the exercise, the student uses those speech tasks that are characteristic of the real process of communication; 2) the principle of analogy in education and the assimilation of grammatical forms, which means that the student, performing any speech task, follows a certain pattern, usually presented in the teacher's replica or on the blackboard; 3) the principle of parallel assimilation of grammatical form and its function in speech [1].

These principles allow us to develop exercises that would create optimal conditions for the formation of communicative grammatical skills. These exercises must meet the following requirements: 1) be situational (this means that any phrase, a teacher's remark and a student's reaction must correspond either to a natural or to a situation specially created by all possible means); 2) ensure at least conditional motivation of the student's reaction to the teacher's remark, i.e. the student's remark is not pronounced for the sake of any grammatical task, but in the presence of a speech task; 3) ensure in each of the student's replicas regular repeatability of the automated form; 4) ensure the same type of phrases with the predominant focus of the student's arbitrary attention on the purpose and content of the statement, and not on its form; 5) ensure the relative infallibility of the student's actions, which can be achieved by the appropriate organization of the exercise; 6) imitate the communication process in each of its elements, i.e. only communicatively valuable phrases are used as replicas, namely those that can be used in speech, and not generally grammatically correct constructions, while the replica and reaction should not be far-fetched; 7) be time-efficient, i.e. exercises should be performed at a normal or almost normal speech pace.

Thus, conditional speech exercises play a leading role in the formation of communicative grammatical skills. The types of conditional speech exercises are very diverse. They can be classified according to three criteria: by composition, by installations, by the method of execution.

The composition of the exercise refers to the number of replicas included in one element of the exercise and which are usually from six to ten in each exercise. From this point of view, it is possible to distinguish binomial, trinomial, expanded and complex exercises. Complex exercises have usually three or four parts. Their purpose is to generalize several learned grammatical forms.

The guideline in a conditional speech exercise is usually the task of expressing a particular feeling-incentive. The latter is always contained in the second phrase of the microdialogue – in the student's remark. This remark can be either a question, or a statement of something, or a denial, or an incentive to action. Therefore, conditional speech exercises according to their settings should be divided into interrogative, ascertaining, negating and motivational.

Classification of conditional speech exercises according to the way they are performed provides exercises for 1) differentiation; 2) imitation; 3) substitution; 4) transformation.

It should be noted that all four groups of exercises provide a transition to the transfer of linguistic phenomena to a new speech situation, for example: retelling, composing, making up dialogues on a given topic, dialogues on a free topic containing activated grammatical phenomena, etc.

Conclusion. The development of grammatical skills is achieved through exercises. The essence of the exercise is revealed in the structure and its system. The system of exercises should illustrate the process of assimilation of new material and be a practical guide to ensuring the activation of grammatical material in speech.

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BURNOUT SYNDROME IN EMPLOYEES OF THE CENTRAL DISTRICT HOSPITAL

Svetlana Chertkova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: emotional burnout, medical workers, the level of emotional burnout.

The problem of emotional burnout is quite relevant today, it has long attracted the attention of psychologists, because anyone can become a victim of the burnout syndrome. People working in the field of social and communication

professions are particularly susceptible to it. There is still no single definition of professional burnout syndrome. From the point of view of V.V. Boyko (2004) "burnout" is a psychological defense mechanism developed by a person in the form of complete or partial exclusion of emotions (lowering their energy) in response to selected traumatic effects [1, 2].

The aim of the study is to study the degree of emotional burnout among medical workers of the Shumilino Central District Hospital Healthcare Institution in the conditions of the COVID-19 pandemic.

Material and methods. The study involved 55 members of medical staff of the Shumilino Central District Hospital Healthcare Institution, doctors, nurses and paramedics who had been treating patients with coronavirus infection for a long time during the COVID-19 pandemic.

For the study, the "Methodology for diagnosing the level of emotional burnout" by V.V. Boyko was used [3]. The statistical package SPSS_STATISTICS_17.0 was used to process empirical data.

Findings and their discussion. Table 1 presents the results of a survey of employees of the Shumilino Central District Hospital Healthcare Institution using the "Methodology for diagnosing the level of emotional burnout" by V.V. Boyko.

When analyzing the results of the diagnosis of the level of emotional burnout, it was revealed that only 19 people (34.5%) have no signs of emotional burnout; 22 people (40%) have signs of incipient emotional burnout, 14 people (25.5%) have signs of emotional burnout. By age, in the age range from 20 to 30 years, 7 people (58.3%) have no signs of emotional burnout, 3 people (25%) have signs of incipient emotional burnout, 2 (16.7%) have signs of emotional burnout. In the age range from 31 to 40 years, 8 people (28.6%) have no signs of emotional burnout, 14 people (50%) have signs of incipient emotional burnout, 6 (21.4%) – there are signs of emotional burnout. In the age range from 41 to 50 years, 4 people (36.4%) have no signs of emotional burnout, 3 people (27.2%) have signs of incipient emotional burnout, 4 (36.4%) have signs of emotional burnout. In the age range from 51 to 60 years, 2 people (50%) have signs of incipient emotional burnout, 2 (50%) have signs of emotional burnout.

By gender, among men, 11 (50%) have no signs of emotional burnout, 7 (31.8%) have signs of incipient emotional burnout, 4 (18.2%) have emotional burnout. Among women, 8 (24.2%) have no signs of emotional burnout, 15 (45.5%) have signs of incipient emotional burnout, 10 (30.3%) have emotional burnout. Depending on the length of service, it was found that in the examined patients whose medical experience did not exceed 3 years, 5 (35.7%) had no signs of emotional burnout, 9 (64.2%) had signs of incipient emotional burnout, the presence of emotional burnout was not detected in anyone.

Table 1 – Results of the methodology for diagnosing the level of emotional burnout V.V. Boyko

Result	Age				Sex		Experience		Education	
	20-30 years old	31-40 years old	41-50 years old	51-60 years old	men	women	before 3 years	more 3 years	higher	secondary
Lack of emotional burnout	7	8	4	0	11	8	5	10	8	11
Incipient emotional burnout	3	14	3	2	7	15	9	20	4	18
The presence of emotional burnout	2	6	4	2	4	10	0	11	7	7

In persons whose medical experience exceeded 3 years, 10 (24.4%) - there are no signs of emotional burnout, 20 (48.8%) - there are signs of incipient emotional burnout, 11 (26.8%) - there is emotional burnout. Among people with higher medical education, 8 (42.1%) have no signs of emotional burnout, 4 (21.1%) have signs of incipient emotional burnout, 7 (36.8%) have emotional burnout. Among people with secondary specialized medical education, 11 (30.6%) have no signs of emotional burnout, 18 (50%) have signs of incipient emotional burnout, 7 (19.4%) have emotional burnout.

Conclusion. Emotional burnout among medical workers at the initial stage of their professional activity, in our opinion, is due to the fact that the employee is inevitably associated with the awareness of some lack of their knowledge, lack of practical activity. This, of course, causes a certain psychological stress in the working situation. At the age of 30-40 years, a medical employee may show signs of burnout for the first time, as interest in work is partially lost, their own successes and achievements are negatively evaluated, the relationship with patients and colleagues is deformed. At this time, a person has a desire to leave work, change the type of professional activity. According to the literature, the presence of higher education reduces the risk of "burnout" education, since high professional training provides a wide range of techniques, methods in solving problems in the professional [4]. In our case, there were more cases of emotional burnout among doctors, in our opinion this is due to some uncertainty in the conditions of the COVID-19 pandemic, increased responsibility, intensity of work, as well as work not in their medical specialty.

Thus, in the Health Care Institution "Shumilino Central District Hospital", among medical workers, in the conditions of the COVID-19 pandemic, there is a high level of emotional burnout, 40% have signs of incipient emotional burnout, 25.5% have signs of emotional burnout, which requires the development of preventive measures and corrective programs.

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STUDENTS' AWARENESS OF MENTAL DISORDERS AND WAYS TO FORM IT

Ekaterina Derevyanko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: mental disorders, students' awareness of mental disorders, prevention of mental disorders, common mental disorders, treatment of mental disorders, symptoms of mental disorders.

Nowadays, mental disorders are one of the socially significant diseases that are widespread. Our society should be informed about what mental disorders exist, how to diagnose and deal with them.

Research objective: to find out students' level of awareness of mental disorders and suggest ways to improve awareness.

Materials and methods. The study analyzed online resources on the topic of mental disorders, and conducted a study in the form of a test among students.

Findings and their discussion. There are various socially significant diseases in the modern world. One of them is mental disorders. According to WHO statistics, depression accounts for 4.3% of all morbidity in the world, more than 260 million people suffer from anxiety disorders, and the damage to the world economy from 2011 to 2030 is 16.3 trillion dollars [1].

This raises the need for public awareness of mental disorders - treatment, diagnosis methods, and basic symptoms. In order to determine the level of awareness of this problem, I conducted a study among the students of the faculty. According to the results the following was revealed:

- The majority of students believe that there is currently a problem with the prevalence of mental disorders (100%);
- society is insufficiently informed about mental disorders (76.9%);
- most believe that it is not easy to cope with the illness (84.6%);
- people with mental disorders are dangerous (53.8%);
- the most common are anxiety disorders and phobias (61.8%);
- a person cannot "get sick on purpose" (76.9%).

In general, the results of the study show that students are quite aware of the issue of mental disorders, but there are also misconceptions. For example, 53.8% of students believe that people with mental disorders are dangerous. However, this is a well-known myth. Not all people with mental disorders are dangerous. More specifically, people who are dangerous are a minority.

The study found that there is a need for more public awareness of the problem of mental disorders.

There are many mental disorders, and they can manifest themselves in many different ways. In general, the most common symptoms are abnormal thoughts, behavioral reactions, emotions, and relationships with others[2]. The most common mental disorders today are depression, anxiety disorder, and panic disorder.

Depression is a disorder related to the emotional sphere. It affects about 264 million people worldwide. A person suffering from this disorder may experience guilt, anxiety, anhedonia and apathy. Causes can be physiological, psychological, and social. Treatment most often consists of psychotherapy and taking pharmacological drugs[2].

Anxiety disorder is characterized by a state of persistent anxiety for weeks or months. Often this anxiety can be accompanied by psychological and physical ailments. Several types of anxiety disorders are distinguished, for example:

- adaptive anxiety disorder
- generalized anxiety disorder
- anxiety-phobic disorder

Most often, treatment for anxiety disorder consists of medication and psychological therapy [3].

Panic disorder is the regular occurrence of panic attacks. All this time a person may be haunted by various fears.

This disorder can occur due to stress, physical and psychological exhaustion, taking psychostimulants, alcohol [1].

The risk group of mental disorders can include absolutely anyone. Of course, much depends on the psychological characteristics of a person - stress tolerance, the ability to control their thoughts; on various factors - cultural, environmental, working conditions, the environment.

However, it is possible to reduce the risk of developing mental disorders by following some recommendations. These include:

- healthy sleep;
- moderate physical activity;
- avoidance of psycho-emotional overstrain;
- promote good relationships in the family and with others;
- engaging in a favorite activity or hobby.

Of course, these recommendations do not reduce the risk of illness to zero, but they significantly reduce it [4].

In our opinion, it is necessary to disseminate information in society about what to do if signs of a mental disorder were found in yourself or your loved ones; about helpline numbers and addresses where you can get help, about the inadmissibility of self-medication.

Conclusion. Thus, we can say that the problem of mental disorders is now quite common. However, society is insufficiently informed about this problem, and therefore there is a need for more detailed coverage of this issue in society, specifically, about the existing mental disorders, methods of diagnosis, prevention and treatment.

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SOURCES OF FORMING A POTENTIAL VOCABULARY OF STUDENTS IN ENGLISH

Polina Dubova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: sources, potential vocabulary, untranslated understanding, English, lexical units.

One of the practical purposes of teaching a foreign language is to teach reading. As practice shows, the main difficulty students face in the process of reading texts is previously unknown lexical units. The work on the expansion of the potential dictionary ensures the readiness of students not only for speech communication, but also for independent work on the language, which is achieved by mastering the methods and techniques of untranslated understanding of the text in conditions of the lack of linguistic means.

Material and methods. When writing this article, the following research methods were used: literature review on the subject and its critical analysis (works of I.M. Berman, K.I. Krupnik, E. I. Passov, A.N. Shapkina, etc.); the observation of the teaching process at Vitebsk gymnasiums № 1, № 2, the analyses of the attended lessons.

Findings and their discussion. In the methodology, a potential dictionary is understood as such words that have not yet been studied by students, which can be independently semanticized by them on the basis of already familiar

techniques. To belong to a potential dictionary of schoolchildren, a word must be: 1) derived; 2) formed on a basis familiar to students and related to it by root and meaning; 3) formed in a way familiar to students.

Based on the linguistic analysis of the vocabulary of the English language in terms of motivation, the following sources of potential vocabulary were identified: international, multivalued, derived, complex, converted lexical units.

The disclosure of the lexical meaning of a potential dictionary unit can be carried out either on the basis of derivability or on the basis of a guess. Derivability is the rule-like derivation of the meaning of a word based on the hints embedded in it itself and on the context when such hints are not enough. Non-deductible lexical units cannot relate to a potential dictionary. They represent some part of international words, which in linguistics are called "false friends of the translator", derived words that have lost their connection with the root (base) word, as well as some meanings of polysemous words that have lost their connection with the main meaning. According to this, it is possible to roughly determine the volume of each source of a potential dictionary and its methodological significance, that is, to determine how important this or that source is, how much it expands the student's vocabulary. All the sources of the potential dictionary mentioned above are methodically significant for the English language.

Linguistic analysis of unexplored lexical units of each source of a potential dictionary showed that the probability of their understanding is different and depends on the nature and type of motivation. Some lexical units have both intralanguage and interlanguage motivation, while others have only one type of motivation. Some lexical units are fully motivated through well-known words of a foreign language or through the corresponding words of the native language, while others are partially motivated. Some lexical units are directly related to a known word, others are indirectly, through an image, so we deal with direct and figurative or figurative-logical motivation. All this causes an unequal probability of understanding unexplored lexical units. Taking into account the type and nature of motivation, it is possible to distinguish the levels of difficulty in understanding lexical units: simple, complicated and complex. Understanding is associated with different psychological processes and depends on the nature of lexical units and the features of their derivability [1, c. 9 -10].

If semantics turns out to be the result of a heuristic search based on elements of the internal form of a word, it acquires the character of a linguistic guess. In the process of learning to understand such unexplored units, it is impossible to build a complete indicative basis for actions. It is only possible to form certain abilities and intellectual skills that create prerequisites for a successful search for solutions. Heuristic search in the development of a guess is stimulated by exercises in which words are selected, the composition, character and sequence of which give this search the right direction. The process of guessing can be elementary, but it can also be complex, stepwise, so it is necessary to adhere to the gradation of difficulties for the development of a guess. In the

phenomenon of language guesswork, you can find general patterns students should also pay attention to. There are 3 groups of language guesswork hints: intra-lingual, interlanguage and extra-lingual.

An intra-linguistic hint follows from attributing a word to a certain grammatical category, revealing its function in a sentence. Word-forming elements also play an important role.

The interlanguage hint is: a) in words formed as a result of borrowing from language to language; b) in international words; c) in full and partial calques, that is, in words and phrases formed according to a common word-formation, syntactic and semantic model. Sometimes an interlanguage hint comes from the coincidence of individual semantic fractions of words. For example, the English 'to arrest', which means "to detain, arrest, seize", as well as figuratively "to rivet attention", coincides with the Russian language only in the first meaning.

The extra-linguistic hint follows from the knowledge of the facts and phenomena of reality reflected in the text and giving it an indicative character. So, signs of time, place, the mention of proper names clarify the meaning of unfamiliar words. Diagrams, drawings, illustrations that simulate reality and represent it sensually also contribute to the guess.

Tasks for exercises in language guessing should be constructed in order to attract the attention of students to the hint, for example:

- read the text (paragraph, sentence) and underline the signs of time, place, determine the meaning of the highlighted words by context;
- read the full text and determine what it is about;
- read the text, find out the meaning of the selected words by composition and the definition of their functions in the sentence;
- find words in the text that are similar to the words of your native language and translate them.

Conclusion. Exercises in the development of language guesswork are very important both for the successful course of the reading process itself, and for a better understanding of what is being read, and for increasing the effect of accompanying learning. Therefore, they should not be performed episodically, but they should form one of the subsystems within the general system of exercises and be repeated regularly throughout the entire course of study. The formation of skills to overcome difficulties associated with understanding unexplored lexical units is carried out especially effective if it is based on problem-based learning techniques that stimulate speech-thinking activity and lead to the development of independent search activity.

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VIOLATION OF THE NORMS OF ENGLISH PRONUNCIATION IN THE PROCESS OF FORMING PHONETIC SKILLS IN STUDENTS

Vladislava Fedosenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: stress, language, interference, norms, pronunciation.

The interference of the native language has a huge impact on the formation of prosodic skills in a foreign language. Interference is a deviation from the norm of one or each of the contacting languages, which manifests itself in the speech of people who speak two or more languages.

Moreover, the greater the difference between the systems, the greater the potential area of interference. Thus, the relevance of the study is determined by the need to study typical phonetic errors in students in the process of forming pronunciation skills and developing ways to overcome interference.

Materials and methods. The following research methods were used: literature review on the subject and its critical analysis (works of H.E Palmer, N.I. Galskova, T.V Poplavskaya and et al.), The observation of the teaching process in Vitebsk gymnasiums No. 1 and 2, scientific analysis of English training.

Findings and their discussion. Both positive and negative phenomena can be the result of interaction at the contact of language systems. Most scientists associate interference with negative influences, abnormalities, and speech impairments.

The degree of understanding of a bilingual speech by a native speaker underlies the classification of the following types of interference: 1) interference that complicates understanding (while maintaining understanding of the general speech intention of the speaker); 2) interference that violates understanding (understanding is not equivalent to the speaker's speech intention); 3) interference that prevents understanding (complete misunderstanding, leading to the destruction of communication) [1, p. 47].

Positive interference reflects the interaction of contacting linguistic systems, in which the universal properties of languages come into play, which do not have a negative effect on speech.

Most researchers believe that a violation of pronunciation norms is usually caused by: 1) the use of the wrong phoneme of a given language; 2) omitting or adding phonemes; 3) permutation of the phoneme in the word; 4) substitution of sounds that are not inherent in this phonetic system; 5) distortion of the stress of syllables and the rhythm of the sentence; 6) introducing a melody that is not inherent in this language.

We find an attempt to describe the typical mistakes of foreigners in English pronunciation in G. Palmer. He points to six characteristic cases, to which he refers [2, p. 15]: 1) wrong sounds instead of correct; 2) unnecessary sounds (including native ones); 3) skipping sounds; 4) incorrect distribution of sounds, that is, pronouncing the correct English sounds, but not in the right place; 5) rhythm

errors, to which G. Palmer refers to errors in the length of vowels and, stress, the degree of indistinctness, violations of the degree of coherence of words. As a result of the experimental work carried out on the basis of gymnasium No. 2 in Vitebsk, we identified the following errors in pronunciation as the most common among students of English:

1. Stunning final voiced consonants. This deviation from the norms of pronunciation of the English language is unacceptable, because it very often leads to a distortion of the meaning of the statement.

2. Softening of hard consonants, however, it is worth noting that in English pronunciation, softening does not have a meaningful distinguishing function.

3. Incorrect phonemic duration of English vowels.

4. Absence of aspiration of English deaf explosives. Aspiration has no meaningful meaning, and its absence is just a violation of the pronunciation norm, and not a distortion.

5. Relaxed articulation (in some cases it is not decisive in communication).

6. Incorrect stress. Shifting stress, which violates the grammatical form and meaning of the word, is a typical mistake that requires a warning from students.

7. Sounding of deaf consonants, which is an assimilative transfer of the habits of the native language and, as a rule, does not affect the communicative function.

8. Deep articulation of some vowel phonemes.

Conclusion. Thus, on the basis of the foregoing, one can single out the main thing that should attract the teacher's attention when preventing errors in phonetic phenomena, namely: 1) preventing the softening of English consonants; 2) prevention of stunning final voiced consonants; 3) prevention of violations of phonemic longitude and shortness of vowels; 4) prevention of incorrect placement of phrasal and verbal stress. A methodical solution to overcoming typical phonetic errors is based on a system of training exercises and activation of phonetic skills in speech.

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THE PROBLEM OF MOTIVATION IN LEARNING A FOREIGN LANGUAGE BY COLLEGE STUDENTS

Alexandra Garmash

Orsha College VSU named after P.M. Masherov, Orsha, Belarus

Keywords: extrinsic motives, intrinsic motives, social working websites, learning a foreign language, undergraduates.

A good command of a foreign language has become an indispensable quality of a well-educated human being. This quality, like any other activity, depends

on a person's motivation, which appears to be a rather complicated issue to deal with. For decades researchers have been studying all possible aspects of this phenomenon. According to recent reports Internet resources are recognized as one of the efficient means of maintaining a student's motivation.

The main goal of the present article is to study the peculiarities of students' motivation, to trace the motives of learning a foreign language by students at different stages of studying and to ascertain the correlation between the motives and social networking websites used in learning a language.

Material and methods. Critical analysis the scientific sources, questioning, comparative analysis of the data, sorting out and description are helpful in our investigation of the problem.

Findings and their discussion. Despite the fact that the notion "motivation" has been thoroughly investigated, some aspects still remain the issues of continuous scientific research. The essence of a person's motivation was studied by I. Zimnaya, L. Bozhovich, E. Ilyin, V. Vilunas, I. Belikh, A. Leontieva, N. Elfimova, A. Markova, etc.

There exists an array of approaches to classification of motives. They are grouped into cognitive and social (L. Bozhovich and A. Markova). American scientists Richard M. Ryan and Edward L. Deci consider them to be intrinsic and extrinsic. E. Ilyin questions the commonly used classification of motives which implies the existence of external and internal ones.

We support T.O. Gordeeva's point of view who considers motives to be a constituent of motivation and shares Richard M. Ryan and Edward L. Deci's theory [2].

Intrinsic motivation means that "the reasons that generate this activity lie within the individual and active cognitive activity in itself gives him pleasure and is of interest and value" [2, p. 35].

Extrinsic motivation implies that "the activity performed is a means of achieving goals external to its content, set independently or by other people" [2, p. 35].

The analysis of scientific research articles enables us to outline the basic factors that determine a student's motivation: the level of academic achievements, personal characteristics of teachers and students and peculiarities of their intercourse, students' linguistic abilities, the contents of the academic syllabus, classroom atmosphere, opportunities for real communication, professionally oriented academic activities [4].

Recent research works put forward the idea that social networking websites (Facebook, Instagram, YouTube, Twitter) are extremely helpful in maintaining internal students' motivation for learning a foreign language. The researchers assume that the mentioned websites present a combination of visual demonstration with simultaneous explanation of the material. Their implementation in the academic process enables to solve a range of didactic aims: to form and improve reading skills, to improve listening skills on the basis of authentic texts, to im-

prove speaking and writing skills, to enrich and upgrade vocabulary, to form a sustainable motivation to learn a foreign language [3].

Some researchers [1] single out such benefits of social networking websites as development of different kinds of thinking, including critical one; formation of the ability to perform analysis, synthesis, abstraction and generalization; encouragement of autonomous language learning; formation of the skills to carry out experimental and research activities and contribution to making independent judgement.

The survey carried out in Orsha College VSU named after P.M. Masherov among future teachers (undergraduate primary, pre-school and English teachers) shows that 66% of pre-school and primary school teachers have intrinsic motives for learning a foreign language (the prevailing motives are self-development and reading authentic texts). 100% of future English teachers point out such internal reasons for getting a good command of the language as being skillful in their profession (40%), self-development (30%), broadening outlook (20%) and reading authentic texts (10%). The main extrinsic motives of the undergraduates are as follows: opportunities for travelling (36%) and communication with native speakers (31%), prestige (as English is an international language) (30%).

The comparative analysis of the first-year students' and undergraduates' motivation (future teachers of English) enables us to claim that their intrinsic motives are almost the same: being expert in English (36% and 40% correspondingly), self-development (32% and 30%) and reading authentic texts (16% and 10%). Fourth-year students add the opportunity to broaden horizons (20%) to this list.

Their external reasons for learning English are slightly different. The first-year students single out such reasons as communication with native speakers (48%), prestige of the language (32%), travelling and living abroad (5%). The undergraduates emphasize travelling opportunities (40%), communication with native speakers (35%) and prestige (30%).

Taking into account the fact that social networking website are widely acknowledged as efficient educational resources that maintain students' motivation, the respondents were asked to answer the question "What resources do you find helpful in learning English?". Only 16% of the first-year respondents use social networking websites in their language acquisition. They give the preference to textbooks and reference books (64%). Some of them (20%) practise film watching and music listening.

On the contrary, the prevailing majority of the fourth-year respondents (60%) learn English using Engvid.com, Rick Steve's Europe, Maria Batkhan. 25% and 35% of the surveyed find online applications and dictionaries (both online and off-line) helpful in language learning.

Despite the fact that considerable number of students implement social networking websites in their English learning, their motivators are the following: a teacher's personality (61%), teaching methods (33%), the contents of the lesson (28%) and their own interest in a language acquisition (17%).

Conclusion. The results of the survey enable us to conclude that social networking websites have nothing to do with maintaining a sustainable motivation of the college students although the level of intrinsic motivation for learning English is objectively high. It can be explained by the fact that the students are mostly engaged in professional classroom English learning (approximately 30 hours a week). Social networking websites are extremely beneficial in promoting self-study and are undeniably helpful in a language acquisition.

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DISTANCE LEARNING: PROS AND CONS

Alina Ilyushenko

Orsha College VSU named after P.M. Masherov, Orsha, Belarus

Keywords: online distance learning, technology, emergency remote teaching, flexibility.

Education always undergoes constant changes and reforms. Teachers and students often have to adapt to new tendencies and ways of teaching and learning. The last two years have made the process of teaching a problem. Due to the pandemic teachers came across challenges in education and had to speed on distance learning technologies. As a result online distance learning emerged as a solution to continue with teaching and learning during the COVID-19 pandemic [1].

The aim of our research is to analyze advantages and disadvantages of online distance learning as an alternative to traditional teaching in emergency remote teaching.

Material and methods. We conducted a questionnaire with 3-year and 4-year students (43 people), method of classification, systematization and comparison, analysis of various sources of information.

Findings and their discussion. Students of our college had experience of online distance learning which took place in 2019-2020 (from April to July) and 2020-2021 (1 week in November). The results of the research are listed below.

12% of the students were satisfied with a possibility to learn new technologies, improve their skills in working with new programs (Zoom, Google Classroom, VK, Viber, etc). They gain valuable technology experience. 14% of the respondents noticed that distance learning is very convenient and you can study

from any place where there is internet access. Thus, sharing information and connection are no longer problematic. Students do not have to go anywhere to get education. Moreover, 47% of the students note that home and cozy atmosphere and environment encourage and support their studies.

However, 23% of the respondents found it difficult to study due to technical difficulties and problems with the access to the Internet. Sometimes the computer freezes, which makes impossible to get, do and send the given assignments and tasks.

47% of the respondents speak up for flexibility of distance education, which enables them to study at their own pace and do assignments wherever it is convenient for them. We conclude that distance education helps people develop and in some cases improve their time management skills.

Studies always imply communication and lack of interaction with fellow-students and teachers is pointed as one of the main drawbacks of distance learning (26%). It is scientifically proved that real communication enhances critical thinking and problem-solving skills. Moreover, lack of control, which is considered a powerful stimulus, has a negative effect on students' academic performance. Besides, inability to interact with students directly makes studying less motivating and stimulating, which can be unfavourable for some people.

Distance learning doesn't offer immediate feedback. In a traditional setting a student's performance is immediately assessed through questions and informal testing. With remote learning, a student has to wait for the teacher to review his work and respond to it [3].

The lack of a single teaching platform made it difficult for students to switch between a variety of programs and applications. About 10% of the respondents were dissatisfied with the level of their and teachers' computer literacy. Approximately 50% of the students found it frustrating to do a real avalanche of homework, most part of which had to be studied independently. Distance learning requires self-discipline and self-organization [2].

Conclusion. Thus, we make a conclusion that distance learning is rather a complex and time-consuming process. It requires special technical knowledge and skills, a single platform for the convenience of use, books and textbooks adapted to online distance learning, time management skills, independent work skills. Besides, it provides a lot of opportunities for students to study. But the major drawback that outweighs all these advantages is the fact that online distance learning lacks real communication and oral skills, immediate feedback, lack of motivation. Online education has proved itself to be an alternative way in emergency remote teaching.

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**ANALYSIS OF THE FAMILY VALUES FORMATION LEVEL
OF EXTRAMURAL STUDENTS STUDYING AT THE FACULTY
OF SOCIAL PEDAGOGY AND PSYCHOLOGY IN
VSU NAMED AFTER P.M. MASHEROV**

Anna Jurkevich, Irina Kalishuk
VSAVM, Vitebsk, Belarus

Keywords: family values, value orientations, family, youth, questionnaire.

One of the key directions of “Education and Youth Policy” State Program for 2021-2025 in the Republic of Belarus along with heroic-patriotic and spiritual and moral education is the formation of family values of youth. A set of measures implementation of “Education and Youth Policy” State Program for 2016-2020 contributed to the formation of a positive attitude among young people towards traditional family values and responsible parenting. Measures have been taken to create conditions for strengthening the institution of family, encouraging young people to create a family with children, and improving the living conditions of young families. At the same time, the State Program notes that there are problems (lowering the status of the institution of marriage and spiritual and moral family values, psychological unpreparedness of young citizens for family life), the work on the solution of which will be carried out in 2021–2025 [1] which explains the relevance of this article.

The purpose of this study is to analyze the family value attitudes of modern youth, to identify the characteristics of students’ attitudes towards the younger and elderly in the family, 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 the empirical study carried out in the 2020-2021 academic year are presented. To achieve this goal we have developed a questionnaire “I and my family” consisting of 17 semi-closed questions suggesting explanations regarding the chosen answer option. The study sample consisted of 43 5th-year students of extramural education in the specialties “Social work (social and pedagogical activity)”. In the study we used the methods of questioning and mathematical data processing.

Findings and their discussion. The thesis “A strong family is a strong state” is traditionally one of the strategic foundations that consolidate the Belarusian society. In the Republic of Belarus family support is a national priority, since the family is the main institution of upbringing, it is the most important source of formation and development of personality, a link in the accumulation and transfer of social experience, traditions, spiritual and moral values. What a child acquires in the family he retains and applies throughout his life, as a rule, projecting the existing experience of family relations on his future family.

The above-mentioned problems of modern youth are largely due to significant changes in social life in Belarusian society, as well as the influence of factors of

globalization, modernization, feminization, emancipation, etc. Thus, the problem of positive family attitudes formation of the student youth is very relevant.

To determine the level of family values formation and the place of the family in the value sphere of late adolescence, a developed questionnaire was chosen as the research tool. The study involved 43 students aged 22 to 44 years, among them 41 girls and 2 boys.

As part of our survey we asked the respondents to answer the questions about the importance of family for a modern person, about relationships, mutual assistance, mutual understanding and trust in the family, punishment for misconduct, about the distribution of responsibilities, including helping younger and elderly relatives about the house. One of the research tasks of the survey was the analysis of students' ideas about the future family and expectations from the family in which the respondent lives.

The research materials showed that 100% of the respondents like the family in which they live. 90.7% of the respondents consider that family is important for a modern person, and 9.3% believe that family is not always important in life. Speaking about attention and trust in the family the survey's participants note that in most families they are paid attention by their mother (72.1%), father (11.6%), grandparents (2.3%). Girls who have already started their own family point to their husband (18.6%). Accordingly, 69.8% of the students tell their mother about their life and the events of their day, 6.8% – their father, 4.7% – their grandparents, 9.3% – their husband. The survey results showed that 53.5% of young people in families communicate with each other with interest, 34.9% say that it happens in different ways, 11.6% answered negatively.

As for mutual assistance, fulfillment of requests and instructions from parents 62.8% of the respondents fulfill them willingly, 32.6% of the respondents have a different attitude to parents' requests and 4.7% are reluctant to fulfill them. Parents' praise and tactile contact are known to be a successful upbringing method in the family. We would like to note that 81.4% of the students have it. Unfortunately, some families rarely praise and hug their children (14%) or never do it (2.3%).

The questionnaire also included the question "Are you being punished for misconduct?" to which the majority of the study participants answered negatively (46.5%), 2.3% answered positively. In the families of 44.1% of the respondents punishment is sometimes present.

Huge experience that is acquired in family relationships is the experience of caring for loved ones, both younger and older generations, which allows you to form the ability to show and accept care. After analyzing the issues related to helping younger and elderly relatives, we can conclude that the majority of students treat them with respect and, if possible, try to help them (51.2% – always, 28% – sometimes, 4.7% – almost never). Considering that the interviewed students are already adults, some of them explained the negative answer by the fact that elderly relatives are not alive.

To the question “Do you think there is mutual understanding with your parents in your family?” 76.4% of the informants expressed their positive opinion, 2.3% negative and 18.6% put this issue into question.

When analyzing the expectations from the family in which the respondent lives, it was possible to reveal that 16.3% of the respondents expect a good organization of life, 39.5% of the students would like to feel the joy of communication, and 69.8% of young people want to feel peace and security in the family, which indicates that the family is those people who you can always rely on in difficult times, enlist their support and hear the right words.

The analysis of students’ ideas about the future family showed that 53.5% of the respondents would like to start a family in future similar to the one in which they live now, 18.6% of the students are not sure about this, 13.6% of the respondents would not like to have a similar family, as they build their own interaction within their family.

Conclusion. Thus, the obtained study results made it possible to reveal that the majority of the respondents have a high level of family value attitudes development, since the creation of a traditional patriarchal family is important for them. They are characterized by feelings of mutual understanding, mutual respect, mutual assistance, willingness to pass on family values and traditions to their children. Nevertheless, a certain number of the students have an average level of family values formation, i.e. there is mutual understanding and mutual assistance in their families, they feel quite well in the family and are ready to start their own, but family values are not fully accepted, the role of the family as a leading unit of society, as a translator of previous generations experience is lost. It should be noted that there is no low level in family values formation among extramural education students, the presence of which, in our opinion, could lead to self-isolation and dysfunctional relationships in the family.

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ANALYSIS OF THE COMPONENTS OF INDEPENDENT WORK AS A CONDITION FOR SUCCESSFUL FOREIGN LANGUAGE TEACHING

Yana Kuchinskaya

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: components, teaching, social, metacognitive, cognitive.

The appearance of modern technologies for teaching foreign languages is due to the evolutionary process, caused by the change of priorities from the assimilation of ready-made knowledge during face-to-face training to the inde-

pendent active cognitive activity of each student, taking into account his characteristics and capabilities.

Material and methods. We used such research methods as literature study and its critical analysis (works N.D. Galskova).

Findings and their discussion. For the effective organization of independent educational and cognitive activity, its three components should be taken into account: social, metacognitive and cognitive [1].

The social component is focused on the development of students' self-educational potential through their active involvement in independent pair or group interaction in the classroom/outside the classroom in order to master a foreign language. Active interaction of students allows them to get acquainted with various educational and cognitive strategies, compare the degree of their effectiveness in joint communicative activities, correct or abandon the usual ways of solving speech-thinking tasks. Interacting with each other, students begin to understand their strengths and weaknesses, transfer their accumulated experience to new situations, and borrow the most successful strategies. These strategies are ways of mutual enrichment of the individual system of knowledge, skills and abilities of students, which allow them to compare, generalize and transform, if necessary, the accumulated experience. These include ways of cooperation in pairs and groups, mutual support and mutual assistance in the process of solving communicative tasks, etc.

The metacognitive component of independent educational and cognitive activity is focused on the development of students' skills of planning, self-management, critical reflection and self-esteem. This is the most important component for the development of students' autonomy, since these skills require focused attention from both the student and the teacher. The teacher needs to organize independent work in such a way that students have the opportunity to apply various methods of planning, self-management and self-assessment, accumulate sufficient experience in their use, evaluate their effectiveness for themselves. The teacher should show the effectiveness and importance of one or another way to achieve the goals, only in this case students will be able to transfer new skills to other activities. To do this, it is advisable to present students with notes with step-by-step instructions for completing educational tasks, and then ask them to evaluate the degree of effectiveness of each "step". Paying attention to the metacognitive component of independent work, the teacher should help students to realize and evaluate the qualities of their mental activity, ways of its effective use: how to achieve the set educational goals faster, more efficiently, with less effort. To adjust and control the achievement of educational and cognitive goals, students can use the following metacognitive strategies : methods of setting goals, monitoring of activities, self-control and self-correction, reflection of activities.

The cognitive component of independent work is focused on the development of foreign language speech skills and abilities of students, the formation of their linguistic and non-linguistic knowledge. Within the framework of this

component, students must master the basic mental operations that allow them to accumulate language and speech experience: comparison, abstraction, generalization, concretization, analysis, synthesis. The teacher needs to introduce students to such cognitive strategies as ways of organizing and developing verbal memory, structuring and systematization of linguistic knowledge, interpretation and evaluation of the communicative situation, the choice of means of linguistic design of a foreign-language utterance and models of culturally-like nonverbal behavior.

The gradual expansion of students' autonomy will lead to the development of general academic and special skills. General academic skills include the ability to plan and allocate your time, allocate the main and secondary, exercise control and self-control of independent educational and cognitive activity. Special skills relate to aspects of language and types of speech activity, for example: the ability to make an oral statement plan, compare lexical and grammatical phenomena in native and foreign languages, edit your written essay, etc.

Conclusion. Thus, a methodological analysis of the components of independent work in the process of learning a foreign language allows us to draw the following conclusion: for the continuous effective development of independent activity of a student, it is important to comply with such requirements as 1) awareness of the purpose of the activity performed; 2) knowledge of the task execution procedure itself; 3) the ability to see the supports in the material of tasks that facilitate overcoming difficulties in the course of independent work; 4) development of skills and abilities to use appropriate teaching tools (educational didactic material, audio or video recordings, reference literature, etc.) to perform tasks; 5) formation of self-control and self-correction skills.

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DIABETES MELLITUS: BASIC CONCEPTS, AND YOUTH AWARENESS

Ekaterina Kuksa

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: diabetes mellitus, healthy lifestyle, awareness, questionnaire.

Diabetes mellitus is a global problem, the importance of which is becoming more and more threatening every year, despite the fact that more and more attention is being paid to this issue [1].

Every year, the number of cases is rapidly increasing. To date, every person has a relative or acquaintance who is diagnosed with diabetes mellitus. The main reason for the increase in the number of cases is a change in lifestyle, which can include improper and non-varied diet, alcohol consumption and much more.

Diabetes mellitus is a global problem of the whole world. According to WHO, today about 422 million people suffer from diabetes, which is 6.028% of the total population of the planet. If the situation develops at the same pace, then by 2025 the number of patients with diabetes will increase by 2 times. By 2030, diabetes mellitus will become the 7th cause of death worldwide [2].

The purpose of the article is to analyze the awareness of students of the Faculty of FSPIP about diabetes mellitus and the method of its prevention.

Material and methods: This research paper uses data from Internet resources. To obtain the results of the study, the following methods were used: comparative-analytical one, analysis and synthesis.

Findings of their discussion: Diabetes mellitus is a global problem, the importance of which is becoming more and more threatening every year, despite the fact that more and more attention is paid to this issue [1].

Every year, the number of cases is rapidly increasing. To date, every person has a relative or acquaintance who is diagnosed with diabetes mellitus. The main reason for the increase in the number of cases is a change in lifestyle, which can include improper and non-varied diet, alcohol consumption and much more.

Diabetes mellitus is a chronic endocrine disease accompanied by an increased level of glucose in the blood due to an absolute or relative deficiency of the pancreatic hormone insulin, and/or due to a decrease in the sensitivity of target cells of the body to it.

Glucose is one of the main sources of energy for the human body. A person receives this simple carbohydrate through food containing carbohydrates, that can be produced during the breakdown of more complex carbohydrates, also because of his own liver, where glucose is stored in the form of glycogen, but the main role in the development of this pathology is played by insulin (protein-peptide hormone of the pancreas), that is responsible for maintaining normal blood glucose levels, ensuring its entry into tissue cells for their nutrition [1].

In diabetes mellitus, insulin is either there or it is not. Lack of insulin is inherent in type I diabetes or insulin-dependent diabetes. If there is insulin, then it is less than necessary and it is not sensitive enough to the cells of the body. This can include type 2 diabetes or insulin-dependent diabetes.

In order to study and analyze the awareness of students about the disease of diabetes mellitus, a questionnaire was conducted. 47 respondents took part in the study, including 80% of women and 20% of men aged 18 to 22 years of students of the Faculty of Social Pedagogy and Psychology of the 2nd year.

The analysis of the questionnaire showed that the survey respondents assess their awareness of diabetes mellitus differently, but it is worth noting that 100% of the respondents know and have encountered such a disease to one degree or another, 90% of them consider themselves healthy, without any chronic diseases.

A more in-depth knowledge of diabetes was demonstrated by 23% of students, only 7% were informed about the types of diabetes and at what age the

types belong, and only 7% were informed about the sugar level of a healthy person and a person with diabetes. One of the most important issues is awareness in first aid, it is worth dwelling on.

To the question "How and what is first aid for hypoglycemia (low sugar)?" the respondents gave the following answer

- * 96% – take 1.2 pieces of sugar, one candy or a piece of white bread.
- * 4% – inject insulin
- * 0% – make a blood transfusion

Conclusion. The following conclusions can be drawn from the above data. Most of them have basic ideas about such a disease as diabetes mellitus, but the main purpose of the study is to study the awareness of students in the field of first aid. The study showed that almost 100% of the respondents have an idea about the actions for hypoglycemia, but 4% of students are not informed in this area, as a result of which it can be concluded that young people need information about the disease itself and first aid measures.

It should be remembered that awareness in the field of diabetes mellitus is a necessary condition for maintaining your health and your loved ones, as well as strengthening your health.

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THE ROLE OF PARENTS IN THE FORMATION OF COMMUNICATIVE COMPETENCIES IN EARLY CHILDHOOD: A PSYCHOLOGICAL APPROACH

Elizaveta Leshkevich

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: communicative competencies, family, family functions, early childhood, emotional perception.

The formation of the child's communicative sphere occurs not only in the world around him, but also in the family. Mastering the initial competencies allows the child to solve problems of varying complexity in everyday conditions and in various types of activities.

The Law of the Republic of Belarus "On the Rights of the Child" in article No. 17 states that "... parents (guardians, trustees) must create the necessary conditions for the full development, upbringing, education, strengthening the health of the child and preparing him for independent life in the family and soci-

ety. Violation of the rights and legitimate interests of a child by parents (guardians, trustees) entails liability provided for by legislative acts of the Republic of Belarus ..." [1].

The purpose of the work is to determine the historical role of child-parent relations in early childhood in the formation of communicative competencies in children.

Material and methods. The method of studying and analyzing theoretical works of scientific content was used.

Findings and their discussion. The family is the most important institution for the development, upbringing and socialization of a young child, since it is family education that gives the child the widest range of ideas about the life around him. The family is the most important thing in life for each of us. The family is the closest and dearest people. It is in our own family that we learn relationships with loved ones, love and responsibility, care and respect. For the education of a comprehensively developed person, a human society is necessary, and for the development of communicative qualities, an environment of adults is required, a pattern of behavior in society is needed. A modern child is immersed in a children's society - kindergarten, school, interest groups and sports sections. The contact of children with adults is minimal, in communication an adult is the leader.

The most important function of the family is psychological. Close relationships in the family create conditions for mutual openness, remove the need for psychological protection, provides self-confidence, confidence in protection, open self-expression and mutual empathy. The analysis of the child-parent relationship tools is presented in Table 1.

Table 1 – Tools of child-parent relations

Tools	Emerging competencies
Speech	culture of speech
Games	socialization, relationships in the children's collective
Art	socialization, outlook

Speech is one of the necessary components of communication. The baby's speech is formed in communication with the outside world. Adults should understand that they are fully responsible for the perception and development of a child's speech in the first years of life. Thus, it is necessary that the speech of adults should be a model for children. The culture of speech largely depends on parents, on their education, upbringing, cultural level (speech, intellectual, mental, emotional). Sometimes the child's reactions to significant changes in his life are reflected in the development of children's speech. The development of a child's speech and emotional perception of the environment largely depends on the level of his environment, on social circumstances, norms and rules established in his society. A child may have a well-developed speech, but it is scary to be among strangers at first, seeing a friendly attitude towards himself, the child calms down and begins to communicate, he can explain what he wants at

this moment, what worries him. You can adapt a child in a peer group in any way, using various means.

Games help to solve many problems that arise in children at an early age, affect the formation of personality, their socialization, the development of relationships in the children's collective. The game is the main and favorite activity of children. The game forms a positive emotional state, helps to assert oneself, and corrects the communicative problems of a small person. A game for young children is the main form and content of educational and developmental situations. Imitation games contribute to the development of creativity and imagination, in these games children take the image of kittens, dogs, bunnies, birds - in the game they convey character, imitate vocal onomatopoeia. The game allows you to reveal the individual capabilities and features of the baby, his creative potential.

The importance of art and folk art in socialization cannot be overestimated. With the help of literary works, oral folk art, we can expand the mental horizons of the child. The first knowledge, the first steps in the world of beauty, the child makes in his family, listening to mom's and dad's songs, nursery rhymes, relying on close people, perceives them as a standard of behavior. Therefore, the values of his family and his parents are very important for the little man.

Conclusion. It is important to teach a child not only to speak, but also to be able to listen to other people. When adults make a remark to a child that "I'm talking, wait a minute" - they make it clear that they will listen to him, but you should not interrupt the speech of others, "good children don't do that." In life, colloquial speech accompanies a person in all kinds of activities. The tasks of parents are to expand the child's social circle. The child gets the joy of communication when spending time together, if possible, to discuss what he saw. It is important for a child to have relatives and close people who are able and willing to communicate with him.

According to V.M. Tseluiko: "... everything – good and bad – is laid in a person from the first days of his stay in this complex and contradictory world. Familiarization with life consists of the fact that the child, firstly, imitates adults, and, secondly, that adults themselves cultivate in him. In our world, the influence of the personality of parents on the child is now great, since they are the first source of the necessary life experience ..." [2]. From time immemorial, fathers and mothers performed different functions in the family, respectively, the paternal upbringing was significantly different from the maternal one. Traditionally, the father was the head of the family, which could not but leave its mark on his relationship with children. It was the indisputable authority of the father in the family that was the main force, the most effective means of male education. The mother was the keeper of the hearth and the emotional core of the family, passed on and instilled in her children those qualities that the poet N. Zabolotsky perfectly called "the grace of the soul." Therefore, the children, being in their father's house and under their mother's roof, equally "absorbed" all the good and bright things that their father and mother tried to convey to them.

The famous teacher A. S. Makarenko, who warned parents against rash actions, believed that "no recipes will help if there are shortcomings in the very personality of the educator" [3]. Children are very observant and sensitive to the slightest changes in the mood and behavior of adults, all the turns of whose thoughts reach them in invisible ways, although adults themselves usually do not notice them. "Your own behavior," noted the famous teacher, "is the most decisive thing. Do not think that you are raising a child only when you talk to him or teach him, or order him. You bring him up at every moment of your life, even when you are not at home. How you are dressed up, how you talk to other people and about other people, how you are happy or sad, how you treat friends and enemies, how you laugh, read the newspaper - all this is of great importance for the child" [4].

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PROSOCIAL TENDENCIES OF INFANTS AND YOUNG CHILDREN

Ekaterina Mikodina

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: prosocial tendencies, empathy, sympathy, prosocial reactions, large and small family.

Helping behavior has been studied for decades by foreign psychologists (Fehr, Rockenbach 2004; Stevens, Hauser 2004; Tomasello 2006, 2007; Piliavin, Charng 1990; Fehr, Rockenbach 2004; Warneken,), aspects such as caring for one's neighbor, help and mutual support, altruism [3]. The problem of prosociality is also studied by modern domestic scientists (S.A. Kirilova, E.A. Kleimenova, V.E. Kupchenko, N.V. Kuhtova, N.V. Molchanova, E.F. Nester, A.E. Osinsky, E.A. Sotnikova, N.S. Thorik, N.I. Tsirkunova, S.A. Chernyaeva, T.E. Yatsenko and others) [2]. Diagnostic tools are also available, but not all ages are covered by the study using standardized techniques. For young children, observation, experiment, as well as projective methods are used. So, there is no questionnaire for analyzing the prosocial behavior of infants and young children. To this end, we have attempted to develop and test the methodology "Diagnostics of prosocial tendencies of infants and young children".

Material and methods. The methods used are analysis and synthesis of psychological literature on infants and young children, its prosocial aspect, ques-

tionnaire survey of mothers raising children under the age of three, analytical analysis of the results of the data obtained.

Findings and their discussion. To begin with, it is advisable to highlight the theoretical justification of the study. The need for communication of infants is a factor that stimulates the improvement of relationships and behavior. Actually, prosocial behavior manifests itself by the second year of life, acquiring features of autonomy. Regardless of the conditions in which the child is brought up, he needs social contact and emotional communication. Research by H.L. Rheingold (1982) showed that if children 18-30 months old are involved in household chores, they show prosociality in 60% of cases. Teenagers tend to help on the garden plot, in caring for pets, feeding them. Studies by M. Svetlova (2010) of prosocial tendencies of 1-2-year-old children reveal empathy, which is based on emotions. If such behavior is positively supported by parents, then it finds its manifestation in the future life. Thus, the probability of the development of prosocial behavior of 18-month-old children increases by 2 times due to the manifestation of parents' attentive attitude to it. And starting from 24 months, social approval for making a choice in favor of helping behavior is more effective in this case [1].

A pilot study was conducted on the basis of the Vitebsk Regional Children's Clinical Center Healthcare Institution, in which 84 mothers raising children under the age of three participated.

Based on foreign and domestic sources, 3 scales were identified:

- empathy and sensitivity of the emotional state;
- empathy;
- prosocial reactions and basic trust in the world.

In addition, a scale of lies is provided, where with three positive answers, the interpretation of the data does not make sense, due to the insincerity of the respondent and the idealization of his child's behavior.

Both small and large families took part in the study, the share of the latter was 8.4 %. It turned out to be interesting that mothers with many children only failed to pass the lie scale in 10% of cases, while mothers with few children - in 17% of cases.

There is a decrease in the level of prosociality among large families by all indicators in comparison with families raising 1-2 children. So, children from a large family have a low level of empathy with a tendency to increase, and those with few children have a fairly high level. The empathy of children from a small family does not reach the average, and in large families it takes a rather low value at all. Prosocial reactions of small children are quite high, which cannot be said about children from large families who occupy an average position on this indicator. From our point of view, these results can be explained by the fact that children from small families take an example from parents of the same sex, while in large families – from an older brother or sister, respectively, whose

emotional intelligence is less formed than that of parents. In addition, jealousy within sibling relationships cannot be ruled out.

Conclusion. Thus, the following conclusions can be drawn:

- sensitivity of the emotional state and empathy in large families are traced at an average level, in small families – at a high level;
- empathy is a traits that is not peculiar to children from large families, and families with 1–2 children occupy an average position;
- the basic trust in the world and the prosocial reactions of children from a large family based on it are at an average level, while those with few children tend to increase this position.

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THE ROLE OF MNEMONICS IN THE FORMATION OF VOCABULARY SKILLS

Nadezhda Poluboyarova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: association, image, memorization, mnemonics, vocabulary skills.

Teaching English at school has its own challenges, one of which is the difficulty in memorizing foreign vocabulary. As a result of poor vocabulary, there are problems with speaking, listening, writing and even with grammar acquisition. To solve these problems, teachers use a variety of methods and technologies, one of which is mnemonics. This technique is based on visual-figurative memory, thanks to which words are memorized easily and for a long time.

The aim of our research is to find out how mnemonics helps students memorize foreign vocabulary.

Material and methods. While working on the research following materials were analyzed: V.A. Kozarenko “Mnemonic textbook. Memorization system “Giordano” [1], I.Ju. Mitiugin “How to develop a good memory” [2]. Such

methods as the descriptive method, the method of the analysis and synthesis of information, generalization and classification were used.

Findings and their discussion. *Mnemonics* is a set of special techniques and methods which facilitate memorizing the necessary information and increase the amount of memory by forming associations (connections), namely: replacing abstract objects and facts with visual, acoustic or kinesthetic images and conceptions; linking objects with various modification types of information stored in memory to simplify memorization.

There are lots of mnemonics techniques, but not all of them can be used to teach vocabulary. For example, the “Roman room” method or the “Cicero” method, which is based on spatial imagination, when we assign specific locations in a well-known room to memorized objects, is more suitable for memorizing lists or text information. Or, for example, the “Aivazovsky” method, based on training visual memory, is more suitable for memorizing graphic information. But certainly, there is a set of mnemonics methods that can be used for the formation of vocabulary skills while teaching and learning English, namely, letter code, the method of consonance and the association method [2].

Letter code. In order to memorize the necessary information, we form semantic phrases from the initial letters of the memorized information. For example, in their childhood many kids were taught to memorize the colors of the rainbow using the mnemonic phrase “Каждый Охотник Желает Знать, Где Сидит Фазан”, in English there is a similar example: “Richard Of York Gave Battle In Vain”, where each capital letter denotes a color: *R* – red, *O* – orange, *Y* – yellow, *G* – green, *B* – blue, *I* – indigo, *V* – violet.

The method of consonance is memorizing words with the help of already known consonant words or phrases. For example, if students need to memorize the word “ink” (чернила), and they already know the word “pink” (розовый), then they can remember it as a consonant phrase: “pink ink” (розовые чернила). Some more examples include: to memorize the English word “horse” (лошадь), we can compose the phrase “ХОЗяйская лошадь”; “turtle” (черепаха) – “черепаха ТОРТуЛа”; “sing” (петь) – “петь в СИНГапуре”, etc.

The association method is aimed at creating vivid unusual associations and linking them with memorized information. For example, to memorize the word “paddle” (лужа), you need to remember or imagine how you fell into a puddle (ПАДал в лужу).

The memorization process in this case is divided into 4 stages:

I – coding of information elements into visual images;

II – memorization process;

III – memorizing a sequence of information (for example, a poem or a text statement);

IV – fixing information in memory.

In order to learn how to use mnemonics, you need to know the basic rules for creating associations:

- Images should be large, because if the image is small, then associative connections will be fixed very poorly.
- Images should be 3D, so that they can be rotated and viewed from all sides.
- Images should be bright and colorful.
- Images should be detailed.
- Images should be paradoxical or absurd, that's why it is important to use the techniques of hyperbole or agglutination.

The application of these rules and techniques while creating an image will guarantee strong associative links between the memorized information and the image.

This technique is considered to be effective because some people have a well-developed associative memory, creative imagination, on which mnemonics is based. V.A. Kozarenko says "the brain cannot memorize anything except visual images" [1].

The speed of memorization depends not only on the complexity of the information itself, but also on the ability and training of a person to apply this technique.

While using this method, it must be remembered that the strength of memorization depends on how close the student is to a particular image. Therefore, it is necessary to teach students to use this method so that they can independently come up with images for words, based on their personal experience, feelings and emotions. Personally or emotionally colored material is remembered much more strongly and is stored in memory for much longer.

The use of mnemonics increases students' interest in the language and their motivation in practicing English vocabulary. It also contributes to the development of their creative potential.

Conclusion. Mnemonics as a memorization system is based on the method of forming associations. The effectiveness of the techniques will be higher if students themselves create vivid images, generalized schemes, original drawings, in order to remember the information better. Mnemonics helps to develop associative thinking, visual and aural memory, visual and auditory perception, fertile imagination and well-developed speech.

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CLOUD SERVICES AS A TOOL FOR FORMING COLLABORATION SKILLS IN CHEMICAL EDUCATION

Daria Semenkova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: teaching chemistry, cloud technologies, Google Classroom, collaboration, soft skills.

It is now becoming evident that flexible skills are becoming increasingly important for the professional success of a specialist. Education challenges schools and universities to develop skills such as creativity, critical thinking, teamwork, and the ability to act in conditions of uncertainty.

In this regard, in order to solve educational problems, there is a need for the implementation of project activities as the most effective form, where the student's ability to interact with other participants in the educational process is formed. It is difficult to imagine modern methods of teaching chemistry without the use of cloud technologies. Students spend a significant part of their time on social networks [2]. The most advanced, in our opinion, are Google services. Sharing cloud resources enhances critical teamwork skills.

Collaboration is defined as two or more people work together to achieve a common goal in which knowledge is shared. Collaborative Learning is an educational approach to learning that involves groups of teachers or students working together to solve a problem, complete an assignment, or create a product. Learning is a social, in nature, activity in which participants communicate with each other, and the learning process is carried out through communication. The active activity of each student, his interaction with other participants in the integral pedagogical process is one of the decisive conditions for the formation of his socially successful personality. It is rather difficult to achieve such a result [5].

The purpose of this work is to develop cloud resources to support chemistry education and the formation of soft skills in the field of group work skills.

Material and methods. When creating guidelines, we were guided by the concept of the academic subject "Chemistry". Methodology for using ICT in teaching chemistry. Cloud means were selected Google Classroom, Dropbox, Google One, OneDrive.

Findings and their discussion. We have developed the structure of a cloud resource for chemistry teachers [3], as well as the course "Chemistry" in Google Classroom for grade 11 [4]. The structure of a cloud disk is a branched system of folders (directories):

1. *Normative documents.* Here are the main documents that the teacher should be guided by.

2. *Control and measuring materials.* This catalog contains two subsections: intermediate control and final control. Further, there is a hierarchy by class (7–11), for 10–11 grades, an additional level is added.

3. *Chemistry lessons*. In subdirectories, with names corresponding to the class, scripts of lessons and presentations to them are placed.

4. *Optional activities*. Placed educational programs, recommended, as well as educational and methodological developments, manuals for teachers and students.

5. *Extracurricular work*. The section contains scenarios of extracurricular activities.

6. *Design and research activities*. The most important aspects and main stages of the organization of research activities of students in the field of chemistry are considered. The features of the implementation of the experimental part of the work, the processing of the data obtained, the design and presentation of the results are disclosed. Specific methods and techniques for studying chemical and physical-chemical processes, as well as environmental objects, are described in detail.

7. *Olympiads*. Here are collections of tasks for preparing for the Republican Olympiad in Chemistry, tasks of the past years, structured as follows: school stage, city stage, regional stage, final stage.

8. *Centralized testing*. This section contains materials for preparing for this form of monitoring learning outcomes, assignments and thematic consultations for centralized, rehearsal and distance testing.

When developing the structure and content of the cloud disk training course, we were guided by the following didactic principles: accessibility (materials, do not duplicate the textbook, correspond to the chemistry curriculum and help students better understand the topic); Systematicity and consistency (clear structuring of the material); scientific character (relevant and up-to-date information that meets the current level of development of science); manufacturability (ease of use, the ability to constantly replenish, make adjustments, etc.), etc. In particular, the "Tasks" service in Classroom provides access to a specific file, provides for the ability to provide access for simultaneous work on one document for several users. Collaboration enhances learning opportunities, students can exchange ideas and help each other. This approach will adapt students to work together in groups. A very big plus is that the application is free, it is also protected from loss of information (all data is copied to the Google drive), and penetration of unauthorized persons. It is also incredibly simple and convenient, thanks to which it gained worldwide fame. The system allows the individualization of the educational process, simplifying the work of all its participants, along with an increase and variety of individual-group methods and forms of training, also the use of Classroom helps to increase motivation for learning, saves time for preparing for training, and the visibility and interactivity of information with such an organization of educational process, promotes better assimilation of information.

The convenience of using this resource is due to the widespread use of smartphones by students. Each student uses gadgets in their daily life. Everyone has an account, the so-called. google account. In a Google classroom, the stu-

dent is automatically logged in through the invitation link that the teacher sends. It is convenient to use Viber or Telegram social networks for these purposes [1].

Of great importance is the continuous methodological preparation of a chemistry teacher for such work [2].

Conclusion. The developed structure and content of the resource for the joint work of teachers, students and pupils allows to summarize, classify, and systematize the materials on chemistry created and accumulated in the process of work. The development will contribute to the formation of group work skills (the ability to work in a team).

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FORMATION OF SOCIAL PERCEPTIONS OF LIFE SAFETY AMONG STUDENTS OF SPECIAL SCHOOL

Anna Shishkanova, Tatyana Kukharenko
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: social concepts, social experience, social development, socialization, life safety.

Persons with intellectual disabilities are a special group that requires the creation of special conditions for the formation of social ideas. As shown by a number of Belarusian and foreign researchers in the field of special pedagogy, social ideas of children with intellectual insufficiency are formed in those areas of life that are narrowly aimed at mastering self-service skills, educational and labor activities [1]. This narrow-minded approach impoverishes the possibilities of the social experience of children and adolescents with intellectual disabilities, which requires improving the educational process in special schools.

The formation of social perceptions among students with intellectual insufficiency is now relevant in connection with the recognition of social development as one of the priority areas of comprehensive personality development.

In connection with the above, the goal of the article is to study the scientific and methodological foundations of the formation of social ideas about the safety of life in children with intellectual disabilities.

Material and methods. To realize the goal of the study, the work used a systematic analysis of philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the results of the study.

Findings and their discussion. Structural-substantive and corrective-developmental aspects of socialization of children with special features of psychophysical development have been developed since 1997 as part of dissertation studies (Yu.V. Zakharova, I.V. Kovalets, Yu.N. Kislyakova, O.V. Klezovich), scientific projects initiated by the departments of preschool and special education of the Ministry of Education (L.A. Zaitseva, E.M. Kalinina, S.F. Levyash, T.V. Lisovskaya). Currently, there are different approaches to research in the field of social ideas, but each relies on the provisions of the theory of S. Moskovich. V. Wagner was a like-minded S. Moskovich that the subject of social ideas should be significant for a social group.

One of the more popular today is the direction developed by Jean-Claude Abrick, the essence of which is revealed through its structure, namely, the social representation is revealed through the central core (education stable over time, which is determined by the historical, social, as well as ideological context) and perfection (modified and transformed under the influence of individual opinions, life experience of all members of the group). W. Duazou in his research focused on the problem of the relationship between the individual and the collective in the environment [2].

The study was based on an analysis of the scientific and methodological approaches of domestic and foreign researchers on this problem. The most important result of the research carried out in the Republic of Belarus was the development of curricula and teaching aids for the 1st division of the special school.

To study the scientific and methodological foundations of the formation of social ideas about the safety of life in children with intellectual insufficiency, it is necessary to focus on the disclosure of concepts: "social ideas" and "safety of life." The very concept of "social ideas" in different scientific disciplines is interpreted in different ways. Even within the same discipline, there are different theories and approaches to the definition of this concept. "Social ideas" are characterized as a reflection and reconstruction of specific images of objects, events and phenomena of the surrounding natural and social world, directly related to all living environments: with the life and relationships of people in society, with an orientation on social values, norms and rules of society in which the child has to live and realize himself as a person, and of course socially adapting in the modern world.

This concept is most widely and fully disclosed in the concept of social ideas of the French scientist-researcher S. Moskovich [3]. This concept of social representations describes and discloses the mechanism of formation, structure,

functions, components, essential characteristics, as well as the systemic affiliation of social representations regarding the individual picture of the world, inter-group relations as an element of ordinary consciousness, communication, etc.

An analysis of domestic foreign literature showed that data on the features of the formation of social ideas are practically absent. In some studies, there is only a mechanism for the formation of social ideas, carried out through the path from a set of information to a whole design, here you can include an emotional-value component, which manifests itself in the transformation of the received new information to a whole design.

Conclusion. The analysis of special scientific and pedagogical literature makes it possible to draw the following conclusions:

Currently, the concept of social ideas has gone beyond the concept of s. Moskovichi alone, which today has acquired the status of the most influential paradigm in western European learning and education. At the moment, within the framework of this approach, there are several trends that differ from each other, but are united by the question of social ideas. These theories still have a single logic of construction, due to the fact that they all proceed from the provisions of the theory of s. Moskovichi, but strive in their own way to clarify and specify it.

The problem of forming social ideas among students with intellectual insufficiency (mostly studying in the curricula of the 1st department of the special school) remains virtually unexplored. Students with intellectual disabilities experience specific difficulties in acquiring social perceptions due to their peculiarities of mental development.

Special training of students with intellectual insufficiency in social ideas as ways of assimilating life safety is an essential condition for ensuring the effectiveness of the educational process.

In conclusion, we draw attention to the fact that we focused on the main tasks facing a defectologist teacher about the safety of life when forming social ideas in children with intellectual insufficiency. Having revealed the importance of the formation of social ideas, we emphasized precisely the general development and corrective tasks that will be solved more fully as a result of the relationship with all program requirements and involvement in other sections. In the correctional developing work the correct application of techniques, a combination of flexible forms, methods, ways and methods of training of children to intellectual insufficiency will be able to promote formation of the identity of each child capable to lead a safe life, first of all own health and safety, and the opportunity most important to independently carry out available social roles.

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PENITENTIARY SYSTEM OF METHODS OF PEDAGOGICAL INFLUENCE WHEN WORKING WITH JUVENILE CONVICTS

Victor Smirnov

OmSU named after F.M. Dostoevsky, Omsk, Russia

Keywords: juvenile convicts, resocialization, socialization, penitentiary pedagogy, educational work with juvenile convicts, education.

Juvenile convicts, being a specific object of psychological and pedagogical work, represent a special contingent. The distinctive age and psychological characteristics of this category of citizens determine the need for comprehensive pedagogical work with them, the main purpose of which is the process of leveling the destructive qualities of the individual and the further formation of autonomous mechanisms of the individual's social adaptation. To date, the problem of delinquency of the minors' behavior is relevant, as can be evidenced by the fact of the growing crime rate among minors of Russia over the past 10 years [1]. Consequently, the procedure for correcting the social behavior of minors is closely correlated with the concept of educational work. Mentioning the penitentiary process of educating juvenile delinquents, it is worth noting in a special way the figure of the world-famous Soviet teacher Anton Semenovitch Makarenko, whose work formed the basis of our article.

Materials and method. This article used the method of theoretical analysis of the pedagogical works of Anton Semenovitch Makarenko was used, which allowed us to identify the key principles of penitentiary pedagogy. Further analysis of the mentioned principles allowed us to conclude about the actual relationship of the penitentiary system as a category of the main psychological and pedagogical determinant of work with juvenile convicts.

Results and their discussion. Earlier we noted that the process of educating a juvenile offender is the starting point for the formation of his legitimate social behavior. A priori, the system of methods of psychological and pedagogical influence on a minor is personalized and aimed at solving specific intrapersonal problems determined by the incorrect process of primary socialization of the individual, which is expressed in an insufficient degree of assimilation of social norms and general cultural experience, and can subsequently manifest itself in deviant and delinquent forms of social behavior. Since the intrapersonal problem of a minor can be caused by both internal psychological aspects and external, social, factors, the process of psychological and pedagogical influence itself consists of two components [2]:

1. Direct work with a minor pupil on the formation of mechanisms and qualities of his personality;

2. Mediation work in the relationship of a minor pupil with an environment conducive to the assimilation of socio-cultural experience and further social development.

The fundamental principle of penitentiary influence, according to the methodology of A.S. Makarenko, is the principle of "pedagogical collective" [3, p.66]. According to this principle, the approach to the social rehabilitation of each juvenile convict should be individualized, in accordance with the psychological characteristics of his personality and generally be aimed at developing assertive and communicative mechanisms in him, strengthening physical and mental health.

Full and effective achievement of the goals set above becomes possible if the principle of "respect for the individual" is implemented [4]. It should be noted that this principle identifies a two-way process of pedagogical communication. In other words, the principle of "respect for the individual" is a determinant of penitentiary influence and determines the process of establishing contact with a minor, in which a social teacher is first of all a member of the collective and a "friend", and only then a mentor and a subject of pedagogical influence. The stage of forming a sense of trust is the most difficult in the process of the adaptation period of a minor [5].

The next principle that makes the process of re-socialization of a minor convict effective is the principle of "personality projection" [6]. The mentioned principle identifies the prognostic activity of the teacher when working with a minor convict. Consequently, the teacher perceives the pupil as he wants to see him in the future. The process of psychological and pedagogical influence on the ward is carried out through individual and group activities, each of which is aimed at achieving specific goals. The previously noted personalized nature of penitentiary pedagogy involves the use of individual programs in the work of teachers, allowing them to reveal personal abilities and interests.

The central place in the penitentiary system of methods of pedagogical influence when working with juvenile convicts A. S. Makarenko is occupied by the principle of "labor education" [6]. This principle assumes the use of the labor of minors for socially useful purposes (the program "Good Home", "Preparing children for independent life", "Labor Summer" and the like). Involving teenagers in socially useful work contributes to the development of responsibility for their activities and actions, develops communication skills, teaches them teamwork and helps them master new social roles.

The above-mentioned set of principles of psychological and pedagogical influence is rather preventive in nature and describes only general patterns, since it is aimed at the formation of stable social behavior of juvenile convicts, which makes it possible to exclude the possibility of a crisis in the activities of penitentiary institutions.

Conclusion. The theoretical analysis of A.S. Makarenko's pedagogical works allowed us to trace the degree of integration and relevance of his ideas

within the framework of the modern educational space and draw the following conclusions:

1. The penitentiary system of methods of pedagogical influence when working with juvenile convicts should be of an individual nature, which consists in recognizing the role of psychological characteristics and intellectual capabilities of the individual;

2. Interaction with the collective and consideration of socio-psychological motives of activity should become the main focus of penitentiary work with juvenile offenders;

3. The process of educating juvenile convicts who are in a difficult life situation is a complex process that requires the simultaneous introduction of innovative technologies and compliance with a clear methodology.

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POSSIBILITIES OF BEHAVIORAL MODELING ON SOCIAL MEDIA TO FIGHT CYBERBULLYING

Anna Sokolova

OmSU named after F.M. Dostoevsky, Omsk, Russia

Keywords: social network, analysis, modeling, digital footprint, cyberbullying.

In the modern world, a person has so many opportunities for communication that society does not leave us for a second. The world is full of people around us, both in real life and in virtual life. Meanwhile, social networks have gained such importance for the modern world that they have long been its engine: the market economy is entirely dependent on the virtual society, trends and demand are formed here, and behavioral patterns for different strata of society and generations are determined. The endless stream of people and information in the virtual space seems to erase individuality, and sometimes completely depersonalize.

Material and methods. In connection with this state of affairs, sociology comes to the fore with the opportunity to bring certainty and clarity to the existing relationships in the virtual network. The analysis of social networks is one of

the fundamental principles of sociology, since the importance of studying the patterns of social interaction of participants in society cannot be underestimated. The concept of "social network" was introduced into theoretical use by the early sociologist Emile Durkheim, long before the formation of social networks in modern understanding. However, the principles of analysis remain unchanged - the study of social relations through the prism of the theory of networks, where the participants are nodes, and the relations between them are connections. Based on the analysis of each node separately and the connections formed between them, a number of parameters can be distinguished: centrality (the significance of a particular person in a certain group), density (the ratio of the number of connections of one person over their average number), the strength of connection (the number and significance of factors that determine presence of connection), structural gaps (lack of connections between nodes) [1].

The application of these methods in relation to a social network makes it possible to model and visualize both general patterns that are inherent in the entire social network, and to form a portrait of each participant individually, based on his "digital footprint".

American sociologists S. Matz, M. Kosinski conducted a study in 2017, according to which a digital fingerprint allows extremely accurate modeling of the psychological portrait of each user of social networks [2]. This targeting is actively used in modern advertising, since it allows you to more precisely target the needs of different categories of people. As an example, there is a promotion that offered users of the social network online crosswords. More open to new experience – bright and challenging advertising was offered, more conservative – calm. The ad response rate was 30% higher than similar ads, but without targeted sampling.

Findings and their discussion. However, how else can you use modeling based on social media analysis? Based on the experience of our American colleagues, it seems promising to use social behavior modeling to combat cyberbullying in social networks. Cyberbullying is the repeated deliberate influence of one or a group of people on a victim with the aim of causing psychological harm to her and destroying her social position. Cyberbullying can be defined as a form of deviant behavior, and its consequences are traumatic for both the victim and the aggressor, since this method of self-affirmation traumatizes the adolescent's psyche and erases moral and social boundaries. There is a direct relationship between cyberbullying and such deviations in the behavior of adolescents in real life as low academic performance, aggression, or difficulties in communicating with peers [3]. Cyberbullying is directly related to Russia, since the results of an independent study by the European Commission EUKidsOnline indicate that at least 10% of adolescents in Russia are being bullied on social networks. Using all the possibilities of modeling the behavior of a specific person or group, it is possible to anticipate the negative consequences of cyberbullying and create a healthy environment for communication in social networks.

Conclusion. The prospects for using social network modeling are vast, some of which have already found practical application. However, the next step should be aimed at ensuring safety everywhere in the virtual society, since our future, in many respects, is in social networks.

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ELDERLY CITIZENS AS AN OBJECT OF SOCIAL WORK

Anna Suprunova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: socio-demographic structure, old age, loneliness.

Currently, such a category of citizens as the elderly occupies an important place in a number of social and demographic strata and groups. Naturally, this community has its own structural components, which include the most diverse socio-demographic layers. And one of the main signs by which the strata of society can be distinguished is the age of a person. By examining this category of citizens in the present time, we will gain knowledge about how elderly people feel and identify the level of need for social work with elderly citizens [1].

To date, official statistical sources say that the number of retired people in the Republic has significantly decreased. The number of elderly citizens registered with the labor, employment and social protection authorities in August 2021 amounted to 2 million 425.3 thousand people. It is noted that this is the minimum value in the history of Belarus. But it is also noted that the percentage of pensioners in the total population of the Republic of Belarus has not become minimal – now it is 26.0 [2].

The purpose of this study is to study the problems and social well-being of elderly citizens living in the Pervomaisky district of the city of Vitebsk.

The decrease in the number of retired people can be explained by several reasons: 1) increasing the retirement age. Belarus, like many European countries, has faced the problem of population aging in recent decades. For this reason, in 2017 it was decided to gradually raise the retirement age of citizens. This process will be completed in 2022. By that time, the retirement age will be 63 years for men and 58 years for women. 2) general demographic deterioration in Belarus. According to the National Statistical Committee, 94.042 thousand were born in Belarus in 2018. a person, which is the lowest indicator since 2005 And, unfortunately, this indicator is decreasing. 3) The COVID-19 pandemic. In

elderly citizens, the risk of developing serious complications and death as a result of COVID-19 coronavirus infection is several times higher than in young and middle-aged people, with an equal probability of contact with the new virus. Mortality from coronavirus infection in people 80 years and older reaches 15%, while in people younger than 50 years it is less than 0.5% [3].

Material and methods. In order to study the problems and social well-being of elderly citizens living in the Pervomaisky district of the city of Vitebsk, I conducted a sociological study.

32 people took part in this survey, of which 71% were women, 29% were men. The predominant age of respondents is 66-75 years.

Findings and their discussion. One of the important problems of the elderly is the maintenance of an acceptable material standard of living. Based on the survey, out of the total number of respondents, 78% use social support measures based on some kind of preferential status, that is, they receive monthly social benefits in addition to pensions.

But the survey showed that older people are not satisfied with their financial situation, and therefore 28% of respondents continue their work.

The psychological well-being of elderly people also depends on their marital status. 27% of respondents are married, only 1% are in a civil marriage. It is in old age that a person needs a family most of all. This phenomenon is explained by the fact that the old energy and strength are disappearing. 38% are widows, which is a fairly high figure, while 97% of women and only 3% of men are in the group of respondents on this issue. This can be explained by the longevity of women, which is observed in many CIS countries.

One of the factors of well-being of elderly people is the factor of living conditions, that is, a single elderly person or living in a family. Most of the respondents (92%) have children, but quite a few people live together with children.

Naturally, it is much easier for elderly people to live in a family, both financially and psychosocially, which is much more appreciated in older age. Communication with children, upbringing of grandchildren, care during illness – all this has a positive effect on the elderly. However, based on the survey, care turns out to be, as well as children to their elderly parents, and vice versa.

42% of respondents are single citizens. These are elderly people who do not have immediate relatives, or who have children, but do not maintain relationships with them. Such citizens need special attention from state social protection institutions. The survey asked the question: “Whose opinion is most important to you?” The most important social group turned out to be family, 70% of respondents said so, followed by friends (16%). 12% of respondents chose the answer “No one”, which indicates typical personal manifestations of older people, namely self-interest, egocentricity.

As for the health of the elderly, the majority of respondents answered “satisfactory”, and no one chose the answer “very bad”. This phenomenon suggests that elderly people tend to assess their state of health from the best position.

Unfortunately, currently older people are faced with disrespectful attitude towards themselves. This is stated by 48% of respondents, almost half. Most often, elderly people meet such a negative attitude on public transport.

Checking the emotional state, the question was asked: “How do you look to the future?”. Here opinions were divided into “optimistic” and “I find it difficult to answer.” None of the respondents chose the third option “with pessimism”.

Conclusion. Thus, I conducted a survey to identify problems and sociopsychological well-being in old age. The study confirmed that retirement is a difficult period when work activity ceases, the circle of communication narrows to the closest relatives, neighbors and is limited to a few friends. A large number of social connections are being lost. The family and its values acquire the greatest importance [4].

Almost half of elderly citizens have experienced negative, disrespectful attitude towards themselves in public places.

Despite all the difficulties experienced by the elderly, they look with optimism at their lives, help their children and grandchildren.

Elderly people as an object of social work are not only numerous, but also very complex. The aging process is associated with changes occurring in the body, leading to a weakening of human social functions. Any aging person is characterized by changes in the central nervous system, which leads to depression, memory loss and loss of some skills. Modern work in the social sphere is multidisciplinary in nature, requiring social workers to perform a variety of tasks, have professional skills and the ability to scientifically substantiate social practices.

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PECULIARITIES OF NONVERBAL MEANS OF COMMUNICATION IN THE COVID PANDEMIC

Olga Tserakh

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: nonverbal communication, pandemic aftereffects, facial expressions, distance, gestures, paralinguistics.

The use of nonverbal means of communication has changed due to the COVID-19 pandemic. In terms of the process of education, we unavoidably observe the change in majority of branched of nonverbal communication. While verbal communication has not suffered visible changes, gestures and facial ex-

pressions as an intrinsic part of each class have significantly deteriorated. Nevertheless, it refers to the other branches of nonverbal communication to the same extent. Thus, we aimed at shedding light on potential consequences of the pandemic on the students' process of foreign language speech perception during classes.

Material and methods. The objective of the research is to define the implications of the COVID-19 pandemic on nonverbal signals in the perception of foreign language speech among nonnative speakers. Research methods: method of comparative analysis, analysis and generalization of psycholinguistic literature, observation.

Findings and their discussion. The first cases of the Coronavirus disease, which led to the COVID-19 pandemic, appeared on December 31, 2019 [3]. Eventually it led to the lockdown, isolation and confinement. In many countries people were deprived of real live communication, which influenced relationships between them and affected the way we communicate nonverbally.

The process of education was transferred into online format. Classes in Zoom, Microsoft Teams [2] and other chat-based collaboration platforms deprived the process of communication of major part of our nonverbal signals. At the same time as majority institutions have resumed offline classes and students got back to their habitual routine, the process of education has changed.

We define nonverbal communication as the transmission of messages or signals through a nonverbal platform. We tend to differentiate the following branches of NVC (non-verbal communication): gestures, facial expressions, body signs, paralinguistics (tone of voice, loudness, inflections and pitch), haptics (interaction via the sense of touch) and proxemics (distance) and others.

During offline classes teachers tend to use all kinds of nonverbal signs in order to convey information. According to the researchers, moderate use of nonverbal signals in majority cases positively influences the process of memorization and processing of information. While excessive use of those, only confuses the students and distracts their attention. It was proved that active facial expressions, moderate gesticulation, clear emphasis, intonation, speech pauses and moderate loudness of voice helped to process information in a more successful way. Teacher use to moving their hand to emphasize ideas and most important moments, they use paralinguistics changing loudness and intonation to convey their thoughts clearly, they use proxemics and haptics to make students feel more involved in the process. The problem is that the use of these means of communication has undergone some changes. And our aim is to determine those.

Due to the urgency and importance of this problem the following objectives have been set: 1) determine the impact of the restrictions imposed by COVID-19 pandemic; 2) clarify the students' expectations to change their communication habits.

As it has been suggested we obtained the following results: due to obligation to wear masks while classes, both students and teachers had to adjust their verbal and nonverbal means behavior. Having a mask on conceals the half of face thus the half of facial expressions. As a result, both students and teachers

have to give nonverbal sign mostly with the help of the upper part of the face. Which makes it more difficult to differentiate between some facial expressions. At the same time, mask makes it more difficult to pronounce the words and perceived them. The teacher has to increase the loudness of their voice and use many repetitions, which distracts the students.

Meanwhile the students noted that classes with masks on help them feel more relaxed due to absence of excessive use of facial expressions by teachers that distracted their attention earlier.

We can also note that such nonverbal means of communication as proxemics and haptics suffered the most due to social distancing [1]. Which results in decrease in students' involvement into the process of education.

Conclusion. Therefore, we can conclude that restrictions imposed by the COVID-19 pandemic changed our nonverbal communication habits. Though we are in process of changing we can say that majority of nonverbal signs has deteriorated.

The relevance of this topic is high as we have just begun to conform to the current conditions and find solutions to the problems we face during after pandemic time. All the participants of the process of education put all their efforts to adapt to new conditions. It is important for all of us to take into consideration current situation and work on solution together.

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TEACHING FOREIGN LANGUAGE MONOLOGUE ON THE BASIS OF CONTENTS SUPPORTS

Ksenia Ugorenko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: contents support, monologue, teaching methodology, foreign language.

The underlying idea of the concept of foreign language teaching at the present stage is mastering it as a means of intercultural and interpersonal communication. It becomes important to model communicative speech _killful in the learning process. Thus, the relevance of this study is determined by the need to

introduce modern learning technologies into the educational process leading to the improvement of the quality of education in general and the improvement of teaching methodology of foreign-language oral speech in particular.

The objective of the study is to determine the most optimal ways of using contents supports in English lessons to develop foreign-language monologic speech.

Material and methods. When writing this article, the following research methods were used: literature review on the subject and its critical analysis (works of M. L. Weissburd, N.V. Elukhina, E. I. Passov, etc.); the observation of the teaching process at Vitebsk gymnasiums №1, №2, the analyses of the attended lessons.

Findings and their discussion. In the learning process, monological speech should be situation-specific and motivated, i.e. the student should have the eagerness, the intention to communicate something to the listeners in the foreign language. For situational teaching of monological speech it is effective to use different kinds of supports. Support is a model of the program of statement in which possibility of variant use of means of its expression on the basis of awareness of ways of performance of speech actions on generation of the statement should be laid. This definition declares the main purpose of supports – directly or indirectly to help the production of a speech utterance by evoking associations with students' life and speech experience.

A number of methodologists consider two criteria for grouping supports: according to the way the material is presented and according to the way the speech activity is managed. According to the way the material is presented, there are verbal and visual (illustrative) supports. The difference between these supports is that they evoke associations either by means of words or by images of real reality [2, p. 94].

In terms of the way the speech activity is controlled, the supports are subdivided into contents and semantic. Contents supports set the topic and determine the factual contents of the statement. The semantic supports are more associated with the problematics, aimed at setting cause-effect relations and the expression of individual attitudes towards the object of the statement.

An important role in training the monologue is played by such contents supports as logical-syntactic schemes (LSS), functional-notional tables (FNT), logical-notional models (LNM). LSSs act as landmarks and visual verbal supports, directing the statements of students in the right direction, prompting students the contents of the statement, the sequence of phrases, their total number. With the help of LSSs it is possible to manage students' statements using the necessary speech material, to combine it, to transform the spoken texts.

Work with FNT has become widespread. The advantage of FNT is that these tables and the system of work with them are designed for independent communicative mastery of lexical units and for organizing independent work in general. They make it possible to abandon the semantization stage in order to discover the meaning of a word. It is also important to note that from the very first encounter with new words pupils independently choose them and use them

to form their thoughts, which creates favorable conditions for increasing the productivity of involuntary memorization [1, p. 123-129].

The value of LSS is that it enables pupils to practically engage all types of speech activity. LSS helps to implement a student-centered approach to learning and follows the main principle of this approach: the student and his/her learning activity are in the centre of learning. LSS also stimulates group activity. Working in different modes (in groups, in pairs) allows for the adaptation of communicative situations, the skillful use of conversational clichés, reasoning and comparison. Participants in situations with different levels of language proficiency become equally competent in performing certain work thanks to the visual support in the form of the LSS.

Conclusion. Thus, in order for monological speech training to be aimed at mastering the skills of logical thinking, highlighting the main point, drawing findings and conclusions, linguistically competent construction of statements, the process of formation of skills and abilities of foreign language speech should be communicatively managed. The contents supports analyzed above are effective means of such management. With all the variety of supports they should meet a number of requirements conditioned by the methodological principles of foreign language teaching, namely: 1) parameters of a studied material, in our case – a monological statement; 2) availability and demonstrativeness (increased font, italics, colour extraction, underlines, etc. are means of attraction of attention to components of a foreign language material); 3) individualization of a choice; 4) systematic work; 5) gradual increase of difficulties; 6) situativity of a statement. Only if these principles are followed, the use of various kinds of supports can significantly intensify the process of learning to communicate in a foreign language.

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THE ADVANTAGES OF USING TED TALKS MATERIALS FOR DEVELOPING STUDENTS' DISCUSSION SKILLS

Viktoriya Vanifantsyeva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: communicative competence, discussion skills, multimedia, language teaching, language learning.

It's widely known that language teaching sets as its overall goal the development of communicative competence. Communicative competence allows students "to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" [1, p.196]. Discussion skills are placed among one of the most important communicative skills. Being involved into discussion provides the de-

velopment of thinking, listening and speaking. Due to these reasons the importance of effective mastering of discussion skills has been substantiated during our study.

The aim of our research is to describe and to analyze how the usage of the multimedia content “Ted Talks” in teaching English enhances students’ discussion skills.

Material and methods. While working on the research we analyzed the following materials: theoretical foundations of language teaching and learning in works of Brown H. Douglas [1] and Galskova N. D. [2]; practical implementations in works of Harmer J. [3], Richards Jack C. [4]. Such methods as references analysis, multimedia content analysis, generalization and description were used during our study.

Findings and their discussion. When we are speaking about teaching English, discussion is the most similar and authentic form of oral speech, that reflects the psychological aspects of communication process. It is out of question that students should not only read and learn the material by heart, but also discuss it with others in order to achieve effective learning and understand the practical use of it in speech. Therefore, the discussion should be used as it allows to reach the goals the teaching suggests.

Discussion skills involve skills related to speaking and listening; the ability to start, to hold and to finish a conversation; the ability to create your own strategy and plan of your speech; the ability to predict the outcome of the conversation and to predict the reaction to the words you say; the ability to understand the speaker on the first try, to ask again if the explanation is needed, etc. [3].

Nowadays, the effectiveness of the use of multimedia content for the development of students’ discussion skills is still a topical issue. The use of multimedia in teaching helps students to solve problems and to overcome such difficulties as mastering English pronunciation, being able to comprehend English language while listening and watching different authentic video or audio material. It is achieved by imitating and creating English-speaking workplace, which is based on an authentic text in a foreign language. Using authentic material to teach English can make the learning process even more engaging, imaginative and motivating for students. Moreover, it gives the opportunity to listen to the foreign speech and to analyze the usage of various models and constructions in a sentence; to enrich the vocabulary with idioms, collocations and phrases. Whether the English-speaking workplace is created successfully or not, it all depends on the lesson plan built by the teacher. Such lessons should be made up of exercises that are aimed at activating and improving different necessary skills.

The most famous organization that holds intellectual conferences and publishes lectures in the public domain is TED (Technology Entertainment Design). This website contains a large amount of video material in English on various topics. Therefore, we can consider this platform as a resource for building lesson plans and preparing for the classes using authentic material.

Taking into consideration all necessary prerequisites of working with Ted Talks multimedia content the following steps can be followed:

Step 1. A teacher introduces new vocabulary, useful phrases, idioms and collocations that will prevent misunderstanding of the material. It can be done via such exercise as matching a word, a phrase, an idiom or a collocation with its' definition only in English; students can try to guess its meaning through the context.

Step 2. Students are to guess what the video is about by its name or based on the pictures, screenshots from the video.

Step 3. Students are to answer questions related to the topic of the video, expressing their attitude to the subject. At this step a teacher should encourage students to ask each other in order to enter into a discussion with a teacher and themselves.

During demonstration stage students are allowed to take notes with main ideas and statements because it helps them to concentrate and to follow the idea of the video.

After demonstration stage a teacher may include following exercises:

Exercise 1. To name the main idea of the video that the speaker was trying to express;

Exercise 2. Multiple choice exercises;

Exercise 3. Filling the gaps.

For the following exercises it is recommended to work in pairs or in teams, so students would have the opportunity to help each other and share their thoughts.

Exercise 1. To decide whether the following statements were mentioned or not;

Exercise 2. To decide whether the following statements are true or false. Students are to give the correct answers;

Exercise 3. To answer the questions based on the material students listened;

Exercise 4. To answer the questions aimed at expressing personal attitude to the topic.

So as to develop the communication and discussion among students the following phrases should be introduced to them. Checking the understanding of the content: *"Do you think this statement/this idea was mentioned? What the speaker was saying about it? Do you agree with that? What is your opinion about...? What is your attitude towards...?"* The reaction to this questions may be given with following phrases: *"This statement was mentioned, when the speaker was telling us about...; The following statement wasn't mentioned in the video; I didn't quite get that; I couldn't agree more...; I don't quite agree; I'm afraid, I disagree (with the statement/words); Personally, I think...; In my opinion/view...; I believe..."*. By the end of answering discussion questions students are asked to share their points of view.

Some students may be asked to sum up opinions and thoughts as they all shared regarding each statement of the video. In addition, a few minutes at the end of the lesson should be taken for reflection.

Conclusion. Thus, it can be said, that the usage of Ted Talks multimedia content in discussion activities allows students to enhance communicative skills. It improves not only listening skills, that gives students the opportunity to think through different ideas and points of view, to digest and understand it, but also speaking skills, which allows them to form connections, to express ideas accurately and coherently. The given exercises are aimed at developing critical thinking, decision making, attentive listening, sharing personal attitude towards different statements.

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CHILDHOOD PEDAGOGY IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

USE OF GAME DESIGN TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL SKILLS IN STUDENTS OF THE FIRST DEPARTMENT OF THE SPECIAL SCHOOL

Irina Badeeva, Tatyana Kukharenska

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: technologies, game, game design, professional bases, social development.

Currently, any pedagogical technology is a system of means and methods of transformative activity, ensuring efficiency in any field of human activity. The specifics of the technological transformation of reality is that it is focused on synthesis, the creation of artificial objects (the world of technology in its broad sense), on the technological development of the world in contrast to its scientific or other knowledge.

On the basis of the above mentioned, it can be said that the educational and research work of students with intellectual insufficiency is considered as the lowest inefficient technology of training. Therefore, the most common and effective method of intensifying the education of children with intellectual insufficiency will be the game design method. However, before using game design methods in the educational process, it is necessary to identify their essence, understand the difference from the game as a whole [1].

The purpose of the study is to study the scientific and methodological foundations of game design technology.

Material and methods. To implement the goal of the study, the work used a systematic analysis of philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the results of the study. The experimental study was carried out in April–May 2021 on the basis of Special school № 26 of Vitebsk. The total number of children involved in the study was 24 children with intellectual insufficiency of high school students in special school.

Findings and their discussion. An analysis of scientific and methodological literature showed that game training occurs within the framework of a situation that simulates a specific activity that is conditional in nature. Game activity often seems unproductive as her results are delayed in time and are expressed as intellectual knowledge, abilities, skills, experience, behavior and an image of the thoughts which are very difficult for measuring, nevertheless, it much more effectively than many traditional ways of training [1].

The main and important component in gaming technologies is the cognitive effect, which is due to the combined use of three main methods: analytical, expert and experimental ones. Using the analytical method, a game is constructed. The participation of professionals in the game activates their expert potential. The expert method here is manifested in the fact that, observing the system being studied “from the inside,” players and experts analyze and overestimate their past experience and knowledge.

The experimental method allows each game to be considered as a laboratory experiment with the system being studied. The compressed scale of time makes it possible to repeatedly recreate the dynamics of professional foundations.

Research goals in game design technology serve to obtain new information, to organize the work of an interdisciplinary team, for hypotheses and theoretical provisions. For each project, a program is drawn up in which the tasks to be solved are determined. During the game, they receive information with problem solving options, which, after processing, is analyzed by the organizers (special education teachers) of the game.

To implement this technology, participants are divided into interest groups, each of which is developing its own project. The trainees choose the topic for the development of the project mainly independently, but in some cases a special needs teacher, an educator can offer any options.

Game design is carried out from “functional role positions” reproduced in game interaction with a generalization of collective experience. Ego defines a completely different view of the object being studied with a point of view unusual for the participant, which allows him to see much more, which determines the cognitive effect of this technology.

Practical recommendations for organizing game design used to improve and effectively assimilate educational and non-educational material when preparing children with intellectual insufficiency for independent life may consist in projects of various types: research project, search project, creative (creative) project, prognostic project.

The specifics of game design is that it is an interactive method, that is, all projects are developed as part of a group interaction, and the design results are protected at an intergroup discussion, from which you can determine the best project.

The methods used in game design carry out the following tasks: application and development of knowledge, abilities, skills in technologies of a game, opening, understanding and demonstration of behavioural reactions, manners, enrichment of a lexicon, individual style of communication, etc.; comparison of motivational, behavioral individual qualities of partners in the game.

Analysis of the results of this experiment made it possible to detect a generally low level of development of professional foundations in senior students of the first department of auxiliary school № 26 of Vitebsk. Attending the lessons, we revealed that the work on preparing for independent life in auxiliary school

№ 26 of Vitebsk is carried out methodically competently: work on the formation of a presentation of professional foundations. Unfortunately, only a variety of visual materials are used in the process of creating professional foundations, all classes are held on a visual and practical basis. The work is given a lively, emotional character, during the story the teacher accompanies his words with substantive actions.

This study showed that as a result of specially organized training, students with intellectual insufficiency form some professional foundations in the process of game design. A particular difficulty in the process of learning is caused by the different degree of information of professional ideas and the different speed and level of their assimilation by children of this category.

Conclusion. The correct selection of methods, techniques and didactic material determines the productivity of the special needs teacher. To form professional competencies in children with intellectual insufficiency, you should adhere to game design technology.

Let's call the main advantages of game design technologies over the traditional training system:

- The goals of gaming technology are more consistent with the practical needs of learners. This form of organization of the educational process eliminates the contradictions between the abstract nature of the educational subject and the real nature of professional activity, the systemic nature of the knowledge used and their classification into different disciplines.
- The game form corresponds to the logic of activity, includes the moment of social interaction, prepares for constructive professional communication.
- Gaming technologies are rich in feedback, more meaningful and multifaceted than traditional methods.
- Game components facilitate the inclusion of interaction participants in the learning process, encourage them to involuntary activity.
- In games, value orientations and attitudes of professional activity are formed, stereotypes are overcome, self-esteem is corrected.

This format of education and upbringing provides an opportunity to expand the range of opportunities for children to apply the knowledge and skills acquired in real life. Work in this direction contributes to the development of the child's thinking, enriches their speech, emotional and personal sphere as a whole. Properly organized game design technology, taking into account the characteristics of this category of children, allows you to prevent difficulties in professional activities in the future. The main correction method is the setting of a problem situation used in game design technology.

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THE ROLE OF “TAKING NOTES FROM A LIST” TECHNIQUE IN THE DEVELOPMENT OF JUNIOR PUPILS’ COHERENT SPEECH

Olga Domashova

Orsha College named after P.M. Masherov, Orsha, Belarus

Keywords: coherent speech, “taking notes from a list”, speech skills, composition, written exercises.

In theory and methodology considerable attention has traditionally been focused on the study of teaching coherent speech issues. The approaches of T.A. Ladyzhenskaya, M.R. Lvov affected the design of the Russian language course taught in primary school [1].

The works of F.A. Sokhin, N.A. Starodubova, A.M. Shakhnorovich, E.I. Tikheeva, V.I. Yashina state that the terminological meaning of coherent speech can be considered from the following positions: 1) the meaning of the process, the speaker’s activity; 2) the meaning of the product, the result of this activity, which is the text or the utterance; 3) as a section of the methodology, speech development work [2, p.186]. In theoretical–methodological studies coherent speech is understood as the presence of a single semantic and structural whole, including complete segments that are interconnected and thematically combined.

Since the main function of coherent speech is communicative, it is carried out in the form of a dialogue and a monologue. The Russian language curriculum for the first stage of general secondary education is based on the principle of continuity at each stage of its development, i.e., in each class. A sufficient number of hours are allocated for the formation of the junior pupils’ skills in the development of dialogue and monologue speech, drills in the construction of coherent texts. If considering the types of speech activity, we can observe that listening and speaking are characterized mainly by passive speech activity of schoolchildren. Active learning occurs during speaking and writing. The analysis of textbooks for grades II, III, IV enables us to assume that most of the practical tasks are aimed at the development of oral speech skills although the educational program implies such types of tasks as dictation, copying, composition, exposition as well. Creative written works are particularly difficult for students, which remains an urgent methodological problem.

The aim of the research work is to substantiate the methodological expediency and effectiveness of using the “taking notes from a list” technique in school practice.

Material and methods. The research was based on two fourth grades of the SEE “Secondary School № 21 of Orsha”. The experimental work was carried out in the control class (24 students) and experimental class (25 students).

6 teachers of the 1st category from 7–16-year experience participated in it. In the course of our work we relied on the theoretical foundations of the problem development, the analysis of the products of the students’ educational activities,

the analysis of the normative programmatic provision of the Russian language, the questionnaire, the methodology of the Russian researcher S.V. Likhachev.

Findings and their discussion. The work was carried out in three stages. At the initial stage, we determined the original state of formation of pupils' written speech skills. It was found that the greatest difficulty for students presented writing essays: 40,1% (10 people) in the control class and 48% (12 people) in the experimental class. The data was also confirmed during the survey of teachers: 100% of teachers believe that this type of written speech should be taught purposefully and a number of students need individual help.

At the second stage we used S.V. Likhachev's technique, studied the mechanism of its implementation, identified the prospects for using the new technique. It can be justified by the fact that schoolchildren are to move to the next educational stage (secondary school) where the number of academic subjects increases and the need to write on the studied topics enlarges. Since there is no concept of "taking notes" in the modern methodology of the primary school language course, we turned to the definition of S.V. Likhachev – "taking notes from a list". The essence of the tasks is either to use texts created by the teacher or to use texts from textbooks with a specific speech purpose. For written exercises they can be as follows:

- *copy the text omitting homogeneous sentence members, replace them with words of common gender;*
- *write off the text with the insertion of homogeneous minor or major members;*
- *reduce the number of paragraphs, preserving the meaning of the text;*
- *add new paragraphs using supporting words, etc.*

At the same time, tasks on orthographical and morphological topics are saved and completed by pupils in full.

By taking notes from a list a variety of tasks can be used that teach schoolchildren to realize that coherent speech is characterized by the integrity of content and form, that speech, whether oral or written, should be understandable for the interlocutor and the reader. Students learn the basic communicative qualities of coherent speech in practice, learn accuracy, logic, sequence of exposition, relevance, purity and clarity, language richness.

The following tasks were used in the experimental group:

1. "Text reduction" under the direction: *find sentences expressing the same thought and remove them; remove personal pronouns and words of a colloquial character, remove words with the same meaning; write down the text shortly, without secondary members; replace dictionary rows of specific meaning with words of common meaning and make simple, compound sentences with them.*

2. "Text expansion": *compose a letter to a friend or parents based on the proposed support with different appeals; insert as many epithets and comparisons as possible into the text; write a request with justification (argumentation).*

3. "Redrawing text": *make up the suggested text from ... sentences, ... words; make it up from the specified number of paragraphs; reduce it by saving only the main information; increase it by entering additional information.*

Approbation of these tasks allowed us to include in the experiment tasks approaching this type of complex work, such as taking notes, with the elements of which pupils will have met already in the 5th grade. On the topic “Spelling of III person pronouns” students were asked to independently create a reference table based on the rules which were read in the textbook and propaedeutic exercises. The analysis showed that this type of work was carried out at a *high level* in the experimental class by 7 people (28%), at an *average level* by 11 people (44%), at a *low level* by 8 people (32%). We consider these indicators testify that students’ skills have increased. Schoolchildren now have the opportunity to read the source material several times, think about its presentation in writing, make changes, reductions and additions. Therefore, already on the I step students acquire the ability to understand both the structure of the text and its topic, edit the created texts, formalize their thoughts lexically and stylistically correctly.

At the third stage of our research we evaluated the effectiveness of the proposed method of developing coherent speech based on the results of diagnostics, on studying the opinions of school teachers. If at the initial stage the indicators were lower by 5,0% in the experimental class, by the end of the work they had significantly increased. As a criteria we again used essay writing: we observed an increase in the control class: only 25% of pupils (6 people) required individual help in the control group; in the experimental group – 20% (5 people). The difficulty reduction indicator was more than 50%, which confirms the effectiveness of including this technique in the practice of the educational process.

Conclusion. The inclusion of taking notes from a list in the system of traditional approaches contributes to the creation of a favorable educational space. It acts as a trainer that develops consistently, stepwise practical written speech skills of schoolchildren.

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PECULIARITIES OF FIRE SAFETY RULES EDUCATION OF PEOPLE WITH MENTAL DISABILITIES

Kristina Dulebova, Polina Garchenok

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: fire safety rules, life safety, intellectual disability, fire safety, culture of fire safety behavior.

The culture of life safety is a state of the social organization of a person that ensures a certain level of his safety in the process of life [1]. Human security in the 21st century cannot be ensured only by means of protection and response in already existing dangerous or emergency situations. A holistic ap-

proach to ensuring human safety involves considering safety as a state of dynamic balance of a person with the environment and himself, which is the result of not only protecting and responding to risks, threats and hazards, but also the ability to prevent and prevent them in the process of life.

The problem of the formation of the basics of fire safety in persons with intellectual disabilities is of global importance, since human life in modern society is unthinkable without a cultural solution to this problem. The culture of leading a safe lifestyle determines its quality and results, is a necessary condition for the organization of productive creative work and self-improvement of a person [2], [3].

The aim of the study is to determine the features of the formation of the foundations of the culture of fire safety behavior in persons with intellectual disabilities of various age groups.

Material and methods. In order to study the peculiarities of the formation of ideas about the rules of fire safety behavior in persons with mental disabilities, we conducted a study on the basis of the “Auxiliary School № 26 of Vitebsk” and in the club for people with disabilities “Caritas”. The research participants were divided into groups: EG1 consisted of 20 students with intellectual disabilities (F70); EG2 – adults (from 27 to 50 years old) with intellectual disabilities (F70). The subjects were offered practical diagnostic tasks on the topic "Fire safety".

Findings and their discussion. When analyzing the diagnostic situation in which the girl hid from the fire in the closet, the subjects of EG1 interpreted the character's actions as incorrect in 85% of cases, which is the correct answer, and correctly explained the actions. For example, Vlada P. gave the following comment: “no, you can suffocate”; Arseny I.: “no, the cabinet may burn out.” However, 15% of the subjects gave incorrect answers and tried to argue for them. For example, Maxim B. judged that the girl's behavior in this extreme situation was correct: “yes, everything is correct, she is waiting for help,” Denis S. also confirmed the possibility of such behavior in the event of a fire: “yes, she hid so as not to burn out”. Participants from EG2, analyzing this diagnostic situation, answered correctly in 75% of cases, giving adequate explanations of the character's actions. For example, Alexey P. argued that the girl's actions were wrong: “she hid because she's afraid, but the closet might catch on fire, behaves in a dangerous way, it's impossible”, Olga V. – “no, just, well, the firefighters will have time or not to put out the fire, and suddenly will have time and it will burn.” However, 25% of the respondents in this experimental group answered incorrectly and gave the same explanations. For example, Svetlana K. judged why, in her opinion, the girl was doing the right thing: “everything is correct, she hid because she was afraid”. Nikolai S. explained the "correctness" of the actions of the character in the picture: “she is at home with a toy, she got scared and hid in a closet, she will sit and wait for the firemen to save her.” Evgeny B. suggested that the girl was doing the wrong thing by hiding in the closet during the fire,

but his explanation showed that this answer should be considered as incorrect: “it’s not right, you need to open the window so that the smoke comes out”.

When analyzing the diagnostic situation, where children independently, without adults, launch fireworks, students of the senior grades of the auxiliary school (EG1) in 75% correctly identified the incorrectness of the characters' actions, while adequately explaining their answer. For example, Dmitry Sh. Said: “No, I have to go with my parents”, Sasha E. – “No, children can't fireworks”. 25% of the subjects of this experimental group answered incorrectly, reasoning about the possibility of using pyrotechnics by children for good purposes. For example, Karina K. justified the actions of the characters: “yes, that's right, fireworks are needed for the new year”. When considering the corresponding situation, the participants from EG2 answered correctly in 45% of cases, formulating the correct argumentation. For example, Aleksey P. explained his answer in the following way: “no, you can't live without your parents, it's dangerous to fireworks alone, you can get burns,” Lyudmila A. gave the following explanation: “no, with the participation of only adults”. The remaining 55% of persons with intellectual disabilities were unable to qualitatively analyze the diagnostic situation and give correct explanations. For example, Mikhail G. suggested that the characters simply "move away, and not ignite near them." Nikolai S. commented on his answer as follows: "It is forbidden to blow up the next five meters near the house". When the subjects analyzed the situation where a boy on a smoky staircase was about to enter the elevator, EG1 respondents answered correctly in 85% of cases and were able to explain their answer. For example, Arseniy I. explained that using an elevator in such a situation: “no, if the smoke is dangerous to go”, Kirill L. said: “no, it is dangerous in the elevator”. In 15% of cases, students with intellectual disabilities were unable to analyze the situation and gave incorrect explanations. For example, Maxim B. confirmed the “fidelity” of the character's actions: “you can take the elevator, it will burn up on the stairs”.

When analyzing this diagnostic situation, the participants in the ascertaining experiment (EG2) answered correctly in 80% of cases and were able to explain their answer. So, Alexey P. commented on the diagnostic situation: "the elevator is dangerous, you can't do without calling the firemen, it's better to go up the stairs," Yulia V. explained that "you need to take the stairs and call the firemen, it seems like that", Andrey M. said that "You have to go up the stairs, if you go by elevator you can sniff a fire with this smoke." However, 20% of people with intellectual disabilities were unable to qualitatively analyze the extreme situation and answered incorrectly.

When analyzing an extreme situation in which a boy, covering his airways with a damp cloth, crawls to the exit in a smoky room, senior pupils of a special school (EG1) explained his actions correctly in 55% of cases. For example, Ilya K. judged that the boy was doing everything right: “he closed his mouth so that the smoke would not go out”. But 45% of the subjects of this experimental group understood and explained the diagnostic situation incorrectly.

Among the respondents from EG2 55% analyzed and explained the corresponding diagnostic situation correctly. For example, Svetlana A. said that such actions in a smoke-filled situation are correct: "it's right to go out and call for help." Tatiana A. correctly assumed that "you can do this so as not to breathe in this smoke." Nikolai S. explained his answer in this way: "yes, he goes to the exit, sliding on the floor so as not to breathe in smoke".

Conclusion. Thus, according to the results of the study of the characteristics of the culture of fire-safe behavior in persons with intellectual disabilities, it can be concluded that all its components are insufficiently formed. The characteristic features of knowledge of fire safety rules and the formation of decision-making skills in everyday extreme situations of persons of this category include: – lack of formation of skills to carry out fire-safe actions when operating electrical appliances; – guidance in household fire hazard situations with stereotypical incorrect rules; – difficulties in choosing the optimal course of action in various fire hazardous extreme situations.

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SPECIFIC FORMATION OF INFORMATION AND LEGAL LITERACY IN PERSONS WITH MENTAL DISORDERS

Veronika Ivanova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Information and legal literacy, intellectual disability, administrative law, administrative violation.

Information and legal literacy is a complex of phenomena of social life, including legal norms, principles, legal awareness, legal relations, legal behavior in the process of realizing life attitudes. Students with intellectual disabilities after graduation from special school are full members of society who must obey the laws. To do this, it is necessary to have a certain conceptual reserve, the basics of information and legal literacy, which are at an insufficient level among the senior pupils of the special school, therefore, it is required to form legal knowledge and legal culture in these persons.

In the research of S.N. Falko it was shown that students of a special (correctional) school have insufficient legal awareness and awareness of legal issues and do not meet their requirements [1]. O.A. Kavinskaya determined that the

state of legal awareness and legal culture among students with intellectual disabilities is at a low level, and the awareness of legal phenomena is superficial, which is manifested in legal illiteracy. In general, the students of the auxiliary school have only a few ideas and knowledge about rights, law and morality, which is not enough [2].

B.P. Puzanov pointed out that many high school students with intellectual disabilities who were brought to trial were not aware that the offenses they committed could be punishable by law, were sure that lack of information in knowledge of the law does not exempt from responsibility, they believed that this responsibility was borne by the parents and school teachers. Such students learn about rights too late, when it is necessary to be held accountable for the offense [3].

The purpose of the study is to identify the peculiarities of the formation of knowledge and ideas about administrative law among students of senior grades of an auxiliary school.

Material and methods. An experimental study of the features of the formation of the foundations of information and legal culture among students with intellectual disabilities was carried out in October – December 2020 at the State Educational Institution “Special School № 26 of Vitebsk”. The total number of persons 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 branch of a special school. The age range of the surveyed is from 14 to 17 years old. The diagnostic material offered to the subjects included theoretical and practical blocks under the section "Administrative violations".

Findings and their discussion. When answering the question: "Is smoking in public places punishable?" 50% of the respondents found it difficult to answer, 35% of the participants in the experimental study answered negatively, only 15% of the senior students of the auxiliary school answered positively. Verbal explanations of their answer were often situational in nature. So, Alexey Y. clarified that smoking is harmful and he himself does not smoke and does not advise anyone. Alexey Kh. Clarified that everyone smokes in public places, so it can be done. It should be noted that students with intellectual disabilities, when answering this question, relied on the facts they observed from the public life of people, without analyzing their legal legitimacy.

Determining the age at which administrative responsibility begins, 50% of the respondents found it difficult to choose the correct answer from the proposed options, 35% of students with intellectual disabilities identified this age as 16 years old, 5% of respondents answered that from 18 years old, and only 10% the participants in the experimental study correctly answered that from the age of 16, and in some cases – from the age of 14. As you can see, the majority of students with intellectual disabilities have no idea that administrative responsibility for a number of acts begins at the age of 14. It should be noted that the respondents did not understand the meaning of the concept of "administrative responsibility", they needed additional explanation.

Great difficulties for students with intellectual disabilities were caused by the question of the types of punishment for an administrative offense. Almost all subjects needed a detailed explanation of what an administrative offense is, as well as giving specific examples. After the preparatory work carried out by the experimenter, 70% of the subjects were able to correctly answer this question – a penalty, 30% of senior school students with intellectual disabilities still found it difficult to answer. Consequently, students with intellectual disabilities do not have a clear idea of administrative offenses, in most cases these ideas are blurred, not differentiated (some kind of violation that can be punished by law). For example, Alexey Y. answers that this is a violation, which means that there may be a punishment for it (for example, they may be registered). However, the subject could not explain what kind of deed they can do this.

The answer to the question: "What kind of offense is a person committing if he crosses the road at a red traffic light?" An explanation was required again, after which 85% of students with intellectual disabilities answered correctly (administrative), and 15% of the participants in the ascertaining experiment found it difficult to answer.

Conclusion. Thus, the experimental study showed the presence of a qualitative originality in the formation of the foundations of information and legal literacy among students with intellectual disabilities.

The features of the formation of the foundations of information and legal literacy of senior school children with intellectual disabilities include: – the absence or low level of formation of legal knowledge in various areas of law, their fragmentation: ignorance of the age of onset of administrative responsibility for acts, etc.; – insufficient awareness of the formed legal knowledge, difficulties in differentiating concepts, mixing legal concepts, in some cases – their superficial nature; – low level of formation of skills to apply the acquired knowledge in the field of administrative law in practical situations; – insufficient motivation to obtain legal knowledge; – orientation in solving practical problems in the field of law not on legal norms, but on everyday ideas and everyday situations.

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FEATURES OF THE DEVELOPMENT OF MUSIC EDUCATION IN CHINA

Wu Jun

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Chinese music, music education, history, ideology.

China has a long history of education, and the practice of traditional music education provides a rich reference for contemporary music teaching. Therefore, the study of the history of Chinese music education is of great significance to the development of contemporary music education. This will not only help us avoid the mistakes of our predecessors, but also help us plan the music education in future.

The purpose of this article is to analyze the different stages of Chinese music education's development.

Material and methods. The material of the article are the works of researchers Dajian Liu (刘大坚), Yao Mi (米瑶), Dajian Liu (刘大坚). Methods of analysis and systematization were used.

Findings and their discussion. Music education, like language, first appeared in the production practice of human society. Human music education has been connected with collective labor from the very beginning. In ancient times, music was often associated with various religious activities and rituals. Music became an indispensable part of sacrificial activities, and thus the activities of music education which could be seen as music education started. Then, "rites" (礼) and "music" were combined in China. During the period of Yao and Shun (尧舜), there were full-time music teachers and music education was regarded as an important means for the successors of the ruling class [1, p. 3].

It is believed that China's formal music education appeared in the Shang Dynasty (商朝) 3,000 years ago. After, the governors shifted their focus from the educational role of music to maintain the hierarchy, which was called "making rites and music". The Zhou Dynasty (周朝) attached great importance to the construction of music education and related facilities, and set up large music education institutions so that the successors of the ruling class could learn the art of governing.

During the Spring and Autumn period (春秋), music education was further developed. This period saw the collapse of rites and bad music. Court music became a tool for the enjoyment of the rulers, while folk songs expressed the opinions of the laborers at the bottom of the class on the current politics. At the same time, music education changed from a central "official school" to a multi-central "public school" and "private school". Confucius showed the end of the educational process by teaching music [2, p. 2].

In Qin, Han, Wei and Jin dynasties (秦、汉、魏、晋), great achievements were made in music education for the first time. The Qin Dynasty maintained a short time and did not make great achievements in music education. The Yuefu (乐府) of the Western Han Dynasty was the most important music education institution at that time. It cultivated many famous musicians and produced a large number of excellent music works, which was the peak of ancient Chinese music education. Music in Wei, Jin and Southern and Northern Dynasties (魏晋南北朝) played a connecting role. Music education was expanded in the field of religion, Buddhist music appeared in large numbers, and music exchanges between China and foreign countries were more active [3, p.3].

In the Sui and Tang dynasties (隋唐), music education was perfected and finalized. After the Sui Dynasty, Music education in China entered a perfect period. The Sui Dynasty implemented the open cultural policy of "Jiao Fang" (教坊). The rulers of the Tang Dynasty (唐朝) attached great importance to the development of music culture and established large institutions to lay a foundation for the development of court Tingyan Music.

During the Song and Yuan dynasties (宋元), music education was popularized to the people. During the Song and Yuan dynasties, folk music replaced court music, and the trend of music being popular was very obvious. The musical form is mainly opera, and fully spread in the folk.

During the Ming and Qing dynasties (明清), music education continued to decline. In order to strengthen the rule, the ruler adopted severe punishment and harsh laws and banned folk music activities. During this period, Wang Shouren and Yan Yuan attached importance to the role of music education, advocated both the cultivation of rites and music and the combination of literature and military, and opposed the combination of Buddhism and old Buddhism in Han and Song dynasties.

In the late Qing Dynasty (晚清) and early Republic of China (民国), music education was endowed with patriotic thought, especially after the Reform movement, Shen Xin-gong (沈心工), Li Shu-tong (李叔同) and others were very keen on it. Music activity is of great significance and is the beginning of modern Music education in China. There were private summer music assemblies and the music department of the Shanghai hospital for poor children. After the Republic of China, elementary schools generally opened music lessons and began the exploration of music teacher education.

After the May 4th Movement (五四运动), professional music education started, music education in primary and secondary schools developed vigorously, and more music activities were carried out outside school. In addition, new musical societies have been established, such as Shanghai Chinese Aesthetic Education Association. There are both public and private music teacher education institutions, among which the private Shanghai Junior Normal School has

the greatest influence. In addition, professional music education began to take off in China. Peking University music Institute and China's first Western orchestra were established.

Conclusion. Chinese music education has gone through a long process, its structure and the development of thought have experienced a lot of twists and turns, we should learn from the achievements, avoid mistakes, in order to inspire and contribute to the cause of contemporary music education.

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FEATURES OF THE FORMATION OF THE I-CONCEPT IN CHILDREN WITH MENTAL DISORDERS

Viktoriya Kisel

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: mental retardation, intellectual disability, self-perception, self-concept, self-image.

At the present stage of development of correctional pedagogy, a special place is occupied by personal, emotional development, self-awareness and self-knowledge, the conscious regulation of the child's behavior in society and his socialization in real life. The question of the need to revise the ratio of the educational results of children with special educational needs and their achievements within the framework of life competence becomes logical. In his activity, a person, to one a certain degree, is guided by self-perception, the subject of which can be his body, abilities, social relations and many other manifestations. Based on personal ideas about himself, the child not only regulates his behavior, but also interprets individual experience. The result of the process of self-perception is the self-concept, which is a relatively stable multi-level formation, including the individual's ideas about himself, coupled with their assessment (W. James, D.N. Demidov, S.T. Dzhaneryan, I.S. Kon, S.M. Petrova, V.V. Stolin, E.A. Sorokoumova and others) [1; 2].

The problem of the functioning of the self-concept of children with mental developmental disorders is more relevant than with normotypical development, since the predicted result of correctional and developmental work with children of this category is their integration into society. M.G. Arkhipova emphasizes that such social inclusion implies a sufficient formation of personal structures,

including the self-concept [3]. With intellectual disabilities, the process of the natural formation of the self-concept is hampered, which affects the possibilities of communication with people, the adequacy of self-esteem.

The purpose of the study is to analyze the specifics of the development and formation of the components of the self-concept with intellectual disability and mental retardation.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained in the course of studying the characteristics of the dynamics of the development of the self-concept of normotypical children and children with mental disorders of various nosological groups (G.M. Arkhipova, N.V. Karpushkina, D.N. Zyкова, K.E. Maslenkova, E.V. Gorbunova, K.N. Fateeva, E.A. Rogozhina and others).

Theoretical research methods were used in the work: a comparative scientific analysis of publications on the problem under consideration, which made it possible to formulate the initial positions of the research and determine the features of the dynamics of the self-concept development in children with mental retardation and intellectual disability.

Findings and their discussion. The dynamics of the formation of the self-concept of children with intellectual disabilities has certain features. The source of the emerging difficulties is the specificity of the personality diffusion of children of this category already in infancy and early age, when the foundations of self-knowledge are laid [5]. One of the necessary prerequisites for the development of a positive "self-image" is the child's feeling of his initial security and trust, these feelings appear already in infancy, thanks to close contact with loving parents. However, many children with intellectual disabilities do not experience such initial safety.

One of the conditions for the formation of the future sense of one's own individuality is the child's use of pronouns. Children with intellectual disabilities are characterized by much later acquaintance with their own than normally developing children, and the transition from a personal name to the pronoun "I" is carried out much later than two and a half years.

In preschool childhood, the central place in the image of the child's "I" is his competence in the implementation of certain types of activities. At this stage of personality formation, children with intellectual disabilities also experience significant difficulties, since the development of these skills and abilities significantly lags behind the age norm [3].

The next shock in the formation of self-perception is the perception of the image of one's own body, the parameters of which are the subject of one's own assessments and those around. The idea of your physical image is one of the main components of the self-concept. The process of forming this image includes two aspects: the person's idea of the ideal, desired image and the idea of how his own body is really seen. For children with mental disabilities, the imag-

es of their own body (both mentally and physically) are often incomparable, which makes it difficult to form a bodily image of "I".

At the next stage of ontogenesis, the normotypical child gets acquainted with the character traits, analyzing them in others, and then transfers these characteristics to himself. However, by this age period, a child with intellectual disability is already significantly lagging behind in his mental development. In the absence of psychological and pedagogical work on the formation of self-perception, the sensitive period of the development of self-knowledge can be missed, and it will be very difficult to change the defectively formed self-concept.

The authors emphasize that the result of properly organized correctional and pedagogical work with children with mental disabilities is, as a rule, a fundamental change in the attitude of the child of the category under consideration to others, to the world, to himself. This makes it possible to form the basis of the personality as an individual form of existence and development of social ties and relations.

Conclusion. Thus, there is a qualitative uniqueness of the social and emotional development of children with mental disorders already in infancy. The development of personality self-awareness, both in the norm and in children with intellectual disabilities, depends on both intellectual capabilities and the influence of the social environment. The presence of mental development disorders due to the organic nature of the lesion complicates the development of self-awareness, self-perception, and, as a consequence, the self-concept in children of this category. Difficulties in the formation of self-concept arise in children with mental disorders in early childhood, when the foundations of self-knowledge are just beginning to be laid. The formation of the bodily "image of the I" is lagging behind in relation to age standards. Children with intellectual disabilities and mental retardation show difficulties in understanding and comprehending the events of their own lives and the lives of those around them.

Such difficulties in the natural formation of the self-concept at all stages of its development are reflected in the possibilities of communication of children with mental disorders with other people, on the adequacy of self-esteem and behavior, which determine the possibilities of their adaptation and social inclusion.

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SPIRITUAL-MORAL SPHERE OF CHILDREN WITH INTELLECTUAL INSUFFICIENCY AS AN OBJECT OF STUDY

Polina Konyushko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: intellectual disability, morality, research methods, the spiritual sphere of the personality.

Spiritual–moral development of a person is carried out in the process of forming stable feelings, needs and ways of behavior, based on generally accepted moral norms. In order for the generally accepted basic moral values to be transformed into personal meanings and guidelines, it is necessary to ensure that the child understands their meaning and significance, the formation of his own attitude towards them and the experience of using these values in social relations. G.N. Zhutina indicates the objective difficulties of understanding moral abstract concepts by children with intellectual disabilities. The author, at the same time, emphasizes that children of this category are capable of assimilating generally accepted norms and values, provided that their daily activities are filled with spiritual and moral content in an accessible form and volume [1].

S.O. Larionova emphasizes that children with intellectual disabilities have a certain experience of emotional deprivation and traumatization from birth. They have emotional disturbances of varying severity associated with experiences of anxiety and fear. These features of the period of early development aggravate the isolation of a child with mental disorders from the outside world, which can subsequently manifest itself in deviant behavior, in an increase in psychosocial deviations and somatic diseases [2].

Diagnostics of the peculiarities of the spiritual and moral development of students with intellectual disabilities is one of the essential conditions for increasing the effectiveness and efficiency of the formation of their moral upbringing. It should be borne in mind that any student in the process of his life experiences not only positive educational influences, but also negative formative influences, which can lead to the appearance of the corresponding personality traits, behavioral habits and needs. Therefore, the diagnosis of the formation of the components of spiritual and moral development should be aimed not only at studying the positive, but also at revealing the negative qualities of the individual. The study of the moral development of school students with intellectual disabilities allows the teacher to better plan their activities in the process of upbringing, correction and improvement of the moral qualities of students.

The purpose of the study is to analyze the possibilities of using diagnostic techniques to study the characteristics of the formation of the components of the spiritual and moral sphere of children with intellectual disabilities.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained in the course of studying the features of

diagnostics of the spiritual and moral sphere of normotypical children and children with intellectual disabilities of various nosological groups (E.A. Evtushenko, E.P. Khvastunova, G.A. Zhutina, T.G. Krashennnikova, D.V. Vlasov, N.V. Ryabchinya, K.E. Budko, T.N. Nikolaeva and others).

The work used theoretical research methods: a comparative scientific analysis of publications on the problem under consideration, which made it possible to formulate the initial positions of the research and methodological recommendations for diagnosing the level and quality of the formation of the components of the spiritual and moral sphere of students with intellectual disabilities.

Findings and their discussion. An essential feature of the spiritual and moral development of a person can be called the fact that its “result” is difficult to fix qualitatively. To date, there are no universal diagnostic methods, with the help of which it would be possible to objectively and with perfect accuracy determine the level of spiritual and moral development of a student. The idea of a person's spiritual level can be formed through direct communication with him, moreover, long-term, covering different stages of his life and development, as well as through the complex application of a wide variety of research methods, including projective and diagnostic techniques.

Another feature of the type of education under consideration is that spiritual and moral development is a dynamic, continuous process that does not stop throughout a person's life. Accordingly, it is almost impossible to judge its final result, as well as to fix it [2].

Diagnostics of the spiritual and moral sphere in students is the study of such components of moral development as: – emotional; – cognitive; – behavioral ones. The study of the emotional component of the spiritual and moral sphere involves the study of the child's moral feelings, emotional attitude to moral norms; diagnostics of the cognitive component includes the study of children's awareness of moral norms and ideas about moral qualities; the study of the features of the formation of the behavioral component involves the identification of moral behavior in a situation of moral choice, the moral orientation of the individual in interaction with peers and the social environment as a whole [3].

In modern psychological and pedagogical diagnostics, methods have been developed for fixing individual spiritual and moral qualities of a person, value systems, which allow you to get an approximate idea of the stage of spiritual and moral development of a student with intellectual disability at the moment [4]. The most accessible psychodiagnostic techniques for children of this category include:

– the methodology of G.M. Fridman, T.A. Pushkina, I.A. Kaplunovich "Conversation", which involves the study of such components of moral development as: emotional (study of feelings, attitudes towards morality), cognitive (awareness of moral norms) and behavioral (moral choice) ones. This technique allows you to compare the level of ideas about moral and volitional qualities with the age of the student. The research is carried out only individually, the student with intellectual disability is asked questions, after which the answers are correlated with the rating scale;

- the method "What is good and what is bad", which offers the student to give examples of four actions: an irresponsible action, a just action, a good action and an action carrying malicious intent;
- psychodiagnostic technique N.E. Boguslavskaya "Finish the sentence", during which the student is asked to complete the diagnostic sentences with one or more words;
- the technique of G.L. Uruntaeva, Y.L. Afonkina "Finish the story." The purpose of this technique is to identify the attitude of children to moral norms. In an individual conversation, the child is invited to continue each of the proposed stories with moral content, to answer questions;
- psychodiagnostic technique R.R. Kalinina "Subject Pictures". The test subject is provided with pictures depicting the positive and negative actions of peers, which he must classify into good and bad actions, explaining his choice;
- the methodology of O.A. Akhverdova "What to do?", involving the immersion of the student in a certain life situation and describe their intended actions in it.

Conclusion. Conducting research using these methods allows us to identify the level and characteristics of the formation of moral concepts, norms, the dynamics of the process of spiritual and moral development, aimed at the formation of moral qualities in students with intellectual disabilities, which, in turn, will allow us to determine the directions of further pedagogical activity in the framework of moral education.

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VOLUNTEERING AS A MEANS OF FORMING PROFESSIONAL COMPETENCES OF FUTURE DEFECTOLOGISTS

Anastasiya Kovalenko, Anton Shmelev
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: volunteering, professional competence, students, defectologists.

The process of professional training of future pedagogical specialists, whose activities are aimed at helping children in need, their families and envi-

ronment, who are not able to solve their problems without the help of other people, does not always fully contribute to their professional development and general cultural development, the formation of motivation and interest in future professional activities. That is why there is a need to improve the educational process of the university in the context of the professionalization of the content and technology of teaching, focused on the development of students' motives and interests in this type of activity, intentions to realize themselves in this profession, the system of theoretical knowledge and practical skills.

The study of the personal formation of future teachers – defectologists, the relationship between personal self-determination and professional self-determination in the future (E.V. Martynova, V.E. Chudnovskiy) made it possible to draw a conclusion about the demand for students' volunteer activities in professional education. In the studies of E.S. Azarova, E.V. Akimova, C.B. Aleshenok, E.D. Akhmetgaleeva, L.B. Vandysheva, L.V. Bolotova, I.N. Grigorieva, G.P. Medvedeva, A.V. Morova, L.E. Nikitina, E.A. Panova, S.V. Teterskiy and others revealed the educational potential of practice-oriented volunteer activity.

According to L.E. Sikorskoy, volunteer activity has a number of important pedagogical functions, the purpose of which is to help in the socialization of student youth: - personally developing, - value-semantic, - innovative-initiative, creative-transformative and others [1].

According to A.N. Sender, the professional orientation of a person consists of the following components: professional intentions that determine the goal of life; motivational sphere, providing a reasoned choice of the sphere of work and profession; interests and inclinations as a starting basis for the further development of professional abilities [2].

The purpose of the study is to analyze the possibilities of using volunteering as a practice-oriented type of activity for future teachers-defectologists.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained in the course of studying volunteering as a type of practice-oriented activity for the formation of professional skills (E.D. Akhmetgaleeva, L.B. Vandysheva, L.V. Bolotova, I.N. Grigorieva, G.P. Medvedeva, A.V. Morova, L.E. Nikitina, A.N. Sender and etc.).

Theoretical research methods were used in the work: a comparative scientific analysis of publications on the problem under consideration, which made it possible to formulate the initial positions of the research and methodological recommendations for realizing the possibilities of volunteering in the process of professional training of teachers-defectologists.

Findings and their discussion. According to scientists (I.A. Zimnyaya, V.A. Slastenin, A.V. Khutorskoy) in the process of education, it is necessary not only to provide a person with some kind of knowledge and develop some of his abilities and qualities, but to purposefully prepare him for the application of this knowledge in practice in certain life circumstances. An important trend in the de-

velopment of modern pedagogical education is the transition from a qualification approach in the professional training of a student to a competency-based one.

In our opinion, the formation of a professional orientation, competence and strengthening of the practical skills of future pedagogical specialists can be facilitated by their participation in volunteer activities.

Volunteering is a link between theoretical training of future specialists and their practical training, as well as one of the important components of organizing educational work with students. The formation of the professional orientation of the latter is possible through the implementation of the following areas of volunteer activity: psychological - pedagogical, social, social, cultural, preventive and leadership.

As noted by N.F. Basov, volunteering provides an opportunity to gain social experience, get recommendations for further advancement and career growth. The end result of the development of volunteerism should be an increase in the spiritual and moral potential of society, an increase in the role of public organizations in solving social problems, and the achievement of social and economic stability in society.

An important component of volunteer activity is direct practical activity, which is associated with an increase in the level of professional competence of specialists, their motivation for this activity, the development of its regulatory and legal framework, and the acquisition of practical skills in this area.

The conditions for the development of competencies in volunteering are:

- presence of a group of like-minded people acting as initiators, coordinators of volunteer activities;
- ensuring a favorable moral climate, prestige of the volunteer movement;
- using volunteering as a way to improve the social status of a young person;
- the volunteer movement is organized according to the needs, motives of activity, taking into account age characteristics and social situation;
- the use of activities that are significant for students as the basis of volunteering [3].

Participation in the volunteer movement ensures the interiorization of the spiritual and moral humanistic values of youth, forms the professional orientation of the individual, contributes to the development of social experience. Therefore, the purpose of the development of volunteer activities at the university, we consider the creation of conditions for self-realization, the acquisition of new knowledge and skills, the improvement of the professional (in general) and organizational (in particular) abilities of students, as well as for the realization of the rights of students to voluntary, gratuitous and direct participation in competent solving socially significant problems of the population, protecting national and state interests.

Belarusian scientists (G.V. Gatal'skaya, L.L. Lazarchuk, A.N. Sender and others) consider volunteering as one of the most important conditions for the professional development of students in the process of studying at a university.

M.V. Pevnaya, L.I. Shevtsova emphasize that volunteering allows you to consolidate in practice the knowledge gained in the process of studying at the university, to increase the professional and educational motivation of students, as well as to form the most important professional skills and abilities of the future specialist in the social and humanitarian sphere [4].

Conclusion. Thus, participation in volunteer activities is one of the prerequisites for quality education. The organization of this practice-oriented activity will help students to fully engage in the educational process of educational institutions, to acquire the necessary knowledge, skills and abilities in interaction with various groups of children. Volunteering is an important institution for social, cultural, economic and environmental development, as an effective means of socializing youth. Professional volunteering, included in the pedagogical process of the university, will contribute to the formation of students' outlook and gaining work experience in the chosen specialty.

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A TEENAGER AS AN OBJECT OF SOCIAL AND PEDAGOGICAL WORK

Angelina Linkova, Kristina Skuratovich
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: teenager, adolescence, deviant behavior, educational institution, socio-pedagogical work.

The modern education system is able to independently prevent the consequences of deviant behavior of adolescents, such as a tendency to alcoholism, drug addiction, addictions, offenses, and etc. The optimal solution is preliminary preventive socio-pedagogical work with younger adolescents in the conditions of an educational institution. The sensitivity of this age to the perception of the ongoing work will make it possible not only to avoid the problems of deviant behavior, but also to direct behavior to the formation of correct value attitudes focused on universal humane values. The purpose of our study: to consider adolescents as an object of socio-pedagogical work in the conditions of an educational institution.

Material and methods. The educational institution «Secondary School № 46 of Vitebsk named after I.H. Baghramyan» was chosen as the basis of the study, the sample consisted of students in grades 6. To achieve the goal the study, the following methods were used: descriptive–analytical, comparative analysis, the questionnaire «Parents are evaluated by children» (PEC), questionnaires, mathematical methods of processing the data obtained.

Findings and their discussion. Adolescence is usually called the period from 10–11 to 15–16 years. It is called transitional, because at this time the child moves from a child's model of behavior to an adult, which is characterized by a change in self–esteem, self–perception in society, relationships with others and a change in value orientations. An ability to perceive the environment critically, analyze and draw your own conclusions, consciously assign certain moral values offered by society appears. Adolescence is a transitional and the most difficult period of the formation of a human personality. How a teenager survives this period will largely depend on his entire future life. Since the formation of personality is happening during this difficult period: the fundamental foundations of individuality are laid.

Approaches to the study of adolescence from the positions of different scientists vary. So L. S. Vygotsky considered adolescence from the point of view of interests that determine the structure of the direction of reactions. For example, the peculiarities of teenagers' behavior (drop in school performance, deterioration of relations with parents, etc.) can be explained by a radical restructuring of the entire system of interests at this age. D. B. Elkonin, based on the criteria of shifts of leading forms of activity and noted that adolescence is the period of 11–17 years. However, he distinguished two stages: middle school age (11–15 years), when communication is the leading activity, and senior school age (15–17 years), when educational and professional activity becomes the leading one.

It should be noted that L.S. Vygotsky and D.B. Elkonin considered adolescence as normally stable despite the crises of 13 and 17 years.

It is important for our research to note the transition from primary school and youth. Since it is this period that is sensitive for carrying out preventive socio–pedagogical work in educational institutions. D.B. Elkonin and T.V. Dragunova consider the age of 11–12 years as transitional from primary school to adolescence. D.B. Elkonin considers the crisis of 15 years to be the crisis separating adolescence from adolescence, and the crisis of 17 years separating youth from adulthood.

In our study, we have focused on the age category of students aged 12–15 years, based on the above arguments. Organizing socio–pedagogical activities with this category, we immediately note that the psychological characteristics of adolescence among psychologists are called «adolescent complexes» for a number of reasons:

- increased sensitivity to the assessment of outsiders;
- extreme arrogance and categorical judgments in relation to others;

- contradictory behavior: shyness is replaced by swagger, ostentatious independence borders on vulnerability;
- emotional instability and sudden mood swings;
- fighting against generally accepted rules and common ideals.

All these manifestations of adolescence, under the influence of society, can affect the tendency to deviant behavior, to one degree or another, which is typical for many students.

Socio-pedagogical activity in educational institutions is aimed at socio-pedagogical research in order to identify social and personal problems of students of all ages socio-pedagogical protection of the rights of minors; provision of socio-pedagogical support to the family in the formation of the personality of the student; socio-pedagogical counseling; socio-pedagogical prevention; assistance in creating a pedagogically oriented environment for the optimal development of the personality of a minor.

To organize such activities, we have previously conducted a study. The first stage was aimed at identifying relationships in families, our respondents based on the methodology of « Parents are evaluated by children» (PEC). The total number of the sample is 42 people. The data have showed that, according to adolescents, their parents are most pronounced minimality of sanctions (40%) and educational uncertainty (37.5%), there is also hyper projection (25%), insufficient requirements-prohibitions (20%) and dominance (15%). All test subjects (100%) believe that their parents don't have excessive demands-responsibilities that limit their freedom and self-activity; the expansion of the sphere of parental feelings, that is, there is no fear of the growing independence of the child, and the desire to keep him with the help of hyperprotection and underdevelopment of parental feelings.

The second stage of the study was aimed at studying leisure preferences. The analysis of the answers revealed the following: a lot of the respondents spend most of their time playing computer games (78%), immersing themselves in the virtual world, leaving real affairs. As one of the reasons, teenagers indicated the fascination and anonymity of this pastime. The second, predominant way of spending leisure time is visiting clubs, sections, clubs (68%). The choice of this answer allows us to note its positivity: students are able to engage in their chosen business for a long period, are interested and learn new things. Choosing the option of «playing in the yard» showed that 61% have no one to go with; 39% don't know how to organize their time on the playground. Answering the question about leisure itself and its organization, the answers were distributed as follows: I do not have enough time (14.2%); I do not have problems in organizing leisure (22.8%); I do not have enough money (21.1%); there is nowhere to go (10.2%).

Conclusion. Information about the specifics of relationships in the family and the choice of pastime by studying adolescents, allows you to build a correct and effective socio-pedagogical work on the prevention of negative deviant tendencies of modern adolescents. Knowledge of socio-psychological and individual-personal characteristics will allow you to adjust the plan of socio-pedagogical activity in relation to each student.

**MUSICAL HERITAGE OF YAKOV KOSOLAPOV
IN THE FORMATION OF CIVIL-PATRIOTIC EDUCATION
OF PRIMARY SCHOOL STUDENTS**

Anastasia Markova

Orsha College named after P.M. Masherov, Orsha, Belarus

Keywords: Yakov Kosolapov, composer, musical heritage, local history material.

The subject "Music" in the system of the first stage of general secondary education performs an important function: it introduces people to the art of music, contributes to the spiritual and moral education of the younger generation.

In addition to music lessons, a variety of extracurricular musical activities is additionally organized among primary school students: holidays, matinees, concerts, shows, contests, themed musical theatrical performances, festivals, and performances in front of parents are held. All this greatly contributes not only to the formation of the aesthetic culture of students, but also is aimed at the development of the personality of primary schoolchildren in general.

Future specialists of primary education, as form teachers, take an active part in the musical and pedagogical development of students during the period of various types of pedagogical practice. They are convinced that it is the teacher who starts the formation of the musical culture of the individual as part of his general culture, has an artistic and educational impact on students, that is, participates in the implementation of wide musical and educational activities among younger students.

In the course of the study, among students of the final year of the Orsha College (specialty "Primary Education"), an understanding of the importance of the participation of a 1st stage teacher in the organization of extracurricular work of a musical and educational orientation was revealed – 82.6%.

Musical training of future teachers is complex in nature and includes the organization and conduct of classes in such disciplines as "Music", "Methods of musical education", "Individual music". The practical orientation of these academic disciplines is expressed in the fact that college students master the school repertoire of the Music program for the 1st stage of general secondary education, as well as the repertoire of extracurricular musical work. They master the skills necessary for this to play a musical instrument, vocal and choral skills and abilities.

According to the researcher N.N. Grishanovich, work on the assimilation of the school repertoire and the expressiveness of its performance is a necessary condition for mastering the methodology of musical education [1, p.262]. This is important from the point of view if the music lessons are conducted by the teacher himself in the absence of a specialist.

Analyzing the content of the school curriculum in the classroom, the methods of music, we see that the teacher must first of all solve the problems of studying the national musical heritage. After all, the use of this material meets the requirements of today as never before, is aimed not only at the formation of a general musical culture, but also largely contributes to the ideological and moral, civil-patriotic education, increasing interest in local history by musical means. In this regard, the purpose of the study is to identify the relevance of using the works of Yakov Kosolapov in the work on civil-patriotic education by means of musical activity among junior schoolchildren.

Material and methods. We relied on the study of educational and program documentation, analysis of scientific and theoretical literature, interviews with music teachers and teachers of the 1st stage (7 people), leaders of children's creative teams (4 people) of schools in Orsha, questionnaires of college students (23 people.).

Findings and their discussion. At music lessons, primary school students get acquainted with the works of I. Luchenok, L. Zakhlevny, S. Cortes, E. Khanok, P. Podkovyrov and other Belarusian composers. At the same time, in the course of this study, it was revealed that the musical material of a local lore character in the school curriculum is clearly insufficient. Accordingly, the problem of an interesting song repertoire of local lore character remains relevant. Therefore, it is expedient, in our opinion, to refer to the pedagogical heritage of the famous composer of the Vitebsk region Y. Kosolapov, a native of Orsha, a graduate of the Orsha Pedagogical School.

The value of the musical material of Y. Kosolapov is noted by many people: researchers, famous composers, colleagues at the Vitebsk Music School (now college). As it is emphasized, the pedagogical credo of Yakov Yegorovich contributed to the introduction of pupils to creativity. His position was as follows: "First of all, you need to get the child interested in music in general; it is necessary to study the inclinations and, on this basis, arouse and develop an interest in musical studies and raise the need for them; each student must be involved in the creative process; such upbringing should form a creative attitude not only to art, but also to the whole surrounding reality" [2, p.16]. As you can see, the methodology of the composer and teacher Y.E. Kosolapova is valuable because it allows you to determine individual approaches to the development of primary school students at an early stage.

The composer has written many songs for children of different ages. Many of them were awarded prizes in various competitions. Interest in the genre of the song, including for students, was most likely caused by the vocal nature of his talent, a penchant for the vocal beginning in general. In terms of their content, the songs arouse the undoubted interest of school students, they are understandable as accessible, since they are associated with the study of children, reveal the theme of their native nature, children's activities: *«Добры дзень, наша школа»*,

«Паравоз і паравозна песня», «Сняжынкi–смяшынкi», «Сяброўкі» and others.

Yakov Kosolapov paid much attention to the education of civic–patriotic qualities by musical means. In preparation for a significant date – the 80th anniversary of the liberation of Belarus from the Nazi invaders, the following works can be recommended for inclusion in the repertoire: *«Песня пра Зіну Партнову», «Песня аб Веры Харужай», «Дорогами отцов», «Мальчишии»*. They will contribute to the awareness of the feat of the Belarusian people, including children, during the Great Patriotic War.

It should be noted that these works clearly highlight the features inherent in the means of expressiveness of Y. Kosolapov's music: simplicity of presentation, the use of traditional chords, rhythm. The researcher Yu. Sused–Vilichinskaya also draws attention to this. She emphasizes that in the course of working on these songs, there is an opportunity to improve breathing, sound, unison singing. But most importantly, these works touch young hearts, teach them to understand what patriotism is.

In organizing a variety of extracurricular activities, it seems important to refer to such songs of the composer as *«Оршанский венок», «Партизанская баллада», «Белавежа», «Памяць роднага горада», «Песня аб Віцебску»*. These works will help to solve the problems of educating a junior schoolchild as a citizen of their Fatherland, as indicated by 100% of the surveyed teachers and leaders of children's vocal groups (11 people).

Conclusion. Y. Kosolapov's pedagogical activities and musical creativity are an integral part of the cultural achievements of the Vitebsk region. The inclusion of the author's works in the practice of work contributes to the formation of a value attitude among students both to music and to life, the disclosure of the creative potential of the individual, the expansion of the local history ideas of students of the 1st stage, and the strengthening of the spiritual and moral orientations of school students. On the other hand, the use of the heritage of Y. Kosolapov is a way to expand the ideas of future primary education teachers about national music pedagogy.

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PECULIARITIES OF VICTIMIZATION OF STUDENTS WITH INTELLECTUAL INSUFFICIENCY

Diana Muravitskaya

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: victimization, intellectual disability, frustration, behavioral disturbances.

In modern society, the problem of personal victimization is acute. Victimization refers to the process of “turning” 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 significant part 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 the country, region, settlement); – mestizos as representatives of other ethnic groups living in places of compact residence of another ethnic group; – children in a socially dangerous situation; – children–alcoholics, and drug addicts; – children used as employees, etc.

An indisputable fact is the change in the number of children with psychophysical developmental disabilities. As of September 2015, the republican database of children with psychophysical developmental disabilities contained information on 144,459 children (1.52% of the total population of the country), of which 10,931 are disabled. According to statistics, as of September 2019, the number of children with psychophysical developmental disabilities has already grown to 166,186 people (1.77% of the total population), of which 13,234 people are disabled. In the city of Vitebsk for 2019, the database contains information on 5712 children with special needs. Of these, 435 are children with disabilities (preschool age – 3105 children, school age – 2607 children [1].

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 psychophysical developmental disabilities (2015–2019), we can note a tendency towards an increase in the number of children of this category in the Republic of Belarus in relation to the total population, which allows us to talk about the stable victimization of part of our country population.

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 in front of persons in a depressed state [2].

The aim of the study is to determine the specific features of victimization of children with intellectual disabilities.

Material and methods. The study of the peculiarities of the influence of self-regulation on the victimization of the personality of students with intellectual disabilities was carried out on the basis of the State Educational Institution “Auxiliary School № 26 of Vitebsk”. The total number of persons involved in the ascertaining experiment was 20 primary school students of the first division aged 12 to 13 years (7 girls and 13 boys). As a diagnostic technique was used the Rosenzweig frustration test modified by N.V. Tarabrina.

Findings and their discussion. The high risk of victimization in intellectual disability is determined by a number of psychological characteristics of children and adolescents of this nosological group: 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, insufficient volitional regulation of behavior, etc.

The formation of victim behavior in children and adolescents with intellectual disabilities can be influenced by the objective characteristics of such spheres of personality as cognitive, emotional-volitional and personality. So, children of the considered category often show various variants of aggressive behavior, auto-aggression, striving for immediate satisfaction of selfish needs. L.D. Sengaeva noted that for a long time in persons with intellectual disabilities, elementary feelings prevail, which is caused by the weakness of the intellectual regulation of feelings, which leads to the fact that higher spiritual feelings (conscience, responsibility, sense of duty) are formed with delay and with great difficulty [3].

The study showed that students with intellectual disabilities and respondents with intellectual disabilities in combination with epilepsy exhibit aggressive reactions manifested in various forms: fear, dependence, auto-aggression and aggressive behavior. In most cases, junior schoolchildren with intellectual disabilities complicated by epilepsy showed irritability, nervousness, unwillingness to complete the task upon presentation, and lack of control over their activities.

A larger percentage of the respondents' answers belongs to intropunitive reactions, it is – 36.7% (for example, the subject Philip D. in a situation where his mother says: "Your bed is wet again. You are behaving worse than your little brother!", Answers: "Sorry, Mom, I'm inadvertently. "Subject Denis I. in a situation where his mother said: "You are an ill-bred child, you cut off my flowers!", answers: "Yes, I am an ill-bred child"); the smallest percentage – impunitive reactions, it is – 21, 25% (for example, the 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", and in a situation where the boy says: "You are a wet chicken!", answers: "And you are a dirty pig!").

Extrapunitive reactions were 35.8%. For example, the subject Valeria T. in a situation where the girl says: "You broke my most beautiful doll!", Answers: "And you broke mine!" Subject Maria K. in a situation where her mother says: "I gave the last piece to your brother", answers: "Why?! Why did you give

it away? I should have left! " 6.25% are situations that defy interpretation due to the peculiarities of the thinking of this category of children.

Students with intellectual disabilities complicated by epilepsy understood the depicted frustrating situations worse and could not give a definite answer. The implementation of the Rosenzweig technique was accompanied by explosiveness, irritability, and aggressiveness. For example, subject Milana S. in a situation where her mother says: "Your bed is wet again. You are behaving worse than your little brother ", replies: " I will break this bed! ". Subject Ilya K. in a situation where his mother says: "I gave the last piece to your brother", answers: "You cannot give this to your brother!".

Conclusion. Thus, one of the most vulnerable groups in terms of victimization are children and adolescents with intellectual disabilities. Typical features of victimization of the personality of this category of persons include the deformation and disharmony of relations in society, a decrease in the stability of the psyche, inadequacy of self-awareness and perception of reality, the consolidation of negative attitudes, infantilism, and a low level of stress resistance.

Devictimization aims at restoring the boundaries of the personality: mastering the skills to differentiate oneself and another person (to distinguish between thoughts, feelings, desires of oneself and others), choose adequate ways of self-expression, make independent choices, determine the limits of personal responsibility, accept oneself and cooperate.

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FORMATION OF PERSONAL, META-SUBJECT AND SUBJECT COMPETENCIES IN SENIOR PRESCHOOL AGE PERSONALITY BY MEANS OF MOVING PLAY

Natalia Patalashko

National Institute of Education, Minsk, Belarus

Keywords: interpersonal relationships; personal, metasubject and subject competences; integration of educational areas; outdoor game; senior preschool age.

The actual problem of modern preschool education is still the child's interpersonal relations with the people around him, the formation of the ability and readiness to successfully socialize in a changing society, adapt to various social

situations, foresee the consequences of his behavior, etc. In this regard, the mastery by a preschool child of a number of personal, metasubject and subject competencies that contribute to the formation of a value attitude towards a person, ideas about the norms and rules of life in society; the development of self-regulation, the ability to quickly and flexibly adapt to changing circumstances and the external environment, to analyze information and apply acquired knowledge from various fields in solving problems in real life situations, etc., is of priority importance.

The aim of the study is to develop and experimentally test didactic materials (outdoor games) that contribute to the formation of personal, metasubject and subject competencies in older preschool children by integrating the content of the educational areas "Physical culture", "Child and nature", "Child and society".

Material and methods. A special potential for the formation of personal, metasubject and subject competencies is possessed by outdoor play, the task of which is not only in the physical development of the child, but also in the formation of his personality: the development of social interaction skills (the ability to apply ethically valuable behavioral patterns, conduct a dialogue, build relationships taking into account interests and needs of other people, resolve conflict situations through a peace agreement, compromise, etc.); development of emotional responsiveness (sympathy, empathy, etc.); education of moral qualities (decisiveness, responsibility, tolerance, honesty, etc.) [1; 2; 3].

Outdoor games are developed on the basis of the principle of integrating the content of the educational areas "Physical culture" (dominant area), "Child and nature", "Child and society". The content of games is aimed at solving the problems of these areas for senior preschool pupils, which ensures the achievement of subject, meta-subject and personal results [4].

So, in the formation of subject competencies, the following results are most often achieved:

child:

- performs different types of basic movements;
- brings the started motor activity to completion, seeks not to resort to the help of adults;

- fulfills the basic rules of health-preserving, safe behavior;
- correlates plants and animals with their habitat, etc.

When forming metasubject competencies:

child:

- finds a creative solution to practical problems;
- sets the goal of the activity and predicts its result;
- unites his efforts with peers to achieve the goal while completing a common task;

- in the process of interaction, supports partners in the game;
- correlates his desires, aspirations with the interests of other people;
- conducts a simple dialogue with adults and peers, etc.

When developing personal competencies:

child:

- shows volitional efforts, follows social norms of behavior and rules in various activities, in relationships with adults and peers, observes the rules of safe behavior;

- independently organizes collective games, distinguishes between conventional and real situations, negotiates, plans and discusses the actions of the players, follows the rules, predicts the development of events.

The integration of these educational areas is achieved through the use of objects of the natural and social world in the plots of outdoor games, as well as through the very organization of outdoor games, which presupposes: interaction of peers with each other and with an adult; the need to comply with social norms of behavior and rules of the game, safe behavior in the process of motor activity; the ability to independently organize the game, negotiate, plan and discuss game actions with other participants, calmly react in conflict situations, manage emotions and control impulsive behavior; assessment by a pedagogical worker of the results of fulfilling the rules of outdoor games, as a result of which primary ideas about themselves and their own capabilities are formed in children.

The implementation of the principle of integration allows pupils to form a holistic picture of the world, to strengthen the activity basis for assimilating the content of education, to stimulate the development of the cognitive sphere (cognitive activity, needs, interests), and preschool education specialists, in turn, to effectively organize pedagogical activities and improve the quality of preschool education.

Findings and their discussion. The approbation of didactic materials (outdoor games) will be carried out from November 2021 to March 2022 in unregulated activities in accordance with the daily routine of the pupils of the senior group – implementation stage. The reflexive–analytical stage (April – May 2022) involves repeated pedagogical diagnostics, analysis, interpretation and generalization of the results of experimental work.

Conclusion. The introduction of the developed didactic materials (outdoor games) will ensure not only the strengthening of the pupils' health, the enrichment and accumulation of their motor experience, the formation of the foundations of a healthy lifestyle, the upbringing of the physical culture of the individual, but also will allow the formation of meta–subject and personal competences of older preschool children.

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**PHENOMENON OF CHILDREN'S GAME
AS A BASIS FOR DEVELOPING THINKING
AND FORMING SOCIAL RELATIONSHIPS AND ROLES**

Anna Pavlova

OmSU named after F.M. Dostoevsky, Omsk, Russia

Keywords: play, development of thinking, influence of playing on children, D. Winnicott, D.B. Elkonin.

Children need to develop a variety of skills in order to optimize their development and solve problems more easily later in life. Playing with parents and peers is a unique opportunity to develop social–emotional, cognitive, language and self–regulation skills. Therefore, the study of the influence of the process of playing on the formation of children remains an urgent topic for research. Play is not only an opportunity to have fun, it can also affect the health and further development of a child.

The purpose of this article is to examine the process of children's playing in the framework of theoretical and practical research to study its impact on the development of thinking and social skills in young children.

Material and methods. The study is based on the scientific substantiation of the phenomenon of children's playing and its influence on the development of children, based on the works of the British child psychiatrist D. Winnicott and the Soviet psychologist D. B. Elkonin. Used terminological and descriptive–analytical methods, comparison and generalization of the advanced theoretical and practical psychological experience of famous scientists.

Findings and their discussion. Playing allows children to use their creativity, develops imagination and dexterity, as well as physical, cognitive and emotional strength. Many parents and educators intuitively know how playing affects the development of children and try to include elements of playing in learning. V.S. Sobkin and K.N. Kaznacheeva in 2009 conducted a sociological study on the topic of parental involvement in joint games with a child. The sample consisted of 1936 people. Analysis of the answers received shows that the involvement of parents in joint playing depends on the child's age (Fig. 1). Thus, 65.1% of parents playing with children 4–5 years old, while 59.1% –playing with children 5–7 years old. [1, p. 47].

According to D. Winnicott, any child is born with a rich inherited potential, which can develop and manifest itself if the early surroundings contributes to this, taking part in the development [2, p. 26]. The development of a child from a very early age is closely related to the process of playing. Playing is a basic form of life, a creative experience located in the space–time continuum. It is always carried out in the gap between the subjective and the objectively perceived. "The game engages in cultural experiences and forms the basis of the cultural experience" [3, p. 84].

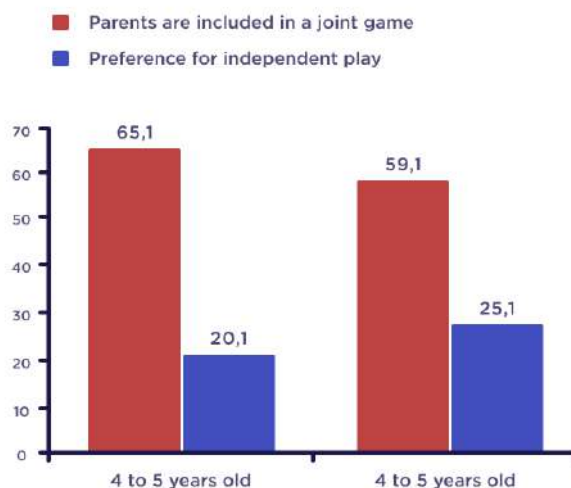


Figure 1. Inclusion of parents in a joint game with a child, depending on age, %.

Free playing using toys and play objects, derivatives of transitional objects or phenomena created in a metaphorical imaginary space (like children's fun without rigidly established rules) expands the possibilities of dialogue between the mother or teacher and the child [4, p. 213]. According to Winnicott, playing is the sublimation of impulses and the search for self-awareness; playing is a sign of health, it facilitates growing up and involves in group relationships, helps to master new social roles [3, p. 34]. Thus, having extensive clinical experience of working with young children and observing their development, D. Winnicott comes to the conclusion that playing is a universal phenomenon, because the functions of the game are very diverse – they are involvement in group relationships, a way of mastering reality and the ability to relieve tension.

The question of the influence of playing on the development of a child's thinking was studied by the Soviet psychologist D.B. Elkonin. Daniil Borisovich divided the games played by preschool children into three main groups. The first group is outdoor games (ball games, jumping rope, hide and seek, etc.). Outdoor games are an excellent means of physical education for preschoolers; in the process of games, children learn to obey the rules and they develop skills in team behavior [5, p. 4]. The second group – games of loto, multi-colored pyramids, etc. In modern language – educational didactic games. "In these games, children get acquainted with various objects and phenomena of reality, ideas are formed in children, observation, perception, memory, and thinking are developed. Such games are of great importance for the mental development of preschool children" – wrote D.B. Elkonin [5, p. 4]. The third group is creative role-playing games. In such games, children portray adults and reproduce their activities. "Imitating in the play of life and work of adults, children treat their imaginary work, toys and playmates as adults in real life relate to their work and to each other" [5, p. 4].

One of the central ideas of D.B. Elkonin in the psychology of playing is connected with the fact that social relations are realized in play. Daniil Borisovich emphasized that the content of game activity is associated with the relationships between people reflected in it [6, p. 69]. He referred to a study by G.A. Kovaleva in which two groups of children were asked to play a game about the zoo after visiting it. It turned out that a group of children, who were told about the animals during the excursion, could not organize the game. Children, who were told about the zoo workers and their functions, initiated the game themselves and played it with enthusiasm. Thus, playing is easier for children who are familiar with group relationships. If they have vivid impressions that do not contain information about relationships between people, then difficulties may arise with play activities.

Conclusion. Thus, playing is the dominant activity for children and the main source of development. As the child grows, his games change and transform – from simple manipulations with objects, he moves on to mastering their social meanings, and then to interaction with other children and complex role-playing games.

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CURRENT WAYS IN THE MODERN EDUCATION OF CHINA'S YOUTH

Hu Qi

BNTU, Minsk, Belarus

Keywords: education for young people, China's youth, social practice, cultural education.

With the reform and opening up and rapid economic development, Chinese society has entered a new stage of development; this stage of development will have a lot of negative effects. How to guide young people to grow up quickly and make them better undertake the burden of building a modern socialist country with Chinese characteristics has become an important objective of education and a major mission of education.

"If countries want to walk in the front end of the world, they must emerge one after another batch of high-tech talents. These talents serve the country and lead the world to maintain a first-class scientific level" [1, p. 10].

According to the current situation, an important way to cultivate talents is social practice. "For college students, knowledge reserve and social practice are equally important, and both are indispensable" [2, p. 3]. Only knowledge without practice, will be busy; disengaging from the practice of knowledge will lose credibility, so college students should adhere to the unity of book knowledge and social practice. In addition, it is also necessary to be good at learning from each other, combining the characteristics of the current era, meeting the characteristics of the current era and the requirements of social development, and enriching the knowledge and society learned.

Material and methods. The methodology of the presented research is based on the ideas of axiological, competence-based and contextual approaches. Competence-based creates conditions for focusing attention on the formation of readiness of young people to solve practical problems. The contextual approach serves as the basis for determining the source of the content of youth education in connection with the peculiarities of China. An important role in this case belongs to the value-semantic (axiological) content of contexts.

The concept of "social practices" is often used in literature focused on theories formed within the framework of phenomenological sociology (A. Schutz, P. Berger, T. Lukman, etc.) and concepts put forward by I. Hoffman, P. Bourdieu, E. Giddens. The presented material is also based on the analysis and generalization of psychological and pedagogical literature on the actualization of social practice in the education of young people, including research by S.V. Kochnev, A.A. Ostrovskaya, E.A. Grishina, Yu.A. Zubok, V.T. Lisovsky. Also taken into account is a 2019 Xinhua News Agency study, the results of which showed, that participation in social practice is considered as a necessary experience in higher education by almost 64 percent of the 1,674 Chinese students who participated in the survey (the results were published in the newspaper "Chinese Youth").

The work takes into account the study of Zhao Shenshan, and also pays special attention to the opinion of the Chinese scientist Di Xuwei presented in it, who believes that Chinese culture should be considered as collectivist; as feminine (preference is given to interdependence and service to each other), as well as a culture with a high level of avoidance of uncertainties, which implies that the Chinese are not prone to risks, strive for stability, trust.

Findings and their discussion. Practice and innovation are the key factors for young people to become talents and the correct way for teachers to guide students to become talents. To guide students in the ideological innovation and growth, practice the belief of success. Young people are in a period of imperfect cognition of their own development, and then they should be guided to establish correct ideas. "Young people should have firm ideals and beliefs, correct values of life, ideological guidance behavior, and correct thinking behavior will not be biased"[3, p. 5]. The development of young people should be more in line with

China's current needs. At present, China is in urgent need of innovative talents. Therefore, they should be encouraged to have innovative consciousness, practical concept, and belief in realizing their dreams. They should also be good at discovering and solving problems, establish a global consciousness, be responsible, and highlight their own value.

In addition to guiding young people in thought, but also in learning correct guidance. Can not only be empty theory, can not only be practice; only by combining theory with practice can national pillars be shaped. This requires us to cultivate correctly, pay attention to our training direction and strength, improve the youth's learning ability, innovation ability and practical ability, make them become the masters of theory and practice, so as to better help them realize their ideal ambition. «The so-called newborn calves are not afraid of tigers» [3, p. 2]. Most young people do not think carefully in the face of work, which will inevitably lead to some mistakes. Therefore, it requires young people to practice more. After all, familiarity can be clever, and continuous practice can innovate, so as to achieve better results.

Cultural education, strengthen the cultural carrier construction of socialist core value system is the most important part of Chinese culture. China's education system, public cultural facilities and entertainment and cultural industries the dialectical relationship between cultural 'soul' and 'body' reveals the inherent law of cultural development, and fully embodies the inherent requirements of the prosperity and development of socialist culture. In the continuous development of the times, it is necessary to clarify the vague understanding of the relationship between cultural and ideological attributes and commodity attributes, social and economic benefits, ideological and artistic appreciation, enhance the consciousness and firmness of guiding cultural construction with the socialist core value system, and clarify the direction of cultural development. "To achieve China's development goals, we should not only strengthen the construction of socialist core values system, but also constantly improve the various forms of socialist culture" [3, p. 4].

First of all, the most important thing is to educate young people, integrate the core value system education of college students into the curriculum of college students, integrate into the whole process of youth education, integrate into all fields and processes of youth social practice, and gradually form the dominant position of youth core value system education.

Conclusion. Contemporary college students are the future of the motherland and the hope of the whole Chinese nation. They are now in the stage of immature mental development. Therefore, schools are the most important place for them to receive education. School education should increase the education of students' values, so that they can form correct values in the student era and become a person who contributes to society in the future. We should establish the concept of "people-oriented, moral education first" adhere to the full education, the whole process of education, all-round education, and then affect each col-

lege student. The significance of university is to cultivate different types of talents for the society, which is to cultivate students through culture.

The education mode of university transfers culture. Universities educate different students through culture, so that they have their own independent thoughts and become a person with sound personality. For a teacher, the study of university culture helps to comprehensively promote quality education and cultivate high-quality talents with all-round development of morality, intelligence, physical beauty. In universities, we should create a positive youth culture for students, strengthen the constraints and teaching of young people's ideological behavior, and improve the current imperfect mode of education. In addition, grasp the key of youth culture, strengthen their guidance, understand their environment, pay attention to youth life, and take active measures to lead youth culture when finding problems.

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ABOUT SOME DEVELOPMENT TRENDS OF POPULAR MUSIC IN CHINA

Li Qingbo

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: pop music, mass consumption, musical characteristics, cultural trends, popular Chinese music.

Pop music is one of the most important cultural trends in modern society. As a cultural phenomenon with great vitality, popular music should be appreciated and studied not only at a practical but also at a theoretical level. However, there is not enough high-level research on popular music. It should be noted that the understanding of the concept of popular music, its image and uniqueness is still relatively vague. This is noted by many researchers, including Liu Kexin (刘可欣) [1].

The popular music market in China is becoming more mature. The media play an important role in the development of popular music. Chinese popular music originated in the 90s of the twentieth century. From the outset, amid a favorable atmosphere of reform and opening up, mainland China has been influenced by a continuous influx of Western pop culture and popular elements from Hong Kong and Taiwan. The musical characteristics of contemporary pop music are becoming more and more distinctive. Pop music has become an integral part of modern social life, and the media play an important role in it [2].

The purpose of this article is to analyze the trends of popular music in China at the beginning of the 21st century.

Material and methods. The material of the article are the works of researchers Liu Kexin (刘可欣), Sun Wei (孙伟), Tao Xin (陶鑫), Wang Li (王丽), Yang Xiumin (杨秀敏). Methods of analysis and systematization were used.

Findings and their discussion. Pop music is an important symbol of the spiritual life of the masses. It can reflect the ethnos of a society, its social and cultural background. Pop music can cause internal depression and dissatisfaction in people, and can express positive feelings of people, an optimistic attitude towards life. Yang Xiumin (杨秀敏) analyzes various definitions of popular music and offers characteristics of popular music development as well as new trends in popular music in China [3].

Wang Li (王丽) defines pop music as a group in modern society, driven by commodity consciousness, popular culture and aesthetic needs over a period of time. This music represents appropriate musical behavior. This is a culture of mass consumption, developed through commercial communication channels, so it inevitably becomes part of the culture of a market economy. Popular music is the product of a combination of modern technology and contemporary culture. As a new cultural form created within the modern industry and commodity production system, popular music has an interactive connection with the public. [4].

Of note is Tao Xin's "Pop Music Handbook" (陶昕的《流行音乐手册》). It provides a relatively systematic and comprehensive introduction to popular music and related areas of knowledge, principles and practices. This publication examines the development of popular music in various countries and regions of the world, analyzes the creation, performance and distribution of popular music on the example of more than 200 representative European and American singers [5].

Conclusion. Popular Chinese music is abbreviated as "C-pop". This concept is widespread not only in the territories adjacent to China, but also in countries in which the Chinese language is used by the majority of the population, for example, in Singapore. Sometimes the term "C-pop" is used to refer to other styles (Chinese rock, hip-hop, etc.). The study of popular Chinese music can be carried out in the context of a comparative analysis of domestic and foreign popular music. These prospects are quite relevant for the further development of pop music in the People's Republic of China.

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IDENTIFICATION OF TENSE CATEGORIES IN THE SIGN LANGUAGES OF THE WORLD

Dariya Shved, Anastasiya Blokhina

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: sign language, professional gestures, time, time representations, ethnicity.

Sign languages in their functional and structural features are similar to traditionally sounding languages. Their main specific feature is their use as a leading visual channel for transmitting information, rather than an auditory one. Concepts in sign language can be indicated with the help of manual gestures performed by the hands, and with the help of non-manual markers (movements of the body, head, facial expressions). The non-manual component essentially corresponds to intonation in spoken languages.

A gesture, like a word in spoken languages, consists of phonemes – the minimum meaningful units. E.V. Prozorova, based on the works of U. Stokoe, identified three components that make up a gesture – configuration, localization and direction of the gesture. Also, gesture orientation and non-manual markers were also later attributed to these phonological units [1]. It should be noted that in sign languages the morphological level is also distinguished – the level of minimal linguistic units that have meaning [2].

In different periods of the formation of human society, in different linguistic systems, the designation of temporal categories was both perceived and interpreted in different ways. Different peoples had their own understanding of the concept of "time", which reflected the mentality of this ethnos [3]. In various sign languages of the world, the temporal categories also have the specifics of the demonstration.

The purpose of the study is to determine the features of the designation of the concept of "time" in various sign languages, ethnic groups and professional activities.

Material and methods. The material for this study was a set of concepts, data of theoretical conclusions obtained in the course of studying actual problems of the functioning of sign languages, ways of forming gestures (A.A. Komarova, E.V. Prozorova, G.L. Zaitseva, E.Yu. Shamara, O.O. Korolkova, G.S. Mogush and others).

In the work, theoretical research methods were used: a comparative scientific analysis of publications on the problem under consideration, including dictionaries of sign languages, which made it possible to formulate the initial positions of the study and the peculiarities of the formation of gestures indicating time in various sign languages, as well as in professional activity.

Findings and their discussion. Let's analyze the concept of "time" in the sign languages of various nations. For this, we analyzed articles from various public sign language dictionaries [4].

As it turned out, in most sign languages of the deaf, "time" (as part of the day) is indicated by the characteristic gesture "wristwatch", which differ little from each other in configuration. This designation of time is typical for almost all sign languages: Latvian, Italian, American dialect, English, Russian, Turkish, French, Indian and many others. It should be noted that a similar Japanese "time" gesture is shown on the right hand, which is associated with the wearing of a watch on the right hand, which is widespread in this country.

One of the linguistic features of sign language is the invariance and differentiation of meanings. Such changes in the lexical meaning of the gesture "time" were expressed in sign language by the transformation of the traditional gesture denoting a wristwatch. For example, in Latvian sign language, the word "time" in the meaning of "start" (time to work, time to celebrate) is denoted by a gesture in the form of a cross raising of two hands in the "O" configuration or by bringing the index fingers together [5].

Specificity can be attributed to the characteristic feature of the sign language of the deaf, in contrast to the polysemanticity of sound languages. For example, in Italian sign language, "time" is denoted by a gesture symbolizing "dial", and the phrase "time flies" is denoted as "clock – take off".

In Russian sign language, in addition to the international gesture "time", there is a synonym for a temporary designation – a hand in the configuration "5" on the right side of the face [4]. A similar gesture is used in Ukrainian sign language [5].

We see that in many languages the "time" gesture is associated with a wristwatch. However, there are sign languages in which this gesture is functional-pictorial. For example, in French, Finnish and Swedish, in this case, a clock with a pendulum is depicted. In Czech it is like a bell at the ear. In Portuguese, this gesture has three components (wristwatch – dial – clock striking). In Finnish, the sign equivalent of time is depicted with the right hand moving from side to side. The phraseologism "time flies" is depicted as time flying from the clock in Swedish, German, Polish, English and Estonian.

It should be noted the non-verbal features of communication associated with the designation of time. So, there are several non-verbal signals conditioned and understandable to everyone: a person points out the place on his hand where the clock should be and looks at the interlocutor (in fact, he asks: "What time is it?"); nervously knocks on the wristwatch or the place on the hand where they usually go, casting a disapproving glance at the watch if he wants to show that he is in a hurry or to indicate a lack of time; or, as it were, he casually glances at his watch, showing by this that the conversation has exhausted itself. It should be noted that the last two non-verbal cues can cause negative emotional reactions, so they should be used carefully. At present, with the active spread of mobile phones, these gestures have received some addition, since in the modern world a mobile phone is considered by a person as a time identifier.

As an example of professional gestures used to indicate temporal categories, consider non-verbal cues in basketball. Thus, stopping the playing time (together with the whistle) is indicated by an open palm; stopping the clock in the presence of a foul – the referee's palm is directed at the offender; the inclusion of playing time is demonstrated by a wave of the hand; new countdown of twenty-four seconds per attack – finger rotation. In this case, the gestures are artificially created, they have no connection with the ethnos, therefore they are not based on the image of a clock, and their main criterion is agreement, the visibility of the gesture and its unambiguity. Thus, professional gestures function as terms.

Conclusion. An analysis of the designation features of the concept of "time" in various sign languages, ethnic groups and professional activities made it possible to conclude that each ethnic group, including the corresponding sign language, has its own image of time, since the sign language reflects the mentality of the people.

In the pedagogical process, it is much more effective to teach sign language, focusing on already existing images of concepts, and in the linguistic process, the creation of a new gesture should be not so much symbolic as figurative, for a stable entry into the linguistic system and rapid spread in it.

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COMMUNICATIVE APPROACH TO WORK ON SPEECH DEVELOPMENT OF PRIMARY STUDENTS OF THE SPECIAL SCHOOL

Ekaterina Trusova, Tatyana Kukharenko
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: communicative approach, communicative activity, speech, communication, social development.

Every year, life puts increasing demands not only on adults, but also on children: the amount of knowledge that needs to be transferred to them is steadily growing. In order to help children cope with the difficult tasks that await

them, you need to take care of the timely and full formation of their speech. This is the main condition for successful training. After all, thanks to speech, the development of distracted thinking is made, with the help of the word we express our thoughts. The problem of speech development in children with intellectual insufficiency is urgent, since developed oral speech in children with special features of psychophysical development is one of the conditions for the effectiveness of their education and the key to their further socialization in society. Such researchers as M.E. Khvattsev, R.E. Levina, G.A. Kashe, R. And Lalaeva, A. Binet, T. Simon and others made a great contribution to the analysis and study of speech of children with intellectual insufficiency [1].

The purpose of the study is to determine the features of a communicative approach in the development of speech of students in the elementary classes of an auxiliary school.

Material and methods. The study was conducted in October–December 2020 on the basis of "Special School № 26 of Vitebsk." The total number of children involved in the study was 32 children with intellectual insufficiency of elementary students in auxiliary school.

Findings and their discussion. The relevance of the problem today is due to the lack of a unified concept regarding the mechanisms that underpinned the mastery of speech by the child, and a generally recognized approach to the study of speech formation as the highest mental function of a person. Identifying the patterns of the child's mastery of the language system, starting from the early period of ontogenesis, is of important theoretical importance, since this knowledge allows us to understand the general principles of human cognitive development. With an exhaustive study of the grammatical, lexical, acoustic aspects of child speech, the question of the role of an adult in the formation of a speech function, in the early speech development of a child, is less studied.

The experimental study was carried out with each child individually. The survey took place when creating three situations for students in the elementary classes of a special school, each of which was optimal for identifying one of the three forms of communication (situational–business, unitative–cognitive and unitative–personal) characteristic of preschoolers. Each situation made it possible to establish whether the child had a certain form of communication and how much he owned it. Thus, for each child, three results were recorded, respectively, for each form of communication. The dominant form of communication of the child was the one that was estimated by the largest sum of points. No assistance was provided to the child during the examination.

During the experimental study, the subjects do not keep the tasks in memory, did not fully complete the work begun, and secondary deviations, such as violations of perception, attention, memory, the emotional–will sphere, prevented them from distinguishing the characteristic features of objects and phenomena, children could not group objects, logical and temporal connections between objects and phenomena were not always available to them. Children for-

got complex instructions, the sequence of actions. All this leads to the fact that children with intellectual insufficiency lag behind in the development of verbal–logical thinking, with difficulty mastering analysis and synthesis, comparison, generalization. All these difficulties are determined by the underdevelopment of the cognitive function of speech and are compensated as the speech insufficiency is corrected.

To study the level of coherent speech, the "retelling of text" technique was used. Children were asked to listen to a small unfamiliar story or fairy tale. Retelling of children was recorded and analyzed by indicators. Each indicator is evaluated separately. The highest score for text reproduction is 10 points. 2 points – correct reproduction; 1 point – minor deviations from the text, absence of grammatical errors, long pauses, a small number of prompts; 0 points – incorrect reproduction, violation of the structure of the text, poverty of vocabulary, numerous pauses, the need for hints. Thus, a score of 10 points corresponds to a high level of text reproduction, over 5 points – to an average level, less than 5 points – to a low level.

The results of the experimental study showed that the imperfection of communicative skills and skills of children with intellectual insufficiency complicates the process of free communication, complicates the development of cognitive activity of children, prevents the creation of conditions for their successful social adaptation. Among the children there were those who did not understand the speech at all, and those who did not understand the speech at all. Most children understand speech only in everyday life.

The quantitative and qualitative analysis of the results made it possible to draw the following conclusions that primary school students with intellectual insufficiency underdevelopment of all aspects of speech: semantic, grammatical, sound, as well as poverty of the dictionary. Thus, speech impairment in children with intellectual insufficiency is systemic, that is, all components of speech, such as phonematic hearing, sound wear, lexico–grammatical system and coherent speech, turn out to be disturbed.

The development of coherent speech in this category of children, as well as the development of other components of speech, is carried out at a slow pace and is distinguished by characteristic qualitative features. The shortcomings and insufficient level of the formation of oral speech in children with intellectual disability lead to difficulties in mastering the entire school curriculum, complicates the communication of children and negatively affects personal qualities, so it is necessary to carry out corrective work on the formation of coherent speech.

Conclusion. Based on the data we obtained during the experiment, we made a number of conclusions about the development of communicative activities in primary school students with problems in intellectual development.

According to the results of the experiment, it was determined that for most children with intellectual disabilities at the age of 7–9 years, the most characteristic is the situational–business form of communication, that is, communication

with an adult is easier and more natural for them against the background of business contacts. Their non-iterative forms of communication are extremely poorly developed.

The research analysis made it possible to develop methodological recommendations for the development of speech in children with intellectual insufficiency, a retelling was chosen as the technique for the development of coherent speech. Selected tasks allow you to form and improve the oral speech of children with intellectual disabilities. Two types of classes were prepared:

Classes of the first type included reading and discussing books of a cognitive nature (about animals, fish, birds, machines, etc.). A special needs teacher reads the book, seeking children to understand its content, explaining what is drawn in the pictures, answered questions in detail. Children were then given the opportunity to report on their knowledge in the relevant field, and the educator encouraged any such attempt by the child. To the extent possible, the adult tried to involve all the children participating in the experiment in this conversation.

The *second type of classes* was based on the didactic game "Evaluate the Act." Children together with adults need to consider a picture with a problematic situation, the teacher tells the children the beginning of this story. Then, together with the children, the adult sequentially considers pictures depicting a possible sentence of history (only 4 options), and invites the children, looking at the picture, to tell how this situation ended.

Selected tasks allow you to form and improve the oral speech of children with intellectual disabilities.

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FEATURES OF FORMATION OF COMMUNICATIVE ACTIONS IN STUDENTS WITH INTELLECTUAL INSUFFICIENCY

Izabella Vlasova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: speech competence, communication, intellectual disability, communication skills.

The formation of communicative actions as a component of speech competence is one of the most relevant in modern general and special pedagogy and psychology. The need for communication arises at the earliest stages of ontogenesis and stimulates the mental development of the child, promotes the activation of speech and thought processes, and forms the personality as a whole. Speech is an important component of any form of human activity and behavior

in general. The interest in studying the problem of communication in special psychology is associated with the fact that, in the context of the specific development of a child with special educational needs, communication acquires a qualitative originality depending on the type of impairment [1].

Currently, most of the research on this issue is devoted to the issues of the logical–content side of the oral and written speech of students with intellectual disabilities (V.Ya. Vasilevskaya, M.F. Gnezdilov, E.A. Gordienko, R.I. Lalaeva, V.G. Petrov and others). Methods for improving the skills of coherent oral and written speech of children of this category are described by A.K. Aksenova, V.V. Voronkova, S.Yu. Ilyina, I.Yu. Sviridovich et al. Research in the field of the formation of communicative skills as components of speech competence in schoolchildren with intellectual disabilities are relatively few (O.K. Agavelyan, D.I. Vyaryanen, E.I. Razuvan, etc.) [2].

The aim of the research is to analyze the features of the formation of speech competence of students with intellectual disabilities.

Material and methods. A purposeful study of the peculiarities of the formation of communication skills in children of primary school age with intellectual disabilities was carried out from October 2020 to January 2021 on the basis of the State Educational Institution “Special School № 26 of Vitebsk”. To organize the study, a group of 20 children of primary school age with intellectual disabilities was selected. The age range of the surveyed is from 7 to 11 years old. The psychodiagnostic technique "Mitten" (G.A. Tsukerman) [3] was used as a research method.

The evaluation of the research results was carried out according to the following criteria: – the ability of children to negotiate, come to a common decision, the ability to convince, to argue their decision; – mutual control in the course of the activity: – whether the children notice each other's deviations from the original plan, how they react to them; – the productivity of joint activities is assessed by the degree of similarity of the patterns on the mittens; – mutual assistance in the course of drawing; – emotional attitude to joint activities.

Findings and their discussion. The results of the study according to the criterion "mutual control" in the " Mitten " method showed that 40% of the pairs of subjects exercised partial or complete mutual control of the activity for the implementation of the initial plan, 60% of the couples lacked mutual control in any of its manifestations. Only 10% of pairs of students with intellectual disabilities who exercised mutual control demonstrated its sufficient / intermediate level: students followed the coloring process, noted deviations and adjusted to each other. Observation and additional questions showed that in these pairs students who were in stable friendships worked, they liked the work together, they expressed a desire to continue the joint work even after its completion. 20% of the pairs of participants in the experimental study exercised mutual control at a low level: deviations from each other's initial intentions were noted in the process of

work, but these subjects did not react to them and did not try to correct their mistakes.

The results of the analysis of the data on the implementation of the "Mitten" method according to the diagnostic criterion "productivity" made it possible to draw the following conclusions. 40% of pairs of subjects demonstrated productivity at different levels of its manifestation. So, 20% of pairs of students with intellectual disabilities can be attributed to a sufficient level of productivity of the task – as a result of joint activities, the resulting mittens of the subjects were practically similar in pattern and color. According to the criterion "productivity", 10% of pairs of participants in the experimental study were classified as an average level: the similarity of mittens as a result of joint activities was partial, the pupils' mittens differ in some details (for example, the details of the pattern were the same in shape, but different in color; differed in details; patterns of mittens were not symmetrical).

10% of pairs of children of primary school age with intellectual disabilities demonstrated a low level of productivity of joint activities. Their mittens distantly made a pair: there was a similarity in the choice of some colors and the methods of their application, the patterns did not completely coincide.

In the remaining 60% of pairs of subjects, the productivity of joint communicative activity was absent: the similarities of the patterns on the mittens were not traced, the colors did not match. It can be noted that there was an individual product of his own activity – each made his own mitten, but there was no communicative activity to create a pair of mittens.

The majority of junior schoolchildren with intellectual disabilities experienced significant difficulties in realizing the need to agree in joint communication activities. These identified difficulties include: – the absence or difficulty of showing initiative in joint communication activities – initiative cooperation (some subjects did not begin to agree on a general option for creating a pair of mittens, even after the experimenter's organizational help); – the absence or insufficient level of formation of current control over joint activities (for example, children began to design gloves, having previously agreed on the shape, color and arrangement of patterns with the help of the experimenter, but immediately began individual work, without taking into account the previous agreement); – insufficient completeness and accuracy of expressing one's thoughts in accordance with the tasks and conditions of communication due to the low level of development of dialogical speech, difficulties in formulating precise phrases and understanding the partner's remarks; – absence or low level of feedback implementation in communicative activity; – a certain amount of conflict when making a decision, the absence of a search for alternative options for resolving the conflict that has arisen; – insufficient level of formation of the ability to explain one's choice, answer the question posed, argue one's proposal; – lack of taking into account the position of the partner / interlocutor (for example, the subject Polina A. suggests "Here is a circle"); – poor quality or inadequate use of non–

verbal communication methods. A qualitative assessment of the results of the experimental study according to the criterion of "mutual assistance" showed that not a single couple independently provided assistance to each other, there were no cases when the subjects turned to a partner in joint activities for help, they worked autonomously, not paying attention to intermediate and final the results of each other's activities (90% of cases).

Conclusion. The conducted experimental research has shown the presence of originality of speech communication among children of primary school age with intellectual disabilities. The characteristic features of the communicative activity of junior schoolchildren of the auxiliary school include: – insufficient level of mutual control in the implementation of activities based on communication; – lack or difficulty in showing initiative for joint communication activities – initiative cooperation; – absence or insufficient level of formation of current control over joint activities based on communication; – lack of consideration of the position of the interlocutor; – poor quality or inadequate use of non-verbal communication methods.

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HISTORICAL ASPECTS OF THE FORMATION OF THE SCHOOL OF PLAYING THE PIPA

Feng Xiaoyin

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: pipa, national instrument, pipa schools, culture, solo tradition.

The pipa 琵琶 is not just a Chinese traditional musical instrument. This is a peculiar form that combines aesthetic perception and artistic creativity, which is an important part of the modern system of music education and the key to its further development.

The objectives, content and teaching methods have undergone fundamental changes, but the traditional pipa learning has failed to adapt to modern requirements. It is necessary to create a unique method of teaching pipa based on traditional culture and art; change the goals of learning in accordance with the real needs of the development of modern society. The purpose of this article is to analyze the development of the pipa school.

Material and methods. The methodological basis of the study is the work of scientists dedicated to the art of pipa (Xi Pinghu School, Xi'an Academy

of Music, Wang Xinjie, Li Lulu, Cui Xiaojun). Methods of analysis and systematization are used.

Findings and their discussion. The pipa is an ancient national instrument with a history of thousands of years. It has an irreplaceable position in the instrumental family of the Chinese nation. It is known as the "king of plucked instruments" and "king of national instruments". The first mentions of the pipa in literature dates back to the 3rd century, the first images – to the 5th century. However, prototypes of the pipa were in use in China already at the end of the 3rd century BC. The name pipa is associated with the way the instrument is played: "pi" means upward movement of the fingers along the strings, and "pa" means downward movement of the fingers.

The pipa has a pear-shaped wooden body with a very small resonator holes and a short neck with a glued toothed neck. The ribs of the bar teeth form the first 6 fixed frets; the other 24–27 frets in the form of narrow wooden strips are located on a flat top. Silk pipa strings are attached with tuning pegs and a tailpiece. The usual tool length is about 100 cm and the width is 30–35 cm (Picture 1).

The pipa is played while sitting, resting the bottom of the body on the knee, and the neck on the left shoulder. The instrument is held vertically. But in ancient frescoes, there are images where the musician holds the pipu horizontally, like a guitar. The sound is produced by a plectrum, but sometimes also with a fingernail, which is given a special shape.

The pipa is used as a solo, ensemble or orchestral instrument, as well as for accompaniment to singing and recitation. The pipa is mainly a member of traditional music ensembles.

The pipa is a traditional musical instrument with a history of more than 2000 years, but it really developed in the late Yuan Dynasty. It is possible to select the following periods of pipa's development. Initially, during the Qing Dynasty, there were two main Pipa schools, Northern (Zhili faction, 派) and Southern (Zhejiang school, 浙江派).



Picture 1 – Pipa

From these five main schools arose which are associated with the solo tradition. Each school is associated with one or more pipa music collections and is named after its place of origin (Table 1).

Table 1 – Pipa schools

Name	Collection
Wuxi school (無錫派)	Hua Hua Qiuping studied with Wang Junxi (王君錫) from the Northern School and Chen Mufu (陳牧夫) from the Southern School. May be considered a synthesis of these two schools of the Qing Dynasty
Pudong school (浦東派)	The Ju family tree (鞠氏譜) is based on an 18th century manuscript, Quiet Sound (閑敘幽音), by Ju Shilin
Pinghu school (平湖派)	The Li Spectrum (李氏譜) was first published in 1895 and compiled by Li Fangyuan, who came from a family of many generations of pipa players
Chongming School (崇明派)	Old Yingzhou tunes (瀛洲古調) composed by Shen Zhaozhou (沈肇州, 1859–1930) in 1916

Shanghai or Wang School (汪派) is named after Wang Yuting (汪昱庭), who created this style of play. It can be seen as a synthesis of the other four schools, especially the Pudong and Pinghu schools. Wang did not publish his music book during his lifetime, although handwritten copies were passed on to his students.

Yang Tingguo of Wuxi in the early Qing Dynasty was also a famous pipa master and was once became famous in the local area. Yang has an influence on the spread and development of the Fahrenheit and Wuxi schools. Other introductions to the school were Wu Huaqing, who is "proficient in Kunqu opera and good at the pipa", and Chinese music theorists Yang Yinliu and Cao Anhe [1].

The famous pipa master Li Guangzu (1943–2018) spread the art of the Wang Pipa school not only in China but also in the United States of America. After entering the 21st century, the call of the country's efforts to vigorously develop traditional culture has excited a large number of cultural and art circle people. Li Guangzu chose to return to China at this time. He said, "Wang Pai pipa art always belongs to China and should be nourished in this land" [1].

Conclusion. At the present stage of education in colleges and universities, the problem of popularizing the pipa is quite relevant. For this, in our opinion, it is necessary to use modern information and communication technologies, including multimedia technologies.

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PREVENTION AND RESOLUTION OF CONFLICTS AT SCHOOL AGE

Li Yi

BNTU, Minsk, Belarus

Keywords: conflict, educational process, school environment, conflict prevention, mental health.

Manifestations of conflict are very typical for schoolchildren, but they are situational in nature and may gradually disappear. It should be emphasized that conflicts have become one of the most difficult problems in the life of the modern school. Students, interacting with adults, peers, and the socio-cultural environment, quite often at different levels and for different reasons, face conflicts. The number of conflicts in the “teacher–student” and “student–student” systems is constantly growing. Today, the absence of positive relations between the teacher and schoolchildren has become almost the norm, the emotional and spiritual distance between them is growing; on the contrary, mutual interest in each other falls, students’ motivation to learn decreases.

Material and methods. The problem of conflict is extremely topical; in recent years, the theory and practice of conflict resolution has been developing quite rapidly. There has even emerged a new direction, whose representatives are studying this problem at the intersection of different sciences – conflict management. The moral and psychological nature of the conflict is addressed by both individual scientists and research institutes. In particular, such scientists as R. Doze, L. Thompson, D. Rappoport, M. Sheriff, in the sociology of the work of R. Darrendorf, M.I. Piren.

Research methods: systematization and generalization philosophical, psychological, pedagogical, scientific and methodological literature on the problem of resolving conflict situations, the method of scientific research, empirical research methods: generalization, comparison.

Findings and their discussion. Despite the large amount of research in philosophy, psychology, sociology, ethics, a generally accepted definition of the nature of the conflict, its essence, and escalation has not yet been developed. Translated from Latin, the word “conflict” means a collision [7, p. 141]. Conflicts between individuals are most often based on emotions and personal dislike. The conflict that has arisen is difficult to stop, this explains its cumulative nature, that is, each aggressive action leads to a reciprocal or retaliatory action, and more powerful than the primary one.

Long-term, unresolved conflicts negatively affect interpersonal relationships, the socio-psychological climate in the school team. Therefore, it is necessary to resolve the conflict at its beginning, when there is still even the slightest opportunity to return to the previous relationship with the opponent [2, p. 540].

Overcoming conflicts is, to a certain extent, a skill that can be mastered, skillful conflict resolution can lead to harmony, while trying to crush the conflict can lead to aggression. Fairness in conflict resolution is an important element, and this concerns the values and culture of conflict behavior. Ideally, the conflict should end in a situation in which both sides win. If this is not possible, you need to make sure that no one loses, but on the contrary finds a compromise that will ensure a balance in the separation of advantages and disadvantages. Potential participants in the conflict are not only opponents who are directly involved in it, but also the community and the environment as a whole [1, p. 186].

Resolution is the final stage in the evolution of a conflict. For any type of conflict development, the teacher's task is to turn the opposition of the parties into interaction, a destructive conflict into a constructive one. To do this, one should promote an adequate perception of each other by opponents. By controlling emotions, the teacher must reduce emotional stress in relationships with a student, father, colleague. Do not respond to aggression with aggression, give an opportunity to speak out and listen to the opponent's claims, do not make hasty conclusions and do not give hasty advice, be able to convince your opponent that you are not his enemy and are ready to cooperate [3]. The next step towards resolving the conflict is dialogue. It is a way to debug communication, a tool for discussing controversial issues and seeking mutual agreement. During the dialogue, it is advisable to show tact and correctness, not to interrupt unnecessarily, not to impose your opinion.

In participating in a dialogue, opponents clarify the relationships, positions, intentions, goals of each other. When the source and cause of the dispute is determined, then you can proceed to interaction, which is the final stage of conflict resolution. The key point is how to overcome conflicts: participants must treat them as a learning tool, channel energy and turn them into constructiveness.

Responsibility for resolving conflicts in the children's collective rests with the teacher, regardless of the nature of the conflict and the attitude towards it, whether he is a participant or a mediator. The teacher, the class teacher, must deeply study and analyze the psychological situation in the team, find out the reasons for the emergence of contradictions. Reasonable formulation of the question is not reduced to a complete avoidance of conflicts, but to an attempt to learn how to properly resolve conflict situations, to make them useful, if possible. As mentioned above, conflicts are an integral part of our life, they can be reduced to a minimum, if you do not require complete conformity and dependence from children, if you are condescending to the individual characteristics of all family members. Dialogue and the desire to understand each other is a bridge that unites, rather than separates, the older and younger generations.

The main link in solving pedagogical situations is the implementation of its psychological analysis. The teacher can reveal the reasons for the situation, prevent its transition into a prolonged conflict, that is, to some extent learn to master the situation, using its cognitive and educational functions [3].

Conclusion So, the conflict is ambivalent in nature: it contains both negative features that lead to a deterioration in the socio-psychological climate in the school environment and a decrease in labor productivity, and positive aspects that contribute to the development and improvement of its participants. A conflict cannot be eliminated with a magic wand, especially a childish conflict, because it is based mainly on emotions that are too strong in childhood: they supplant the voice of the mind. If school conflicts become the norm, then it is necessary to treat not psychology, but a regime and discipline, without which there is no order. A school without discipline is like a mill without water. If we do not learn to live without conflict in a school environment and find a compromise, then we will never free ourselves from conflicts between students and the teacher, between the students themselves. Prevention is important here, including psychological.

Conflict can be prevented or weakened only by neutralizing aggressive feelings and intentions, which is too difficult a task. This is a systematic, routine work. The most reliable way to prevent conflicts is to create a moral and psychological atmosphere in the family, class, school collective, in society as a whole, which would exclude the very possibility of the occurrence of causes leading to conflicts. This lofty goal can be achieved only as a result of the consistent implementation of a whole complex of thoughtful measures to strengthen relations of cooperation and mutual assistance between people.

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OBJECT-RELATED AND SPATIAL ENVIRONMENT MODELING BY MEANS OF DESIGN, FINE AND DECORATIVE ARTS

PAINTERS AND SCENOGRAPHERS OF PUPPET THEATRES OF THE TWENTY-FIRST CENTURY BELARUS

Tatyana Gorolevich

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: scenography, production artist, puppet theater, individuality, visual space, art, sets, costumes.

For the development of the modern scenography of the Belarusian puppet theatre, the works of the masters are playing an exceptional role in transference of original, creative solutions. One of the symbolic expressions of puppet theatre is scenography. In theatre complex modern, creative tasks are solved by the artist–producer (scenographer). In solving them, the artist is not just a craftsman, but an artist with imagination and inspiration.

The purpose of the article is to analyze the characteristic features of the artist–producer in the art of scenography of modern puppet theatres of Belarus.

Material and methods. The materials were used for the development of scenographic works of artists–producers of puppet theatres of Belarus.

Findings and their discussion. At present, in Belarusian puppet theatres, the task of scenography is solved by an artist–producer. Modern stage designers seek to actively use innovative, experimental technologies and individual techniques. Form becomes the figurative basis of the play together with content. Among modern authors who realized such peculiarities in their work at the beginning of the 21st century are painters there are the directors T. Nersisyan, E. Rachkovsky, L. Skitovichh, M. Zavyalov, L. Mikina–Probodyak, G. Ignatieva, N. Bojandina, L. Ruleva, D. Gorolevich, etc.

Art director, laureate of the National Theatre Prize of the Republic of Belarus, Belarusian State Puppet Theatre Tatiana Nersisyan noted in an interview: «Scenography defines the atmosphere of the performance and is its main asset» [1]. For a number of T. Nersisyan’s scenographic projects are characterised by avant–garde, with the use of animation, audio and stage design. An example of such performances: «Interview with witches», «Wedding» (National Theatre Prize of Belarus for scenography), «Dray Sweden», «Silk», «Jades», «Kid and Carlson who lives on the roof», «Wolf and seven goats», «Chamu old–school people?» and d.r.

The scenography of the Belarusian State Puppet Theatre artist Ludmila Skitovich is characterised by the stylization and graphic quality of the images and the illustrativeness of the misanthropisms. Great attention is paid to the image of

the doll in the performance. «Tectral doll it is essentially an actor of the theater...» noted the artist L. Skitovich [2]. A minimalist style was used in the design of the sets. Examples from the repertoire of author «Tartuf», «Nikolasha», «Tutta Carloson the first and the only», «On my planet», «Birds».

In the Gomel State Puppet Theatre, the chief artist is N. Boyadina. The stage space of her performances is filled with energy, with soul. Decorations, props are simplified, but the images of dolls, heroes are bright and memorable. «In the creation of the doll, you as-as-is-first time give birth to a person» – so the artist speaks about his creativity [3]. The most vivid works of the main artist of the theatre are: «Memorial prayer», «Kashtanka», «Cherry Garden», «Inchovka», «Marko rich», «Dog Heart», «Snow Queen», «Generals in skirts (Left-handed fantasy)» id.p.

The main repertoire of the Grodno Regional Puppet Theatre is the scenographer L. Mikina-Probodiyak. Her scenography, costumes are notable for their elegance and sophistication. Impressive work by an artist with a suit. Reconstruction of historical costumes, work out details and small elements in the clothes of heroes. Use of new materials in scripting and props. Works from the repertoire of the theatre: «The Mystery of the Snow Queen», «Shljah da Battlehema», «The Vengeance of Snakes», «The Adventures of the Doctor D.D.», «The Boy Star», «The Pal-yavanne on the Tooth», «The Brazilian Aunt», «Lokies».

New author's scenography of the Belarusian theatre «Lyalka», defines the work of the artist-director Dmitry Gorolevich. The artist is characterized by complicated work with transforming constructions of decorations, dolls. The compositions of the stage space are always solid and closed, which allows to perceive performances in whole. Many images, the artist embodies himself in the material. Technically complex constructions of doll images, light and «magical» in the viewer's perception. The author's works are: «Lyalkyi Tsimia Taler, abo pradzen laughter», «My Lyalkyi Little Jadula», «Ok hi Patched Tobacco» etc.

Conclusion. It can be concluded that in the 21st century the personality of the painter-scenographer defines the scenography of the puppet theater, the importance of his individuality, the handwriting in the stage work, the view of the universe. The author's approach changes not only the stage space, but also directly influences drama, directing and acting.

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COCO CHANEL AND HER INFLUENCE ON THE WORLD FASHION

Ulyana Ilyina

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: the work of Coco Chanel, the revolution in the fashion industry, the aesthetics of modernism, the aesthetic revolution.

Fashion passes, but style remains. Coco Chanel created her style in the history of world fashion, which is still relevant to this day. In 1920, the aesthetics of modernism and the geometric forms of cubism had a huge impact on fashion design. The era of Art déco has begun.

The relevance of this work lies in the fact that modern fashion still uses the discoveries of Coco Chanel, although about half a century has passed since her discovery.

The purpose of the work is to emphasize the relevance of Chanel's discoveries in the history of world fashion.

Materials and methods. Articles and analysis of the received material, films, advertisements.

Findings and their discussion. While Dior, Chanel's main competitor, was dressing women in tight corsets, Chanel conquered the hearts of girls all over the world, giving them freedom. Simple, austere lines replaced ruffles and frills, which completely contradicted Dior's style. The clothing designer said that her mission in the fashion world is to free women from strict corsets in which it is impossible to breathe and large hats that interfere with thinking. Chanel's fashion career began with hats (fig. 1). Ladies of that time were used to voluminous hats. It was she who proposed a replacement for large, massive hats on women's heads, in the form of hats with elegant brims that emphasized the natural beauty of a woman. And, of course, the masterpiece is Chanel's little black dress, which is still popular all over the world (fig. 2). This simple dress has become a symbol of independence and elegance. For the first time in the history of fashion, Coco Chanel presented a little black dress as a universal thing. The sleek collars and cuffs made it perfect for daytime and wearing a lot of jewelry. Chanel's reluctance to follow modern fashion has led her to a leading position in the world of haute couture. Coco's style is unchanged, recognizable. As before, it is quality tailoring, comfortable fit and elegance.

"Chanel is always number 1, even if it's Chanel number 5" – the curtier liked to say. And even almost half a century after her death, Chanel's art does not leave indifferent even people far from fashion. Chanel No. 5 perfume embodies an entire era (pic. 3). They are associated with the name of the great Coco Chanel – a great woman whose creations have completely changed the way we look at fashion. It should be noted that celebrities have played a significant role in Chanel's marketing policy. The first celebrity to become the face of Cha-

nel was French actress Catherine Deneuve. Sophistication and elegance have become inextricably associated with the brand she advertises. The history of the name of these spirits is also very interesting. While meeting with friends, Coco Chanel came up with an idea: to create a fragrance for her brand. She entrusted this task to perfumer Ernest Bo. A perfume capable of conveying its own style and emphasizing feminine beauty. Ernest did an excellent job with this task and offered Coco about 20 flavors. Chanel chose the fifth sample, and this number gave the fragrance its name. Later, Chanel No. 5 was visually recognized by its white tag and simple design of the bottle, which became the personification of sophistication and unique style. Chanel fragrances are still extremely popular, but Chanel №5 always remains № 1.



Figure 1. Chanel straw hat.



Figure 2. “Little black dress”



Figure 3.
Chanel perfume № 5



Figure 4.
Chanel Tweed Suit.



Figure 5. Jersey suit

As we know, Coco Chanel hated pushy luxury and flashy outfits. She also disliked jewelry, but this did not stop her from fashioning artificial pearls and making them more popular than the real one. She believed that elegant jewelry would go with any outfit. This pearl is a symbol of sophistication and requires special attention, just like the woman herself. It was Chanel who created such an image about pearls. The great Mademoiselle herself wore them in large numbers, from a string of pearls to headdresses. Pearls can be worn anywhere and with anything and have truly become a versatile accessory. Moreover, Coco showed how to combine jewelry and costume jewelry, which before her was

considered a cheap fake. Chanel made it democratic and accessible, although earlier it was considered the property of only the highest circle.

“I’m tired of carrying reticules in my hands, and I’m constantly losing them.” This is how the Chanel 2.55 bag appeared. Coco added a string of adorable pearls to the reticule and thereby freed the hands of women, but at the same time, she again revolutionized the fashion industry. Chanel appreciated simplicity, convenience, and was outraged that many designers, creating something, were guided only by their imagination and did not think about girls at all. In those days, shoulder bags were perceived as household bags, but Chanel again changed the ideas of girls around the world. This accessory is still used today. Isn't this an indicator of an immortal classic? Chanel also thoughtfully took care of everything and made a small pocket adapted for lipstick.

Everyone knows that thanks to Coco Chanel, women stopped wearing uncomfortable things. She came up with a new fashion for girls, freeing them from the inconvenience. Chanel wore tweed jackets and cashmere cardigans when hunting, fishing and playing cricket (pic. 4). She discovered the classic gentleman's wardrobe, thereby introducing them into women's fashion. A decade earlier, she fell in love with jersey. It was Coco Chanel who first began to use non-feminine materials for women's clothing. These materials were considered suitable exclusively for men. But Chanel shattered this stereotype and created a jersey suit that became the epitome of luxury and elegance (fig. 5). And the tweed suit did not immediately get much enthusiasm. Only after the Second World War, women took a fancy to a product borrowed from a men's wardrobe, which was distinguished not only by its elegance, but also by its comfort.

Conclusion. Coco Chanel has made a huge contribution to fashion design. Nowadays, eminent fashion designers use the techniques that Coco Chanel used in her works. She always said that the dress should live and move. She showed the fashion world such things that for tens of years have remained the most popular among millions of girls. They have become iconic for a long time and have not lost their relevance since their inception. Gabrielle was a great woman and designer. She left behind a whole world: from the iconic silhouette of the dress to the most recognizable scent.

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COLOR-GRAPHIC MEANS AND THEIR INFLUENCE ON EMOTIONAL SOLUTION OF URBAN ENVIRONMENT

Anastasiya Karpitskaya, Irina Ladik

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: practice, urban environment, design–project, design–script, colorographic tools.

During the month when the practice took place, students in real conditions developed a design concept for the design of the facade of a specific building for a specific place in the city, using the knowledge and practical skills obtained during the study at the university in the discipline "Design–project" etc.

The main purpose of this article is to show future designers methodological principles and ways to solve specific design problems in the field of urban environment formation, using the best examples of material and artistic culture in the field of design.

Pre – project analysis. The main task of the pre–design stage is to study the world experience in terms of creating modern art objects and various types of design of buildings in the urban environment. And on the basis of this knowledge, propose options for design concepts to form the environment of a particular place.

Project installation (design concept and design scenario). The design concept of this project is the creation of an emotional–shaped urban environment, which will ultimately create a set of expected and actual emotional–sensory characteristics of visual environmental objects using the example of the «Shumilinskaya PMK–70» state enterprise.

The design – scenario defines the main situations: the relationship of the designed object with the person in the real environment, its scale, visibility and perception of the object from all sides.

Design solution. During the design process, the following tasks were solved:

- To study modern ideas about the colorographic means and their influence on the emotional solution of the urban environment;
- to study the peculiarities of the design object location in order to find the optimal means of creating an emotional environment by developing a design project for advertising visual banners;
- to develop compositions of advertising banners and structures for their attachment on the facade of the building of the Shumilinskaya PMK–70.

An important point is the consideration of the question of the perception of the environment by a person, which consists of:

- emotional and sensual perception;

- utilitarian and practical consumption of goods, services, information, impressions provided by the environment, etc.;
- direct participation in the activity processes taking place in the environment;
- comprehensive assessment of the total feeling of the state and quality of the environment.

Harmonization of medium appearance – bringing heterogeneous impressions of individual components of medium into the agreed system on the basis of correction, addition of part of their parameters and properties, subordinated to the general compositional design of medium formation [2].

The beginning of any design project is a foresque proposal. It is with him that a large and painstaking work begins to create the appearance of the future interior or urban environment. A foresque proposal helps to determine the main concept, style and main accents of design. Based on one of the options for foresquize, all other project documents are developed.

A foresque project allows you to think again, adjust the task and decide on the further architectural design of the object. It is also important that on the basis of foresquises one can judge the creative potential of the designer [3]. In the process of developing foresquises, several options for designing the banners of the facade of the building were made.

Conclusions. In the process of working on this topic, it was determined that the design of the urban environment is necessary to create functionally expedient and aesthetically expressive objects, which together constitute the optimal urban environment for human life.

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THE ROLE OF THE ZENIT CAMERA IN SOVIET DESIGN

Natalia Melnikova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: camera, photography, single lens reflex camera, Zenit-E.

Today, it doesn't take a lot of effort to take a good photo. Most contemporaries use a mobile phone for photography, and sometimes they are not inferior to professional equipment in terms of image quality. Soviet amateur photogra-

phers treated every shot with great care, and they could see the result of their work only after developing the film.

The purpose of the work is the study and analysis of the most popular Soviet camera Zenit.

Material and methods. The research material was educational literature and articles on photography. Observation, description, synthesis and generalization were used as research methods.

Findings and their discussion. Photography was one of the most widespread hobbies in the USSR. In every family, someone has shot, developed and printed photographs at a high amateur level. The Zenit camera and its most popular model Zenit-E played an important role in this. The letter "E" was added in honor of N. M. Egorov, director of the Krasnogorsk Mechanical Plant. The production of Zenit-E was also established in Vileika (Belarus), where about five million units were produced. But buyers preferred cameras from Krasnogorsk, where the fitting-up was more reliable. Since 1965, over twenty years of production of the Zenit-E model, it has exceeded 8 million units. This is a world record for single-lens reflex cameras.

Zenit-E "has become a vivid standard for the combination of industrial and artistic thought. In 2019, according to the results of an open vote, the camera entered the top 50 famous brands, standing on a par with Soyuzmultfilm, VDNKh, the Hermitage Museum and other signs of the country and the Soviet era. Now it occupies an honorable place among the exhibits of the Museum of Moscow Design, and a story about Russian design is, in principle, impossible without mentioning the creator of this legendary camera – Vladimir Runge.

Vladimir Runge is one of the founders of Russian design, the author and co-author of the famous Zenit and Horizon cameras, the Photosniper photographic gun, movie cameras for working in space and many others, which have become symbols of Soviet design in our country and abroad [1].



Figure 1. Design of the Zenit E camera

Zenit-E has incorporated all the best from its predecessors. A threaded lens mount and a soft, feel-good shutter release, lifting constant sight mirror, built-in

exposure meter and other technological features have become the basis for the success of these cameras. The time elapsed between pressing the shutter button and the start of the shutter curtains movement is probably the smallest among all Zenits, which makes it possible to shoot the “flight in” movement, and not with a delay of considerable fractions of a second.

Professionals, amateurs, members of expeditions in extreme conditions, astronauts filmed on Zenit. In 1979, the authoritative British magazine *What Digital Camera* named Zenit the best camera of the year, rating it above American, Japanese and German cameras. In addition, the Zenits were designed for a wider climatic zone: the territory of the Soviet Union was huge, the camera had to work in both extreme cold and heat – Western technology simply did not have such a task. And of course, production at a military enterprise guaranteed their reliability and durability. For example, the elements of a camera that make it work at very low and high temperatures were made from the same material that was used in the manufacture of rockets.

Zenits ceased to be produced in 2005. More than ten years later, they decided to revive the brand. In 2018 in Cologne, at the specialized international exhibition Photokina, the official presentation of the Zenit M camera took place.

Conclusion. Zenit cameras have become a striking achievement of the Soviet photographic industry. Having appeared in the 50s and 60s, Zenit cameras have lived a long life and even survived their era. And today, many photography lovers do not abandon their Zenits, despite the emergence of modern, younger and more accurate automatic devices. These cameras capture the happy moments from the lives of millions of people around the world. Zenits went down in history as the most popular SLR camera of the 20th century.

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THE CHARACTERISTIC FEATURES OF RESIDENTIAL ENVIRONMENT DESIGNING DURING THE PANDEMIC OF COVID-19

Ekaterina Nezhdanova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: COVID-19, pandemic, residential environment, design, design engineering.

The COVID–19 pandemic has unexpectedly invaded the measured life of mankind, thereby disrupting the rhythm and pace of everyday life. She shifted focus to other values, new habits and norms. The design world is not different.

Although after fairly a long time the prior life begins to return to square one, COVID–19 has left a mark that gave a new round of development in both design and architecture.

The relevance of the work lies in the fact that over the entire time of the pandemic, a person has adapted to new foundations and norms, began to build different relationships in design, thereby developing new trends to please his needs.

The purpose of the work is to analyze the activities of the design and identify the features of its development during the coronavirus pandemic.

Material and methods. The research was based on the materials of scientific articles, photographic materials, methods of empirical analysis, observation, description.

Results and its discussion. During self–isolation and quarantine people stayed at home more than in their entire lives: they rested, worked and studied, did sports and even “went” shopping remotely. Thus, almost immediately the question arose about a comfortable, safe and conducive work environment.

One of the most demanded functional areas of the dwelling was the balcony and loggia (fig. 1, 2). There, people could take air and sun baths, socialize with neighbors, or find a secluded place to work, play, and relax. A similar conclusion was reached by modernist architects, who developed various nomenclatures of balconies, loggias and terraces in the construction of recreational facilities (sanatoriums, hospitals), considering the idea of the benefits of fresh air [1].



Figures 1, 2 – Balconies and loggias are popular functional areas of dwelling

Also, in the 19th century, modernists put forward the idea of bringing cities and gardens closer together. This idea was adopted by modern designers and architects by integrating gardens into the interior space and vice versa – their building designs were inscribed in the environment of nature. This decision is far from new, but it acquired a new meaning during the pandemic (fig. 3, 4, 5).



Figures 3, 4, 5 – making use of “gardens” in the interior,
the interior integration into nature

Another problem, that began to be felt more clearly, is the need for personal space, whether it is a secluded corner for reading books, fenced off by a screen or partition, or a separate room for work, study or hobbies. To summarize, people require "special purpose" rooms that do not need to be shared with other family members.

Before the outbreak of the pandemic, people preferred to make their homes airier: they combined spaces or made "open space". But when the majority of the population became hostage to the home office, the priorities changed: now customers are asking for a clearer zoning of the apartment, more doors and partitions, and opportunities for transforming the premises. One of the most frequent tasks today is the organization of a workspace or at least a small secluded place where you can put a table with a chair [2].

The pandemic has highlighted how important it is to create a flexible, transformable home space that would allow you to respond quickly to the changing needs of the owner of the interior. Thus, he will be able to independently organize a suitable environment for the activity, for example, changing the recreation area for the work one, or turning it into a place for sports activities without resorting to large-scale repairs and redevelopment. To reconfigure such space, it is necessary to introduce "flexible" elements of the interior environment: modular, transformable, mobile, folding furniture, movable partitions, etc. [3].

Conclusion. The global crisis caused by the coronavirus pandemic has revealed the vulnerabilities in everyday life; thanks to it, the “fragile” characteristics of the surrounding world became apparent. The person has felt the spontaneous unpredictability of the processes taking place all over the world. But, at the same time, he has acquired the ability to feel unity, to unite mentally with the rest of humanity in a single aspiration of the unknown. COVID–19 can become a new turn of modernization in the world, it will contribute to the recovery and further development of society, using as tools both manifestation and spheres of design.

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EVOLUTION OF ANIMATION FILMS FROM 1995 TO 2021

Alesa Pushkel

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: animation films, Pixar, Disney, 3D animation, photorealistic picture.

The image are mainly related to the improvement of the rendering (the process of obtaining the image).

A contemporary person has long been accustomed to photorealistic pictures and cartoons created in the process of development and improvement of graphic editors. Technology is gradually improving, and dramatic changes are extremely rare. Usually new technologies are tested by large companies not on the feature movies, but on short cartoons. The changes to s direction has practically stopped: rendering has already become quite photorealistic, specialists have learned to visualize fabric, water, hair, shadows and other effects well [1]. Now it is more important to make a film that will not only attract the audience with technical innovations, but also captivate them with the plot.

The purpose of this work is to analyze and highlight the main stages in the development of animation in the late 20th – early 21st centuries.

Material and methods. The source of material for this study was cartoons of 1995–2021. The main research methods are comparative and descriptive.

Findings and their discussion. A real breakthrough in the art of 3D animation was the Toy Story cartoon released by Pixar. It was the first full-length animated 3D film that showed the progress of rendering, material settings, animation. The graphics at that time seemed very realistic, the materials on the models were well developed, characters with hair appeared. The multitude of locations and additions made Toy Story very much like a regular movie.

Then Pixar developed a new format for storing shadow depth maps – deep shadow maps. As a result, in the final rendering of the image, it was possible to obtain high-quality shadows for hair, smoke and glass.

Later, the level of rendering and animation of digital characters increased. For example, Square Pictures' Final Fantasy came out in 2001. For that time, this film was at a surprisingly high level in terms of the quality of the graphics, the elaboration of the characters.

Hair rendering has been a tricky issue in 3D animation for a long time. It was necessary to correctly show their physical characteristics and dynamics. Up to a certain point, an attempt to visualize hair led to disastrous results. The cartoon creators also faced the problem of the believability of hair lighting. Pixar came up with a kind of simulation: the hair was automatically transformed into a geometric mesh (called an isosurface) according to the shape of the hairstyle, and then it was used to calculate the final lighting of the hairstyle.

In 2013, the film "Frozen" was released. This is the case when technological breakthrough in animation is combined with captivating drama. When Disney released the cartoon, it was shown many videos of how the project simulates snow and solves complex geometric problems.

Animation studios have been using depth maps for a long time. Only Disney's *City of Heroes* and Pixar's *Finding Dory* (2016) made the definitive transition to the new path-tracking technology. Path tracing is now used by all studios including Sony, Blue Sky and Illumination. Interestingly, Pixar and Disney are developing this technology independently of each other, despite the fact that Pixar is a division of Disney.

There are many technologies in computer graphics, such as fluid creation, tissue and hair movement, which require serious computation. Previously, it was quite difficult to do this due to the lack of powerful technology. One frame can be considered a day, and in one second of screen time there are 24 such frames. For example, in *The Secret of Coco* (2017), Disney animators faced such a problem: how to put clothes on skeletons so that their bones would not be pinched. To do this, they had to use fabric smoothing techniques.

Today, 3D animation in general has managed to achieve a realistic image, so artists began to return to experimenting with the style that was in 2D animation. It all started with experimenting with contours. Back in 2002, the Jot program appeared, which created the outlines of objects, imitating the hand of an artist. Then for a long time in this style nothing came out, and in 2012 Disney released a short film "Paper Novel", in which the artists tried to recreate the outlines and fills in 3D-animation, similar to those obtained when drawing by hand. Today, making 3D animation is cheaper and faster than drawing traditional 2D, because specialists in this area appeared and powerful technical capabilities appeared. But the desire to shoot more feature films close to art remained. For example, there was Sony's project "Snoopy and the Big-Bellied Little Thing in the Movies" (2015), in which 3D was stylized as 2D.

In the cartoon "Spider-Man", both the manual labor of animators and artificial intelligence technologies were used to stylize 3D animation for hand-drawn graphics.

Today, animation has become photorealistic. But in this way it approached the usual cinema with actors, and therefore its novelty and originality are gradually lost. To prevent this from happening, artists today often deliberately move away from photorealism. Limited LEGO Movie animation from Warner Bros.

2014, when less than 24 frames are drawn for one second of the film. In this case, the movement becomes not entirely smooth, but this allowed imitating the stop-motion technology (this is how traditional puppet cartoons were filmed), as if the animators were really moving real people from Lego and filming it on camera.

Conclusion. Technologies for creating animation change and are tested every year. The development of 3D animation from 1995 to 2021 has almost reached its peak. But the viewer perceives an animated film not only as a combination of technical capabilities, he begins to follow the plot from the very first seconds. Thus, the synthesis of high technical performance as well as the director's intention is important. In the last years of the present time, a person is more interested in films in which there is a combination of 3D and 2D graphics, and not just a photorealistic picture.

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ANIMATION OF VIRTUAL DIGITAL SUPREMACIC SCULPTURES IN THE FRAMEWORK OF ANNUAL PROJECT PRACTICE OF STUDENTS STUDYING AT THE DESIGN DEPARTMENT VSU NAMED AFTER P.M. MASHEROV

Alexander Sergeev

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Digital sculpture, animation of sculpture, Unovis, Vitebsk Art School, Suprematism, art and graphic faculty of VSU named after P.M. Masherov.

Introduction. The chronicle of the Vitebsk Art School begins at the turn of 1918, when the Vitebsk People's Art School was opened in the city. The name of the educational institution has changed several times – Vitebsk Free State Art Workshops; Artistic and Practical Institute; Vitebsk Art College, which was transformed into Vitebsk Art College in the mid-1930s. Since 1949 it has been the Vitebsk art-graphic pedagogical school.

On September 1, 1959, on the basis of the Vitebsk art-graphic pedagogical school, by order No. 115 of July 18, 1959, the Ministry of Education of the BSSR organized the Art-graphic faculty [1]. Almost 100 years have passed since the organization of the first art classes, when the organizers of the educational process at the KhGF again turned to the systems and ideas proposed by the first teachers of the VNHU. In 2006, the new major "Design (subject-spatial environment)" was opened at the faculty. Just 4 years after the emergence of the major, the new department "Department of Design" is being formed under the direction of V.V. Kulenenko [2].

The relevance of the study lies in the reflection of the practice of creating digital animated sculptures that exists only at the KhGF Vitebsk State University named after P.M. Masherov, which is a unique component in the training of young specialists in the art profile in the Republic of Belarus.

The purpose of the study is to describe the process of creating a digital animated sculpture and to identify the relationship of this process with the philosophical ideas laid down by the founders of VNHU at the beginning of the twentieth century.

Material and methods. The material of the research was educational and creative works of students of the design department of the graphic arts faculty of the V.M. Masherov VSU. The method of continuous survey, method of analogies, systemic and historical approach were used.

Findings and their discussion. Today, the department is actively involved in the life of not only the faculty, but also the social life of the city. In 2013, the department for the first time implemented a project to create a virtual tour of Vitebsk. In contrast to the traditional approach to the implementation of a remote city tour, virtual installations and small architectural forms were included in the project. The fundamental principles and basic ideas of the composition, which served as the Suprematist works of the members of the art association "UNOVIS" (Figure 1).



Figure 1. Panorama of st. Kirov with placed digital sculptures (2013)

The first implementation of the project served as a starting point, and in the following years the development of these small architectural forms formed the basis of the summer project practice of 4-year students of the specialty "Design (subject–spatial environment)".

As part of the summer practice, students need to complete a number of tasks related to the study of the heritage of the art association "UNOVIS". The result of all the work is the animation of two volumetric virtual compositions, consistent with the general concept of Suprematism. To achieve the set task, work within the practice is divided into stages:

1. Collection and analysis of information about one of the representatives of the UNOVIS association and his artistic and philosophical heritage.

2. Formation of the main conceptual idea of the object. At this stage, the design concept is an important component. The design concept consists in creat-

ing a kinetic object capable of evoking interest and emotional reaction of the viewer, as well as carrying a high aesthetic function.

3. Sketching. Creation of sketches on paper of several graphic options, which depicts the basic principles of the formation and interaction of the viewer with the object.

4. Preparation of a design solution. The work of students is carried out in a virtual environment, but a prerequisite is the exact intended binding to the urban landscape. One of the tasks of the work is the obligatory volumetric–spatial solution of the object.

5. Generalization and refinement of design details.

6. Visualization and animation of a virtual object.

Conclusion. The wide area of activity of "Unovists" and their artistic heritage allow today to realize the creative potential of modern students on the ideas that were laid within the walls of the "Vitebsk People's Art School" by K. Malevich and his followers. Students not only process these works into a visual project, but also as pioneers of Suprematism, have the opportunity to substantiate them on various discussion platforms (conferences, open defenses of the project, reports, articles).

Volumetric–spatial animation of virtual objects is an important aspect of the student's formation of an idea of the space and dynamics of a suprematist non–objective composition. The non–objectiveness of Suprematism for KS Malevich was a natural conclusion from the objective world, a new aspect that opened the artist to nature, space, and the universe. Suprematist forms "fly", are in a state of weightlessness [3].

As Malevich wrote in his article "On harmony, the creation of a thing and the power of rhythm over the artist": "I am art – first of all, freely, wherever I want – I will fly, in front of me everyone is equal, if only in this equality I found my aesthetic, moral, religious, historical or other content and meaning. " [4, p.229]. The dynamics of virtual suprematist objects should fully comply with the main provisions of Malevich, while organically fit into the modern urban environment (Figure 2).



Figure 2. V. Guzov, Digital sculpture in an urban environment

At the end of the practice, students make a detailed analysis and create a theoretical basis for the work done. In a practice note, they describe not only the technological part of the practice, but also the very concept of design, which ultimately consolidates their knowledge of Suprematism as an elegant concept of the interaction of creativity and creator.

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DESIGN ARCHITECTURAL LAYOUTS PREPARED WITH USING 3D PRINTING

Anastasiya Vargan

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: 3D printing, layers, fused deposition modeling, stereolithography, polyjet.

3D printing has revolutionized structural prototyping, design and the creation of new creative objects. Making architectural models is an important task for any design or architectural bureau. Depending on the quality of the design of the future project, the impression of clients and potential investors is created. Creating a design using traditional methods is a complex, time consuming and costly process. With the help of 3D printing, it is possible to significantly reduce the time of design production, improve the quality and make it as close as possible to the original. At the same time, most of the design work is performed on a computer using modern 3D modeling software.

3D printing has several advantages:

- Creation of accessible architectural models.
- Saving time.
- Easy updating of 3D architectural models.
- 3D printing of accurate and striking architectural models.

Purpose of the work: studying the principles of operation of various types of 3D printers, determining the main features and technologies for manufacturing products using 3D printing.

Material and methods. The research material was literature and articles on the use of 3D printing. The following methods were used: observation, description, synthesis and generalization.

Findings and their discussion. 3D printing allows you to create a wide range of models – from small elements of all types of products to functional elements of spaceships and aircraft parts, from stationery and auto parts to prototypes of sweets and souvenirs.

The principle of 3D printing using any existing technology is to create three-dimensional objects that are formed by overlaying flat layers. A special program (slicer) divides the digital model of the product into layers, and the printer prints these layers one on top of the other, making up an object from them in three projection planes. Thus, a three-dimensional part is obtained from many layers.

The general principle of creating models is the same, but manufacturing technologies have their own differences. The most common and affordable among them is FDM.

FDM Fused deposition modeling (FDM) is one of the most common and popular types of 3D printing. The standard FDM works on the principle of a glue gun controlled by a robot. A plastic rod passes through the hot nozzle, it melts and lays down layer by layer on a plane. The process is repeated until the final shape of the object is formed.

A distinctive feature is that 3D printers do not use hot melt sticks, but plastic filaments in the form of wound spools.

The plastic thread is made in such a way that it melts easily at a given temperature and hardens very quickly – after cooling down by just a couple of degrees. This factor makes it possible to accurately print a 3D product with complex geometry.

Stereolithography. Stereolithography uses light in a photopolymer resin container to create objects. Such a product is formed in layers when the liquid photopolymer solidifies under the influence of light.

Photopolymer exposure produces neater layers than molten filament extruded from the nozzle of an FDM printer.

There are two types of stereolithography: SLA – laser stereolithography, DLP – digital projection. The difference between them is that in the first case, the light source is a laser, and in the second, a projector. To start printing, a special platform is lowered into a container with liquid photopolymer resin.

The platform stops at a height of one layer from the bottom of the tank.

The light source of the printer is being illuminated.

When exposed to light, the liquid polymer hardens and adheres to the platform. The process is repeated when the platform is raised to the height of one more layer.

SLS The main advantage of SLS printing is that there is no need to create support structures, since the material surrounding the model acts as a support.

This technology allows you to create products of various shapes, with an unlimited number of internal cavities, and fill the entire working area of the printer. Parts printed on SLS printers, due to their strength, can be used in practice, and not only as prototypes and decorative elements.

To create an object, the device aims a laser at a layer of fine powder, fusing the particles together to form a layer of product. Then the device sprays the next portion of the powder onto the surface of the previous layer and smoothes it, and the laser melts it. Thus, the subsequent layers of the product are obtained. This operation is repeated until printing is complete.

The model produced by the SLS printer does not require removal of the feet and can be created without the need for post-processing, it only needs to be cleaned of excess powder.

Polyjet The main advantage of Polyjet technology is its multimateriality – many Polyjet printers are capable of simultaneously printing an object from a large number of different materials, which makes it possible to create products consisting of areas with different physical properties, which are, different strengths and colors.

Polyjet 3D printers spray tiny droplets of photopolymer resin onto the surface and cure them with ultraviolet light.

This repeats until the 3D object is fully completed.

Conclusion. Knowledge of the technologies and principles of functioning of various types of 3D printers allows us to produce architectural layouts taking into account the basic requirements of design, optimize the manufacturing process, and also improve the quality of layouts.

PROJECT OF IMPROVEMENT AND GREEN SPACE EXPANSION OF THE DVINA RIVER TERRITORY

Anastasiya Zayats

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: park, design concept, design scenario, UNOVIS and suprematism.

Park areas and recreation areas are an important component in the life of townspeople and modern megacities, where people actively spend their free time, relax from the bustle of the city and just enjoy nature. Park spaces contribute to improving air quality, solving many environmental problems, and are a habitat and development of flora and fauna. They also generally have a beneficial effect on the appearance of urban space and improve the quality of life of the population.

The aim of the work is to develop a design project for the improvement of the park zone of the territory of the Dvina River, which meets the trends

of modern architectural and landscape design, taking into account territorial features, functional, color–graphic, ergonomic. and other aspects.

1. Pre–design analysis. When designing a new object, you should always rely on the experience gained over the centuries, on the knowledge and theory of architecture, design and landscape art. It is necessary to know all the nuances, to responsibly study the problem, which consists in the collision of contradictions between the circumstances of the future life of the object and the operational characteristics of its structures. Therefore, the design of a park environment should begin with the identification of existing and future contradictions (conflicts), which can subsequently be taken into account and resolved in the process of designing a park: artistic, functional, social, aesthetic, communication, etc. [1].

2. Project setting (design concept and design scenario). The design concept is to create an emotionally expressive and memorable stylistic solution, taking into account all the features of the area.

The design scenario is the main function of the park: providing safe rest and leisure, where visitors can sit on comfortable benches, relax, have a snack, get information in the information accessibility zone, visit the art territory, take children to the play area.

3. Design solution. The design concept of the "Supremotus" project is based on the idea of transferring the Suprematist direction in art. UNOVIS and Suprematism are the national treasure of our country. It was the city of Vitebsk that became the place that largely determined the development of world art of the twentieth century. [2].

At all stages of the development of the project, all the conceptual features of the theme were taken into account, from philosophical attitudes to color–graphic compositions.

During the work on the exterior, all the features of the landscape and the area as a whole were taken into account. New recreation areas were created: coastal area, art space, food court area, abstract alley. The furniture was created in accordance with all ergonomic requirements, meeting the best qualities of the artistic image of a given theme. (Figure 1 and 2).



Figure 1 – Improvement of the embankment



Figure 2 – Inner park area

The use of modern technologies of landscape design allows transforming the imperfections of the area into functionally usable zones.

Competent and logical zoning of the area, placement of accents give the exterior all the necessary physical and psychological qualities that contribute to a comfortable stay and convenience.

The applied design solutions make it possible to declare with confidence that the finished product fully complies with the current standards, is endowed with a full set of necessary functions, is relevant, practical and modern.

Conclusion. As a result of the work carried out, it can be concluded that a systematic and creative approach, study and knowledge of the development trends of the chosen topic and the principles of effective planning will make it possible to create a park zone as functional and convenient as possible. It is also worth noting that the chosen topic is relevant for the city of Vitebsk.

The principles of developing a design project for the landscaping and landscaping environment of the Dvina River territory can be implemented in the urban space.

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HISTORY, THEORY AND PRACTICE OF TEACHING VISUAL ARTS

THE MAIN VECTORS OF THE DEVELOPMENT OF FINE ART IN BELARUS 1960–1991

Yulia Bogdanova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: “severe style”, art, painting, socialist realism, unofficial art.

Belarusian art of the second half of the twentieth century passed the same stages of formation and development as the art of the USSR, was distinguished by heterogeneity and is associated with the activities of several artistic generations characterized by various creative intentions and imaginative and artistic searches.

The purpose of the study is to consider the main vectors of the development of Belarusian art in the current cultural and historical reality in the period 1960–1991.

Material and methods. To achieve this goal, a complex of documentary sources and published scientific articles has been studied, as well as artistic works have been analyzed. The article is based on chronological and descriptive-analytical research methods.

Findings and their discussion. The chronological framework of the period under study chosen by the author is determined by the material, since it is from the beginning of the 1960s that the trends in the development of Belarusian art are characterized by a certain dynamism. This is due to several significant events in the life of the republic. In 1959 and 1962, the first releases of young artists of the Belarusian State Art Institute took place, the artistic culture of Belarus began to be provided by professional artists educated in Belarus.

During the "Khrushchev thaw" in Soviet art (and in the art of Belarus in particular), there is a tendency of some weakening of ideological control in the field of art, which led to a series of creative experiments in pictorial and plastic languages. In the late 1950s – early 1960s, the foundations of the modern art school of the republic were laid, and Belarusian artists actively demonstrate the novelty of themes and images in art. The study is limited to 1991 – the year of obtaining the sovereignty of the BSSR.

In the 1950s and early 1960s, the development of the style of socialist realism was observed. In Belarusian art during this period, a significant layer of works was created mainly of subject-thematic, portrait, landscape and other genres that meet the requirements of the official ideology. The most famous masters of socialist realism were V. Volkov, E. Zaitsev, A. Gugel, N. Voronov, I. Akhremchik, P. N. Gavrilenko and others. The works of Belarusian artists re-

flect. The works of Belarusian artists reflect patriotic, historical, military, revolutionary themes, as well as the life of ordinary Soviet people.

During the same period, some artists turn to the "severe style", thereby expressing protest against the official parade and pretentiousness in painting (M. Savitsky, M. Danzig, G. Poplavsky, etc.). The beginning of the 1960s in Belarus is characterized by the desire of artists to stylistically update domestic painting, enriching its emotional content. A bright representative of the "severe style" in Belarus, May Danzig noted: "My "severe style" was an opposition to official social realism. I avoided painting leaders, propaganda and political pictures and tried to depict life as it is, without embellishment, varnishing and so-called "glamour" [3]. The artist fills his works with expressive silhouettes, contrasting color, dynamic brushstroke, which coincides with the postulates of the "severe style".

In parallel with the further development of the methods of socialist realism and "severe style", the period of the mid-1960s – 1985s is characterized by the infusion into the artistic life of the country of a generation of artists who focused on the search for new artistic forms, often going beyond socialist realism (V. Alshevsky, A. Malishevsky, G. Vashchenko, N. Seleshchuk, L. Shchemelev, V. Tsvirko, A. Kischenko, etc.). In the work of the masters, the problematic of form, which tends to increased decorative, flatness of the subject matter, finds a different solution. Spatial relations, enhanced symbolic sound of color, unification of various perspective systems and spaces. Artists in their work accumulated many trends in the art of the second half of the twentieth century and at the same time stood apart, without openly protesting against the established official doctrine. The artists aspired to an image of an honest life in art, which prompted inner self-immersion and the search for self-identity.

A deep sense of the inner tension of modern life, a multifaceted and contrasting image of the epoch through symbols is revealed in the paintings of A. Malishevsky and A. Kischenko. Agitation, the desire to express the inner, hidden content are characteristic of the works of Algerd Malishevsky ("Portrait of the artist A.M. Kashkurevich" (1968), "Portrait of a student" (1972), "Young Artist" (1973), etc.) and Alexander Kischenko ("In the studio", "Image" (both - 1979), etc.).

In parallel with the official art supported by the authorities, there was another layer called "unofficial". Despite the differences in plastic languages, the artists of this direction have one thing in common – their representatives somehow chose the position of distancing themselves from the ideological and aesthetic attitudes of state structures. N. Bushik, A. Kuznetsov, A. Isachev, L. Khotobov, S. Timokhov, Z. Litvinova, T. Kopsha, S. Malishevsky, G. Skripnichenko, V. Martynchik, A. Marochkin A. Zhdanov, A. Klinov, I. Basov, etc. - artists who have completely rejected the principles of official art and adopted post-modern aesthetics. The free stylistic manner, as well as the life position of these and other artists, left them outside the official artistic process and forced them to stay out of the field of view of critics and the mass audience for a long time.

At the end of the 1980s, the vector of a new stage in the development of the art of Belarus was determined. The development of new art practices - perfor-

mance, action, happening (I. Kashkurevich, L. Rusova) also brought diversity to the artistic environment. In the arsenal of means of visualization of an artistic image, new forms for domestic art have appeared – assemblage, object. In the mid-1980s, Belarusian conceptualists (I. Kashkurevich, V. Vasiliev, A. Klinov, O. Sazykina, etc.) turned to installation. An open presentation of Belarusian conceptual art took place in 1984 at the exhibition "1+1+1+1+1+1+1" in Minsk (participants: A. Globus, L. Rusova, I. Kashkurevich, S. Malishevsky) [1].

Conclusion. Since the 1960s, the parallel existence of various stylistic and figurative-plastic searches has been observed in the art of Belarus. We can talk about three directions of art development in Belarus in the 1960s - 1991: where the first is official art that develops the principles of socialist realism, the second is art characterized by the infusion into the artistic life of the country of artists who focused on the search for new artistic forms, who were not carried away by the romance of the underground, and rather intuitively than intellectually conveyed their feelings from social life. The third direction is unofficial art, the art of "nonconformism", whose representatives chose a position of distancing themselves from the ideological and aesthetic attitudes of state structures, and also often entered into an open political clinch with the totalitarian regime. The process of returning Belarusian art to the context of development, free from political and ideological press, began only in the 80s of the twentieth century.

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THE USE OF TEXTILE MATERIALS IN CHILDREN'S CREATIVITY

Yana Karpova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: textile material, felt, creativity, creativity.

The most interesting and significant for children are products that are made with their own hands. In the process of creating any product, be it a toy or a small craft, the child painstakingly creates it, investing his inner world and feelings.

Currently, there is a wide variety of materials that are used for the creativity of junior and middle school students. To date, the creation of felt products is becoming more and more relevant and widespread in the decorative and applied arts.

The purpose of the study is to consider the features of working with felt in the lessons of labor training.

Materials and methods. The research material was the work of students performed at the lesson of labor training. The following methods were used: theoretical, descriptive and observation methods.

Results and their discussion. Felt (from the French. feutre - felt) is a kind of non-woven material created by piling down, wool and fur [1, p. 9]. Felt is divided into soft and hard, natural and artificial components are present in the composition. It comes in various thicknesses and shapes, there is a huge variety of colors and shades.

Of the advantages, the following can be distinguished: felt is quite eco-friendly, does not crumple, has dense edges, respectively, does not crumble. It lends itself well enough to sewing and gluing. You can glue felt with glue with glue "Moment", "Titan", glue gun. If it is necessary to process the edges, you can use a looped, stemmed, forward needle, backward needle - these seams are easy to use for students. Felt products look very concise and attractive. Bulky toys, brooches and any other products are most often sewn from soft felt. During the study, students created small brooches in the form of animal figures.

One of the disadvantages is that the process of creating a product requires more time. This is due to the fact that the felt surface is soft and it is difficult to apply the template. The pencil is not visible, and the pen leaves traces on the felt and when cutting it looks sloppy. Moreover, children like to circle several times, and the work loses its aesthetics.

In the course of research, it became known that the texture of the material from which the product is made has a significant role. Soft to the touch materials evoke pleasant emotions, activate the cognitive process. It is also absolutely possible to single out that the process of creating a product from textile materials contributes to the emotional and moral development of children.

At handicraft lessons, the child's creative work with textile materials takes place during which he creates interesting objects and products for decorating everyday life. Such work is decorative, because when creating beautiful objects, it takes into account the aesthetic qualities of materials based on existing ideas, knowledge, and practical experience acquired in the course of work.

Conclusion. Thus, as a result of conducting classes with students on working with textile materials, it can be concluded that felt is quite easy to use in labor training lessons, has many positive properties. In the process of creating products, there is an active development of creative thinking through the formation of cognitive interests, contributes to the desire to create beauty around themselves with their work.

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THE USE OF FOAMIRAN IN CHILDREN'S DECORATIVE AND APPLIED ART

Yulia Kotovich

VSU named after P.M. Masherov, Vitebsk, Belarus

Recently, decorative and applied art has found a new life and is becoming especially fashionable. People have become more appreciative of handmade products, many are trying to show their individuality. Foamiran enjoys special attention. The creation of products from this material is a whole direction in needlework.

The relevance lies in the fact that foamiran is really an innovative material with infinite potential for creativity.

To date, foamiran is a very popular material for creativity. The variety of possibilities, the relative ease of execution, as well as the availability of materials make it possible to create and experiment.

The production of works from foamiran fully meets the needs, interests and opportunities of primary school children.

The purpose of the study is to consider the features of working with foamiran in the classes of decorative and applied arts.

Materials and methods. The material of the study was the work of students performed in the class of decorative and applied arts. The following methods were used: theoretical, descriptive and observation methods.

Results and their discussion. Foamiran (porous plastic suede, fom) is a modern soft synthetic material. The thickness of the material is from 0.5 to 3 mm (sometimes more than 5 mm). Quite often it is found with various drawings, interesting effects, even with a raised or fleecy surface.

The main feature of foamiran is its ability to stretch slightly (up to 10%). This stretching is often enough for the material to take on any new shape. It is formed quite well by hands or with the help of a heating device (iron, curling iron). Heated parts on the iron with the help of fingers are easily given a different shape, twisting, stretching, pressing, crumpling, making all kinds of creases and folds, which allows you to give the product a more realistic look. Foamiran is environmentally safe, does not emit harmful substances when heated and used.

The material is easily cut with scissors, cut down by most curly hole punches. The elasticity and relative strength of the material are due to the fact that the composition of foamirans includes ethylene and vinyl acetate.

Foamiran adheres well – when working, you can use any rubber glue, glue gun, super glue (PVA and glue pencil are not suitable).

However, this raw material has its drawbacks. If you wear the crafts carelessly, they may tear. Therefore, when using crafts, you need to be careful.

Fom is used to create a variety of three-dimensional decor: brooches, hairpins, jewelry for brides, wreaths and garlands, dolls and accessories, refrigerator

magnets and gift wrapping elements, appliques, gift cards and various scrapbooking elements. Thin foamiran (about 1 mm) is used for making flowers. You can also try using foam as a colored flat base for decoupage, drawing (crayons, pastels, felt-tip pens) and painting (gouache, acrylic, tempera, etc.). In addition, some masters recommend using it even in the burning technique.

In the course of the study, it became clear that classes with foamiran help to form a new thinking in a child, contribute to the development of visual culture, skills and abilities of artistic creativity. The child, mastering various ways of performing elements of foamiran, develops hand motor skills, promotes intellectual development. Foamiran creates an environment in which people live, decorating their everyday life, helping to make life more attractive and festive. Elegant works, elegant greeting cards, original wall panels, voluminous compositions tell about the author himself, about his inner world.

Conclusion. Thus, as a result of making crafts, it contributes to the development of the child's personality, the upbringing of his character, the formation of his strong-willed qualities, perseverance, purposefulness, the ability to bring the work started to the end. During creative work, positive emotions appear in children, which is an important incentive for the education of diligence.

In the classroom, students mastered a number of work skills that are associated with the processing of material, the use of tools and equipment. They form a work culture, such qualities as accuracy and smoothness are formed.

Working with foamiran, mastering new techniques brings joy and great pleasure to children. The joy that the work was done with your own hands can be useful in everyday life or serve as a good gift to someone.

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IN CERAMICS IN BELARUS

Irina Kovaliok, Yulia Kirik

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: arts and crafts, ceramics, tiles, technologies, decoration, relief.

This article is devoted to the emergence of ornate decor on ceramics in Belarus. Tools and methods of their application on ceramic products constituting archaeological discoveries of Belarus are considered.

For many centuries, the creation of ornamentation on ceramics has remained an integral part of the culture of any country. Since ancient times, people, through the creation of patterns on walls, tools and pottery, carried out reli-

gious rituals and ceremonies, designated the territory of their tribe, their tools of labor and life, and also created unique decorations.

Material and methods. The materials for this work were information from open sources, as well as the study of ornamental decor on ceramic items (museum exhibits).

Findings and their discussion. In the course of the study, the historical periodization was identified, on the basis of which the main methods of creating an ornament and their practical application were determined: by molding a pattern, by using a flagellar technique, a stamp, using special objects that create texture by embossing.

It is necessary to rest upon the study of the history of the creation of ornament, before revealing their application in ceramics: ornamental patterns can be found in caves and in places of human settlement in the Paleolithic era. Repetitive patterns on walls and stone tools were created by gouging or scraping (scratching out) a pattern with a pointed object (presumably a stone or a pointed stick) on soft rocks (limestone, calcite).

In the Mesolithic era, the birth of ceramics takes place. This is evidenced by the found shards of conical vessels, presumably created 15-12 thousand years ago. Ornament was almost never used during this period. In the Neolithic era, ceramics became widespread in Belarus, as evidenced by archaeological finds. Initially, these were thick-walled vessels with a porous shard, with a thick conical or rounded bottom. They were created by hand, by building up plaits (by molding), which created a kind of pattern on the product. Later, the vessels began to use an ornament created by extruding fingerprints and various roots and leaves on the surface of the product. According to numerous sources, it was proved that women were mainly engaged in the manufacture of ceramic products in the Neolithic era (fig. 1, 2).



Figure 1. Technique of embossing on soft rock with fingers



Figure 2. Technique of embossing on a soft rock with a sharp tool

Of considerable interest are products decorated using bunches of grass, pieces of rope, rags, leather, toothed trowels, which, in combination or separately, created unique textured patterns that folded into a fancy ornament.

In the Middle Ages, with the spread of the tribes of Krivichi, Dregovich and Radimichi in the Belarusian territory, the variety of ornament increased significantly. The most typical example here is the ornamental features in household items and Krivichi decorations, where the image of a cross was used on ceramic items (Figure 3, 4) [3].

Religion also contributed a lot to the development of ornament. With the development of paganism on ceramics and jewelry, it was more and more often possible to find images of characteristic symbolism stuck on top or scratched on a shard: the sun (Kolovrat), animals and humans, symbolizing the gods, as well as stories illustrating traditional holidays or rituals. The most common in this case were images of the goddess Lada, Perun, fern, cornflower, eagle, bull, sun, water, etc. (Figure 5).

In the technology of making ornamentation, gear tools and polishing tools (pebbles - trowels) were also used. A spatula with a serrated edge had its advantages: when leveling the walls, the wet semi-liquid mass of clay on the surface was not captured by the edge of the tool, but was evenly distributed over the surface, spreading between the teeth.



Figure 3. The use of ornament on Krivichi ornaments

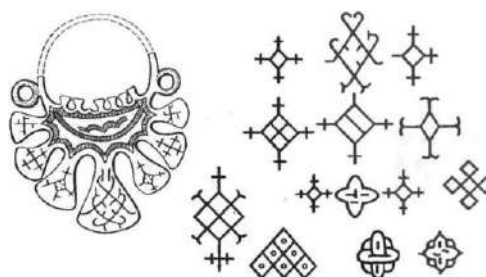


Figure 4. Krivichi ornaments

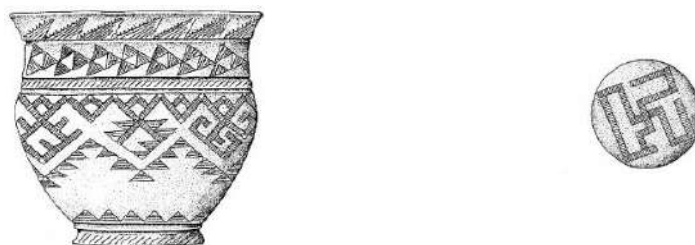


Figure 5. Image of Lada, Kolovrat in ornament

Here, the same thing happened that can be observed when working with a bundle of twigs: the twigs do not remove the clay from the vessel, do not scrape it, but only move it from place to place. This was especially important in the

hand-made pottery. Consequently, working with a toothed tool or a bunch of twigs or plant stems was not yet the final finishing of the vessels, but only the final stage of shaping, after which smoothing and even polishing could follow. The latter, obviously, was carried out after drying [2].

Often, clay products were not ironed and burnished. They went to drying and firing with such a scratched surface. The toothed tool was also used for the ornamentation. He made impressions with the toothed end (butt end) along the rim and in other places. The impressions were made with the corner of the tool and with the entire jagged edge, but in all cases, in the depths of the impressions, the traces of jaws, the shape and size of which were the same, are very clearly visible. The size of the denticles corresponded to the width of the grooves on the entire surface. The width of the working part of the tool could also be determined from impressions; in some places it was about 20 mm. Judging by the end prints, the tool thickness did not exceed 1.5 mm [2].

Thus, the toothed tool was a small plate, slightly grooved, at the rectangular end of which light cuts were made in a row, forming small and very low teeth. The material for this instrument, apparently, was the tubular bone of animals or a piece of shell. The length of the instrument is short, otherwise it would be difficult for them to work inside the vessels. Parallel horizontal grooves are visible on the outer and inner surfaces of the vessels, mainly in the upper part, on the neck [2].

Conclusion. In the course of the study, the following methods of applying an ornament to ceramic products were identified: by molding a pattern through the use of flagellar technique, using a stamp, special objects that create texture, by embossing, and also considered the main examples of the use of ornament on the territory of Belarus: ceramic dishes and decorations, since antiquity.

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HYPERREALISM IN PAINTING. THE PROBLEM OF EVALUATING CONTEMPORARY ART

Maria Kuzmenkova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: hyperrealism, photorealism, painting, traditional art, contemporary art.

Creative searches in the art of the late twentieth century became a catalyst in the discovery of a new reality in the world of arts. During this period, art is looking for new forms of interaction with the viewer, new opportunities

for communication and transmission of visual information. Many world trends of the past are becoming relevant again, including the return of interest in real life, in the material world.

The purpose of the study is to identify the reasons for the formation and development of hyperrealism in art as an extraordinary perception of contemporary reality.

Materials and methods. Analysis of scientific articles, modern literature and works of fiction in which this problem arises, as well as the search for its solution. The fundamental methods for research are descriptive-analytical, comparative, as well as generalization of the information obtained.

Findings and their discussion. Hyperrealism originated in America and Europe and coincided with the emergence of trends such as abstraction, minimalism, performance and others. Against the background of the popularity of these trends, the development of the second line in art is logical - interest in the figurative, plot picture. This was also influenced by photography, which fully reproduces the authenticity of the moment captured on it.

The concept of "hyperrealism" is a direction in painting, graphics and sculpture, which is characterized by the transfer of artistic images as realistically as possible. "Hyper - as a perception of reality, as an aesthetic device means highlighting, emphasizing the object characteristics of an object or phenomenon, which leads to their" detachment ", special" separation "in comparison with objects captured without such close attention"[1]. Условия зарождения гиперреализма в СССР (1970-е гг.) имело под собой несколько иные причины. The conditions for the emergence of hyperrealism in the USSR (1970s) had somewhat different reasons. Hyperrealism in the USSR manifested itself more radically, demonstrated the emptiness and fictitiousness of the world as a whole, since the image transferred from the photograph to the canvas was fundamentally cleared of any psychologism and pictorial delights.

The attitude of modern researchers towards this direction is very ambiguous and diverse, in this style they find some negative aspects of painting. Due to the rapid development of technologies that are beginning to compete with humans in work, art begins to imitate perfect machines, creating works in a hyperrealistic manner. By means of which, the works begin to look like a photograph, therefore, many art critics are of the opinion that with such a painting technique, the individuality and spontaneity of the artist disappears.

Hyperrealism in the creation of the work was squeezed into the framework of his writing, many of the possibilities of oil painting could not be brightly revealed (for example: the use of a palette knife or pasty layering of paint on canvas). If the artist has a goal to do everything exactly as in the photograph, i.e. as realistic as possible, then from many things that are used by creative approaches and methods of various artists, they need to be abandoned "[2].

However, in our time, in hyperrealism, coloristic painting begins to develop, where it shifts to a more refined and lyrical side. The master tries to bring

beauty and aesthetics to his works. For example, the famous artist of photorealism - Sergei Trukhan was taken. This is a talented Belarusian artist of our time, his works are in private collections in Belarus, Russia, USA, Germany, China. The artist's creative technique is distinguished by the elaboration of details, as a result, the created works can compete with photography in terms of image realism, but at the same time the beauty of the Belarusian nature is incredibly conveyed. It is rich in a palette of colors, in a variety of motives. [3].

Unfortunately, many critics and artists reject this style of painting, calling hyperrealist artists simply "copy machines" that soullessly transfer a photograph to canvas or paper. However, I dare say, the artists of our time do not interfere with combining picturesque color with photorealism.

Conclusion. The combination of traditional, realistic art with cinematic and photographic techniques brings the viewer back to figurativeness, a life-like form, a plot picture. It is hyperrealism that begins a creative experiment that combines traditional pictorial means of artistic expression with the use of modern means. Based on numerous scientific publications and analysis of works of art, we can conclude that hyperrealist artists demonstrate to the viewer not only brilliant technical skills, but also a lot of practical experience and knowledge that help to reliably and in detail convey reality.

Nowadays, artists do not have to pursue a documentary "photographic" image, an absolute resemblance to reality. The variety of forms of modern painting presupposes a wide choice and huge opportunities for creative self-realization.

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DIGITAL PAINTING AS A FORM OF ART

Stepan Mikholap

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: digital painting, educational system, traditional painting, software products, computer graphics.

Nowadays digital painting experiences an unbelievable rise as form of art. Present-day software provides broad opportunities for an artist to express his creative idea.

From the beginning of 21st century digital painting have took its place in the art world. It became widely used in the design of books and posters, but it developed the most in the gaming and movie industry. First digital painters,

among which Roman Guro, Oleg Shekhovtsev, Dmitry Prozorov and others, were pioneers in the world of computer graphics and quickly got their recognition, creating pictures that were incredibly hard or impossible to replicate using traditional means of art.

The relevance of this study stems from the need to develop a common understanding of the nature and role of digital painting in modern art.

The purpose of the study is to update the concept and define the role of digital painting in the context of modern art.

Material and methods. As a part of the research, analysis of publications on digital painting, as well as of several artistic works of contemporary artists in the digital space, was carried out. In the process of creating this research, a number of studies carried out by students of the Art and Graphic Faculty were analysed.

Findings and their discussion. Digital painting is a method of creating an image using computer graphics that mimics the artist's traditional instruments.

Digital painting is a "breath of fresh air" because technological instruments of traditional painting have reached their maximum as far back as the 18th century, since nothing fundamentally new has been introduced. But at the end of the 20th century and the beginning of the 21st century, people were given the opportunity to create art scenes in digital space.

Specialized raster graphics software products, such as Adobe Photoshop, Painter, Paint Tool Sai, contain all imaginable variants of any traditional instruments, which enables the artist to work unbelievably easy and quick. This was the reason that many traditional artists had moved to the digital form of painting [3].

The success of digital painting also was a result of the convenience of its use in the gaming and movie industry. When a client wants to introduce changes, it's a hundred times easier to change the finished image digitally. Also, it is no longer needed for the real image to be transferred to the digital format, for example, to print an illustration in a book.

Digital painting enables its user to create images, completely identical to their real-life counterpart and even gives the ability to create such works of art, which would be hard to replicate in the traditional forms of art.

Digital painting has an international character, which makes it difficult to identify regional features in the art of digital artists. It owes its internationality to the Internet. It enables artists from all over the world to exchange their knowledge, techniques, and methods of creating art in the digital space. It also makes it possible for digital artists to work for foreign companies, since they are not required to send in a physical copy of their work by post, and now can send it by e-mail [1].

At the moment, the educational system gives basic concepts of work with images in graphic editors as early as in 5th grade, which can be an excellent basis for studying digital painting in a form an extracurricular activity. When the

graphic editor interface if familiar to the pupils, it will be much easier for them to integrate into the world of computer graphics.

In spite of a small amount of attention to the digital painting given by the educational system, it still has found its place among artists of Belarus due to its wide popularity on the Internet. A number of young artists, wishing to work in the gaming and movie industry, begin to study digital painting. Several digital artists, who worked on world-famous pieces, are present in Belarus. Among them are Valeria Spiezhkina, Alena Stangeyeva, Sergey Vasnev and others.

Conclusion. Digital painting is positions as a separate independent form of art, which is well received by modern society and captures hearts and minds of young artists, gives the person the opportunity to realize themselves as an artist.

In the modern world digital painting has managed to find a place for itself, and has taken a strong position in modern art. On this basis, it is possible to assume that digital painting will continue to develop and strengthen its position in the near future, given that it develops in accordance with the progress of digital technologies, which are in their turn, developing rapidly.

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MANUFACTURING TECHNOLOGY OF COTTON TOYS

Valeria Vasekha

VSU named after P.M. Masharov, Vitebsk, Belarus

Keywords: children's creativity, cotton toy, frame, technology, painting.

Children's creativity is an incredibly wide layer of art and culture. It is diverse and children can use a huge amount of materials from paper to salted dough in their creativity. This allows not only to develop a sense of beauty in children, but also an awareness that a work of art can be created from almost anything. A cotton toy of all the variety of materials is especially popular among children as the simplest product in execution.

The purpose of the study is to study the features of making cotton toys, as well as the possibility of using this technology in working with children.

Material and methods. The research material was information on the history of cotton toys, methodological recommendations of teachers of additional education on manufacturing technology, as well as an analysis of the works of folk masters such as Anastasia Leonova and Dina Khaychenko, whose works were presented at the Museum of Cotton Toys in Moscow. Analytical and search-and-comparison methods were used in the study.

Findings and their discussion. As a result of the study it was determined that the toy manufacturing technology has not changed much over time. The only significant transformation was the use of PVA glue in the work. This material gives almost limitless possibilities in combination with cotton wool, so that children can independently create a toy by choosing any shape and image for it.

According to creating decorative products made of cotton wool the main thing is the correct organization of work activity on the creation of a "masterpiece". The creation of a toy begins with an image. The stylization of the form and the creation of a unique and beautiful product is the basis of a positive result. After the image is invented or selected from existing characters (cartoon characters, fairy tales, movies, etc.), a frame or "skeleton" is made. It can be twisted from thin wire, made of newspapers or foil, cut out of cardboard or foam. The choice of material for the frame depends on the shape of the future toy (Figure 1).

Cotton wool is attached to the frame using PVA glue. For a long time the masters used egg yolk or specially brewed paste, but with the development of technology and the advent of modern materials for work, currently, PVA glue is used. An important requirement is that the cotton wool does not stick to the brush with which the glue is applied. In order to avoid this PVA should be diluted with water. It is also worth noting that you can work with any brush except bristles.

The next stage is the molding of the toy. Cotton wool is divided into thin strips of medium size and attached to the "skeleton". A volume is gradually created by applying one layer on another liberally smearing with glue. We produce the shaping of toys with the increase in volume: handles, cheeks, ears, etc. (Figure 2). Each new element should be glued on top with an additional thin layer of cotton wool. This helps to increase the strength of the toy. It is important not to press the brush too hard during molding, because cotton wool is an extremely soft and pliable material. It is important not to put too much glue on the product during creating a toy: it can deform during drying. After the toy is fully formed, it needs to be dried. In order to dry the product faster, you can use a hair dryer (Figure 3).



Figure 1



Figure 2



Figure 3

The final and the most interesting stage for children is the painting of the finished toy. The rigidity acquired by the toy allows you to freely apply paint without fear of "swimming" the color. Nevertheless, it is best to paint the products with acrylic paints. Painting can be done with gouache, but after the gouache dries, the product should be covered with acrylic varnish. After drying, the toy can be sprinkled with mica or sequins. This will make it more elegant, especially if you create a Christmas tree toy (Figure 4).



Figure 4

Conclusion. This technology is extremely simple in execution, which makes it accessible to children and helps to develop imagination, perseverance and accuracy. By doing a cotton toy, children are able to create a fairy tale in reality. This improves mood and stimulates further creative development.

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FEATURES OF CONDUCTING A CLASS ON MAKING WOOL BROOCHES IN A DIFFERENT AGE GROUP

Kristina Vasilionok

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: group of different ages, art education, creativity, all-round development, creative activity.

Additional art education for children is designed to provide productive, cognitive and creative activities, expand the range of his abilities in various areas of artistic activity and instill an artistic taste. The program of association by interests "Magic Wool" contributes to the formation and liberation of a creative person, striving to realize their creative abilities.

When working on the program, tasks are provided, the result of which is the manufacture of souvenir products. Nowadays, gifts, souvenirs, handmade cards are more and more appreciated. When we do something with our own

hands, we put our soul, our emotions into this product. And, of course, because it is exclusive, original and fashionable.

The purpose of this study is to analyze the experience of working with students who attended a hobby group.

Material and methods. The research material was the work of students of the association of interests "Magic Wool", organized on the basis of the GUDO "Center for Children and Youth" in Senno. Methods used: exploratory, descriptive, observation.

Findings and their discussion. The circle work is aimed at expanding the horizons of children, meeting their interests, developing creative abilities. This introduces them to socially useful work in conditions of varied and interesting activities, improves communication skills.

Attending the club, children get acquainted with such material as wool. This material develops the skill of manual work, the development of fine motor skills of the hands takes place, through it such higher properties of consciousness as attention, thinking, imagination, observation, visual and motor memory develop.

And the final stage – decoration is an undoubted confirmation that a child can make a beautiful and useful thing with his own hands, thereby increasing the child's self-esteem. It is of great importance for children that the manufactured products can be presented to their friends and relatives. Before completing the practical task, the students were presented with visual material with the stages of making various jewelry. After analyzing the sequence of performing the work according to the scheme, the students began to perform the product. Children were asked to complete the task on the theme "Rose for Mom", taking into account their level of different ages. Younger students used the simplest way to make a product – twisting the finished felt in a circle, without additional decoration. Senior and middle-aged students made a larger blank. Then they folded it so that a flower of a complex shape was obtained.

In the course of the study, it was revealed that in the uneven-age group, the younger children develop faster, focusing on the success of the older ones. Thus, we observed the learning process of the elders, as well as the older children tried in every possible way to help a younger friend, which greatly unites groups of children of different ages in additional education circles.

Conclusion. The study showed that the study of methods of working with wool, making products from it captivates children, develops their imagination. This type of creativity is relevant in working with both children of primary and senior school age.

NON-FUNGIBLE TOKENS (NFT) AND THE EVOLUTION OF ART

Iryna Watkins

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: digital art, contemporary art, authorship, blockchain technology, non-fungible tokens (NFTs).

The internet has democratized access to information, culture and art. You can view the world's famous masterpieces from your computer at almost no cost - something that previously required traveling to cultural sites, paying museum admission fees or buying expensive art books. The concepts of uniqueness and value in the age of wide accessibility of art are difficult to establish for numerous reasons. Physical art pieces now reside in the public domain, free for everyone to see. Digital artworks can be easily copied without any monetary investment. Furthermore, the issue of authorship becomes questionable because artworks created online are typically anonymous or made under a pseudonym. However, there is a growing market for digital art and the need to assign value and authenticity to it. A solution for this problem has come from the new field of blockchain technology in the form of non-fungible tokens (NFTs). An NFT is a unique code that is stored on the blockchain, enabling one to confirm the origin, custody, and history of transfer for a given digital art piece. It gives a digital object the property of uniqueness and creates a layer of ownership and authenticity for transactions involving digital art [1]. The article below explores the origin of NFT technology and its utility in contemporary art world.

Material and methods. Internet resources related to the subject presented were used as materials for this article. The methods were the following: the comparative method, the research method, and the analysis of scientific articles.

Finding and their discussion. Technology is changing every aspect of our lives, including art and culture. Art is becoming increasingly digitalized: there are new art forms and mediums that are emerging at the intersection of technology and art. This changing landscape shapes how we consume, perceive, evaluate, and exchange art. NFTs have been developed in the last several years by enthusiasts of digital technology called blockchain. The primary purpose of NFTs is to assign a unique digital identifier to art pieces that allows their authentication. With that, there is a possibility of establishing "uniqueness" of digital art objects, which consequently allows their traceability, allowing exchange of ownership and payment for otherwise indistinguishable digital files.

Blockchain is a distributed ledger technology that can be used to store information. The technology was first developed as a secure financial transaction system, known as cryptocurrency "Bitcoin". However, since then blockchain technology has branched out into many other applications, including identification, secure storage of information, cybersecurity, gaming and digital art [2].

Blockchain technology allows to verify digital transactions – for example, you can use it to send cryptocurrency from one person to another. In a similar way, blockchain can be used to verify ownership or exchange objects that have a digital identifier assigned to them, like NFTs.

The value of art is subjective and often rooted in 1) creator's personality or 2) the narrative associated with it. An art piece can have cultural significance, history of ownership or personal attachment that could be the value drivers. At the same time, the artist's reputation and brand could also be the key factors in establishing the artistic value of their products. The same factors that are taken into consideration when evaluating physical art apply to the digital world, but until now were difficult to track in art that is shared online. With NFTs, piece of digital art can be traced back to the original artist who created it and used to determine how its value changes through time.

As the digital economy gains more and more relevance in our lives, things that used to only have meaning as physical objects are starting to be explored for their digital impact. For example, one's online persona, assets like websites, domains and social media profiles, friend and professional networks, being able to make money by participating in digital economy – all of these have tangible impact on our physical lives. For some people, their digital lives are as if not more important as their "real" lives.

Video games and virtual reality (VR) introduce another layer of involvement in the digital economy. Many people find ways to express and fulfill themselves in the virtual world that may not be accessible to them in the physical. Investing in resources that have meaning and value in virtual reality brings a lot of potential to digital creators. With an NFT attached to a desirable video game avatar, the creator has the ability to exchange the digital currency associated with that token to widely accepted fiat currencies.

As art creation moves more into digital mediums and, in many instances, there is no physical object associated with it, the creators of these art objects need to find a way to get paid for their work in currency that has real-world value. NFTs can function as a way to translate value from the digital world into physical world. The author may exchange a unique NFT for digital currency like Ethereum, which in turn, can be exchanged into fiat currencies. In many ways, NFTs serve as a bridge between the digital and physical world as we transition more and more into having digital identities, property, and lives. This technology reflects the evolution of human experience, culture, and civilization.

Conclusion. As the digital world becomes an inseparable part of our life, we need to find ways to bridge the gap between the physical and digital existence. For art creators, NFTs offer that link, and in tangible ways: just recently, a digital artwork by artist named Beeple was sold for \$69.3 million dollars to a collector [3]. The same way blockchain can guarantee the security of cryptocurrency transactions, digital artists can expect more security and a higher value for work that is assigned an NFT. This new medium allows independent artists to launch and expand

their art careers by giving them a new mechanism and market to sell their art. Some people believe that blockchain could be the future of art and that artists should start adapting. At this point, it is too early to tell if blockchain becomes a staple in digital artists' portfolios or will be replaced by another mechanism.

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THE MAIN STAGES AND GERNRES IN THE DEVELOPMENT HISTORY OF CHINESE OPERA

Liu Yuye

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Chinese culture, traditional Chinese opera culture, Chinese classical opera, theatre reform.

Chinese opera, Greek tragedy and comedy, and Indian Sanskrit opera are collectively known as the world's three ancient theater cultures. After long-term development and evolution, it has gradually formed the five major opera types of "Peking Opera, Yue Opera, Huangmei Opera, Ping Opera, and Henan Opera" as the core. Baihuayuan of Chinese Opera [1].

The main goal of our research is to analyze the main stages in the development of Chinese opera and the traditions of various schools.

Material and methods. The material for this study was the history of the development of Chinese opera, the stages and traditions reflected in the studies of various scientists. Historical and chronological methods are used in this work.

Finding and their discussion. Ancient Chinese opera refers to Yuan, Ming and Qing operas, including Yuan Zaju, Yuan Sanqu, and Ming and Qing Legends. Various imitative performance forms in ancient Chinese sacrificial music and dance formed one of the sources of Chinese classical opera. The history, main traditions and singers of Chinese opera are reflected in separate studies of art historians [2, p. 17].

The development of Chinese classical opera is divided into eight stages, which is a long historical period, namely: the budding period-the pre-Qin to the Tang dynasty, the embryonic period-the Song and Jin period, the mature period from the Yuan Dynasty to the beginning of the Ming Dynasty, the development period-the Ming Dynasty Jiajing and During the Longqing period, the prosperity period-Wanli of the Ming Dynasty, the integration period-the beginning of the Qing Dynasty, the transition period-the middle of the Qing Dynasty, and the end period-the modern period.

In the middle and late stages of the Tang Dynasty, Chinese drama culture developed rapidly and gradually formed. Under the high economic development of the Tang Dynasty, the independent portal of the art of opera was promoted, and the art of opera was enriched. The rhythm of poetry and the maturity of narrative poetry gave The decisive influence of opera. The development of music and dance is based on singing [2]. The emergence of Jiaofang Liyuan raised the artistic level of opera artists, accelerated the process of dramatization of song and dance, and produced a batch of operas that used song and dance to interpret stories.

The "zaju" of the Song Dynasty, the "academic version" of the Jin Dynasty and the "Zugong Tune" in the form of speaking and singing, from the structure of the music to the content, all laid the foundation for the Zaju of the Yuan Dynasty.

Yuan Zaju is one of the most representative arts of the Ming Dynasty. It first began to prosper in the Ming Dynasty during the Song Dynasty. The Yuan Zaju was designed to expose the darkness of society and reflect the sufferings of people's lives. It is a combination of reality and romance, showing complex emotions. The appearance marked the beginning of the prosperity of the art history of Chinese classical opera.

In the middle of the Ming Dynasty, the greatest achievement was to write many legendary plays, and Tang Xianzu's "Peony Pavilion" was his masterpiece. Through the story of Du Liniang and Liu Mengmei's joys and sorrows, the work celebrates the opposition to feudal ethics, the pursuit of happy love and freedom, and breaks the feudal shackles. This play has a history of more than 300 years and is deeply loved by the audience. He is also active on the stage of opera performances.

Many works in the late Ming and early Qing sang the heroes in the hearts of the people, such as Mu Guiying, Tao Sanchun, Zhao Kuangyin and so on. The local operas at this time mainly consisted of the northern clappers and the southern yellow skin. Peking opera was produced on the basis of the high prosperity of local opera in the Qing Dynasty. The emergence of the first generation of Peking opera performing artists during the Tongzhi and Guangxu reigns marked the maturity of the art of Peking opera and promoted the art of Chinese opera to a new level.

After the founding of the People's Republic of China, there were also excellent tracks on the track. They were good at different types of dramas, but they were catchy.

Conclusion. The development of opera art to this day has undergone development and collisions in different times. While carrying forward the traditional national artistic characteristics, it is also adapting to the needs of the audience and the times. The issue of "modernization" and "dramaticization" will undoubtedly be a collision of ideas again. Chinese drama will open up a broader space for artistic innovation and take a greater step.

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TIBETAN COSTUME CULTURE AND ITS USAGE IN MODERN COSTUME DESIGN

Jin Zhi

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Tibetan; Tibetan clothing; cultural connotation; post-modern clothing design; inspiration.

In the long struggle between human and nature, Tibetans gradually stand up on the plateau with its unique tenacity and wisdom, and make themselves the crown of creation on the earth. At this time, with the enhancement of invasive ability to resist nature, it has been possible for Tibetans to think about the content of their life itself, while the basic guarantee of material life also make them raise the wish and vision for prospect of life.[1] So the ponder, wish and vision for the content of life has naturally been reflected on the costume, which is the closest and most intimate to life.[2] As a result, costume as a cultural and art was born.

Generation of Tibetan costume and formation of costume culture and art have a inseparable relationship with the natural environment they live, in particular, with the climatic conditions.[3] In addition, the different styles of production and life also play an important role in the formation and development of costume. Therefore, the culture of Tibetan costume includes a very wide range of content.

The main goal is to identify the peculiarities of Tibetan costume culture and its usage in modern costume design.

Material and methods. Tibetan clothing books that have been published, We use the historical and chronological method in this article.

Findings and their discussion.

1. General description of Tibetan costumes

As one of the few ethnic minorities in my country living in the snow-covered plateau, the Tibetan costume culture has been continuously developed under the influence of politics, religion and other factors for thousands of years, and it has developed with rich clothing forms and gorgeous clothing colors. Exquisite patterns and highly recognizable ethnic groups with unique characteristics are loved by the world. Because Tibetan settlements are mostly located in snow-covered plateaus, the environment of the plateaus and mountains makes the form of Tibetan costumes more complete.

1.1 Color

Clothing color is a powerful tool for a nation to express its aesthetic emotions and ideals. Tibetan people prefer bright, colorful and strong colors as well as colors with strong contrast in the choice of clothing colors. For example, red and green, yellow and purple, blue and orange, etc. The colors of Tibetan clothing are basically the same as those in Tibetan paintings, and Tibetan people like red, yellow, blue, green, and white. These five colors are also the colors of pray-

er flags. The five colors of Tibet are well-known, representing flames and land. , Sky, green water, white clouds. Affected by its geographic location and its ethnic beliefs, the colors of Tibetan costumes present a strong and enthusiastic emotional atmosphere, show awe of life, and have great regional characteristics. [1] The colors in Tibetan costumes are bright, with high purity, which is close to the original colors. Bright and colorful saturated colors can invigorate people, full of vitality, and give people a strong and pleasant beauty.

1.2 Fabric

Because of the snow-capped plateau deep in Tibetan areas, the climate is severely cold. Tibetan clothing fabrics mostly use animal fur and pulu to protect against the cold. This kind of fabric is not only able to keep warm and cold, soft and wear-resistant, but also easy to obtain raw materials. It can be stored for a long time and is the best choice for Tibetan clothing.

1.3 Accessories

As a manifestation of decoration and wealth of status, the materials for ornaments include gold, silver, copper, jade, turquoise, beeswax, coral stone, agate, and shells. For the Tibetan people, almost any material that can be used to show beauty can be used as decoration.

2 The cultural connotation of Tibetan costumes

2.1 The beauty of the integration of clothing and accessories

The Tibetan people's aesthetics of clothing combines the national spirit and ideological connotation with regional characteristics, and has extremely high cultural value. In the Tibetan costume culture, the aesthetic value of the gorgeous costumes and the beauty of various accessories as the aesthetic standard reflects the emotional principle of the Tibetan people's love for life. The aesthetic height of the Tibetan people, however, no matter how these clothing elements change, its core will not deviate from the simple and pious spiritual characteristics of the Tibetan people. It is these characteristics of the soul that make Tibetan clothes so beautiful and attractive.

2.2 The beauty of harmony between man and nature

From the inner experience to the outer experience, the art of clothing and religious beliefs are perfectly combined, and the plateau Tibetans also integrate clothing well while conforming to and praising nature. First, they are well adapted to the shape of clothing. The environment of high mountains and snow-fields includes the natural and simple colors of clothing; the second is the use of Tibetan raw materials in the material of clothing, which reflects the harmony between the Tibetan people and nature; and the third is the most practical function of clothing and clothing. This degree has met the life and production needs of the Tibetan people, allowing this clothing culture to be passed on from generation to generation and has a long history.

Conclusion. Tibetan costumes are natural and simple, combined with the previous description, there is a big difference between Tibetan costume aesthetics and traditional costume aesthetics, and breaking the tradition is what post-

modern costumes are doing. The unity of nature and man pursued by Tibetan costumes fully respects the law of all things and religious beliefs and fully respects the concept of people-oriented. Postmodern costume design should freely express individual emotions while balancing the relationship between the self and the outside world, and consider Sustainable development of clothing. Today's clothing design requires modern style, unconstrained nature, and traditional blessing.

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IDENTITY OF MAKING SACRAL DOLLS

Anastasia Zaitseva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: dolls, the doll phenomenon, traditions, manufacturing technology, features of the ritual doll, an image of a doll.

Decorative and applied art is present in the history of the life of any nation, it forms the basis of culture, covering many aspects of life. The development of art crafts at the present stage is based on the tradition of ancient decorative and applied art through the continuity of age-old traditions, which are reflected in the magnificent craftsmanship of making ritual dolls, folk ornaments and the semantics of the artistic image.

The Slavic doll reflected the whole life and everyday life of our people, adjusting to the calendar and climatic conditions of the course of agricultural life. Thus, for many centuries, the doll remained the most mysterious symbol, incorporating all the cultural customs and traditions of the Slavic peoples.

The purpose of the research is to study the identity, purpose and technology of ritual dolls in Slavic traditions.

Materials and methods. In my work, I used a descriptive research method and techniques for studying, analyzing the material and generalizing it. In the course of the work, literature and Internet sources were used, as well as the works of folk-art masters presented in crafts houses.

Findings and their discussion. Throughout history, the doll accompanied a person, being a guardian of the family hearth. The doll, closely related to religion, reflected the cultural wealth of the people, was a ritual symbol, and only later turned into a children's doll. The production of traditional Belarusian dolls is based on natural materials, due to the close connection of peasants with field

work. Thus, dolls were made of ash, straw, flax, grass, clay, wood and, depending on the purpose, could be filled with herbs, cereals, birch bark, tow. Each doll carried the individual features of its creator and dolls from different regions also differed in appearance. However, all of them were united by simple design, an understandable form and moderate decoration. As a rule, this is due to the fact that dolls are closely related to the labor activity of Belarusians, who studied and was inspired by nature, honoring it. The creation of ritual dolls is based on complex centuries-old traditions. It was believed that do-it-yourself dolls from scrap materials have extraordinary properties. Indeed, for the Slavic peoples, this was an integral part of life, when the daily routine was inextricably linked with agricultural life, over the course of the year, determining that state of affairs. Thus, Slavic dolls suggest two practices: deep semantics, inextricably linked with holidays and rituals, or duplication of the main character for an occasion directly related to his life, bearing a symbolic character. Despite the changing conditions and way of life, the traditional doll has been passed from generation to generation, retaining its original image, as it represented the sign of a person, his symbolic place in society.

The peculiarity of creating traditional Belarusian cuisine is that the amulet doll was always created with a white face so that it would be impossible to transfer evil thoughts and actions to its owner through the doll. In addition, white served as a symbolic color in the life of the Slavic people, figuratively expressing the spirituality and purity of the thoughts of the owners. When creating a talisman, it is not allowed to use needles, scissors, knives, so as not to harm those whose health and benefits they will keep. When making dolls, in no case it was allowed the presence of male energies in the room where the sacrament took place, and if there were little boys in the room at the same time, they had to be busy with their own affairs, in no case they were allowed to be around and look on the manufacturing process. Ritual dolls were made for a special occasion. Various magical properties were attributed to them, they could protect a person from evil forces, take on misfortune, help a good harvest. There were dolls that helped a woman in the household, or dolls that taught a child to be grateful, and there were those that could drive away the disease. In traditional Slavic culture, the doll was at the center of many 4 calendar and family rituals, playing the role of a mediator in human relations with the natural world, the world of the gods and the world of ancestors.

The sequence of the doll "happy doll":

The youngest and most charming doll differed from the rest with a long braid, symbolizing a long and carefree life. Moreover, the longer the braid, the more protective force the *bereginya* has. According to legend, a woman's hair contained life force.

1. We fold the fabric into a tourniquet. We tie both its edges with a red thread. The result is a cylinder connected on both sides.

2. Fold the tight roller in half, retreat from the fold 1-1.5 cm and pull with the thread. This is how the head turns out. We take sanitary tow and comb it, removing debris and nodules. Then we smooth the combed linen and tie it not too tightly in the middle with a thread. It turns out a kind of parting.

3. The bundle left after combing is wound clockwise around the head of the workpiece. It turns out a shaggy head with 2 legs.

4. We take a white flap and place the workpiece at a corner in the center and cover with the other half. It turned out to be a triangle with a head in the middle. We fix the head tightly so that there are no folds. We wrap the head, straightening the folds, making the face of the doll. Rewind under the neck with a thread in 3 turns and tie 3 knots.

5. We form arms from the corners, bending the fabric. We retreat 5-7 mm from the edge and make palms, tying the edges with a red thread. By folding the corners of the fabric and straightening the loose fabric, we get a shirt. In front and behind, we drag the doll's body with a ritual cross in the shape of an X. We make shoes, wrapping the legs with braid and tying them with thread.

6. To make a sundress, you need to take a bright fabric, fold it in half and wrap the doll. Tie a thread just above the middle. The sundress will be magnificent, the folds need to be straightened.

7. We apply a hair piece to the head. The parting should be in the middle of the head. We carefully smooth the hair, close the back of the head evenly, lower the fibers to the shoulders and take them behind the back. We fix the hair under the neck, hide the knots and braid.



Figure 1. – Ritual dolls in Slavic traditions

The most important thing in making dolls was not the technique itself, but the images that were put into this process. Thus, a doll could only be made by one who loved and wished for good. In addition, these dolls are simple to design, so students can make them with pleasure in labor training lessons. A self-made doll is of great importance in the creative development of students, since it is not only the result of labor, but also a creative expression of his individuality.

Conclusion. Despite the changing conditions and lifestyle, dolls have not lost its significance and attractiveness, continuing to exist according to the same laws as before, since each doll carries a deep age-old meaning. During periods of a sharp change in value orientations, which is characteristic of the modern state of cultural life, new ideas need a direct material representation. The doll phenomenon is in actual demand, in this particular situation. Thus, the significant changes that have taken place, connected, on the one hand, with the creation of new positions, and on the other, with the return to the cultural circulation of those phenomena, for some reason or other, were prohibited or were not in demand.

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WAR THEME IN THE PAINTINGS OF WINSLOW HOMER

Polina Zolina

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: war, painting, working, works, worked.

The depiction of war in art is deep topic that remains important at all times. With the help of artist's skill, artists reveal the sadness of wartime with unprecedented realism. One of them was Winslow Homer, famous landscape painter. He was one of the founders of American realistic painting, and an important figure in American art in the 19th century. He went through the war himself, which added to his works more expression.

He had an outstanding painting technique that set his work apart from others.

The purpose of the research is to analyze the paintings of W. Homer dedicated to war theme and its expressive and emotional narrative.

Material and methods. The research material was creative works of Winslow Homer presented in online galleries and museums. Methods of systematization, analysis and generalization of data were used.

Findings and their discussion. By 1861, Winslow had started working on oil paintings. The same year, Winslow was sent to Virginia by "Harper's Weekly". He worked as an editor and design chief for "Harper's Weekly" there and painted war scenes of the American Civil War. Paintings "Home, Sweet Home" (1863), "Veteran in a New Field", and "Prisoners from the Front" (1866) are most popular.

Painting “Home, sweet home” is oil painting [1]. When you look on that painting, you see two military people waiting for the water to boil. They are wearing simple clothes for working. Around them many things such as several tents, different kinds of supplies which they need for sudden fighting. Behind them a crowd of other soldiers discussing something, some of them are taking a nap, and others standing even further. The painting made in warm of colors, and you can feel the hot weather there. This painting shows us the life of soldiers, when they can rest a little, so we see the atmosphere of calmness and stability. The composition is static, the color range is warm and soft which adds to somewhat stable atmosphere of rest between the battles. (Fig.1)

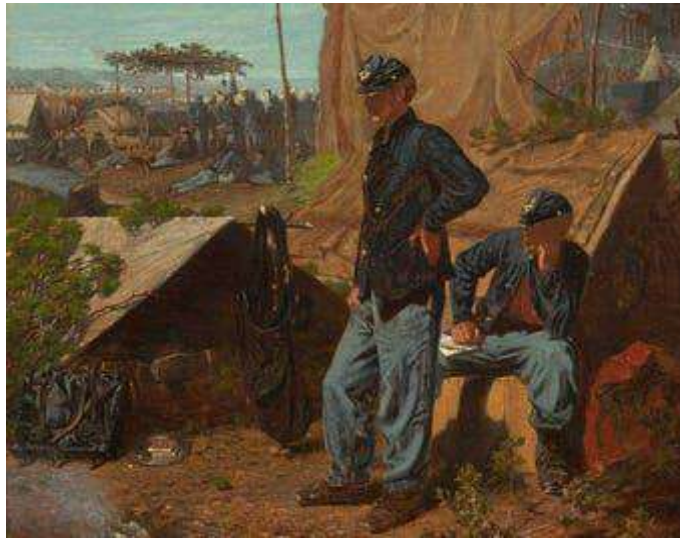


Figure 1. – “Home, sweet home”, 1863

Painting “Prisoners of the front” is one of Homer's most famous and highly lauded paintings of the Civil War, a work that established his reputation [2]. It represents an actual scene from the war in which a Union officer, Brigadier General Francis Channing Barlow, captured several Confederate officers on June 21, 1864. The background depicts the battlefield at Petersburg, Virginia. It is a scene without exciting action or schematic devices. Homer expertly characterized the range of personalities in that painting. The color range is cold, the composition is static, and that adds to heavy atmosphere of capture which makes the painting more realistic.

“Veteran in a New Field”, by 1865 is a really beautiful painting of a lonely veteran who mows the field [3]. The “Veteran in a New Field” depicts one of those Civil War veterans who recently returned from the front, harvesting a field of grain in the midday sun. The wheat has grown high, and the field stretches all the way to the horizon. Painted in a relatively naturalistic style, the working figure of a soldier involves the toil of a lone figure in the bright sun as he swings his weapon through the wheat. The color range is warm, We can point, that yellow color is mane in that painting. The composition is static, so the painting makes us feel calmed.

His late paintings are especially valued for their dramatic and forceful expression of war tragedy, and for their expression of people characters. In his last decade, he at times followed the advice he had given a student artist in 1907: "Leave rocks for your old age—they're easy." His painting, "Shooting the Rapids", "Saguenay River", remains unfinished.

He died in his studio at the age of 74. However, his works continue to be appreciated at various museums, especially in New York City and Boston.

Conclusion. The composition of three works is static. Most of the colors are warm. There are patterns in the presentation of the narrative of the paintings, in the expression of emotions through the plot. He went through the Civil War, and it gives his artworks emotional part. His works perfectly show the atmosphere of that time.

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TOPICAL ISSUES OF FINANCIAL AND LEGAL DISCOURSE FORMATION

RUSSIA AND CHINA: PROBLEMS OF COOPERATION

Khadzhimurad Agamov

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: China, Russia, EAEU, problems of relations, cooperation.

Cooperation between Russia and China is one of the most promising in the Eurasian region. There are opportunities for cooperation in various fields, ranging from logistics to gas and oil production. There is a huge potential for the growth of trade turnover both within the framework of bilateral agreements and within the framework of the EAEU. This article discusses the prospects for development, as well as obstacles hindering the development of relations.

The relevance of this study is the need to develop a clear view on the development of relations between Russia and China in order to fully implement the potential of this cooperation.

The purpose of the research is to study the problems of relations between Russia and China.

Materials and methods. The material for this study was numerous works in the field of law, economics, business, geopolitics, the topic of which was the problems and prospects of development of Russia and China. The method of comparative legal analysis and the formal legal method were used as research methods.

Findings and their discussion. As part of the consideration of relations between Russia and China, it will be mandatory to delve into history. The contact of the two civilizations occurred in the middle of the XVII century. It was the time of the formation of the Russian super ethnos, "the unification of the peoples of Eurasia from the Baltic States to the Pacific Ocean under the rule of Moscow." [1] Since that moment, there have been all sorts of things in history: moments of social tension between regions, turning into military operations, and times of close socio-economic and cultural cooperation. At the moment, relations between Russia and China can generally be described as partnership and cooperation. Cooperation between the two countries takes place in extensive areas: the development of high technologies, fundamental and applied research, cooperation in the development of the Arctic, the construction and integration of OPOP (one belt, one road), etc. It is worth noting that cooperation takes place both through bilateral agreements and through the institutions of the EAEU. Within the framework of bilateral agreements and arrangements were concluded: a joint statement on the compatibility of the mutual operation of the Chinese

Beidou system and the Russian GLONASS system (the operation agreement was signed in 2020); an agreement on a mechanism for expanding lending to Russian companies by Chinese banks; an agreement between Gazprom and the Chinese National Oil and Gas Corporation on the basic conditions for gas supplies from Russia to China via the Western route; Protocol of Intent in scientific and technical cooperation between the United Shipbuilding Corporation and Huawei Technologies Co.Ltd, etc. acts[2]. Russian-Chinese cooperation also includes joint developments in the field of artificial intelligence (AI), big data, 5G, etc. Huawei became a partner of the Russian MTS, starting its testing in Moscow in 2019, and in March 2020 Huawei became a strategic partner of the Beiber cloud platform [3]. One of the main points of cooperation between Russia and China is the construction of an OPOP, which includes the development of the Arctic. According to the estimates of various researchers, the regions located along this corridor, the development of OPOP will bring an increase in the gross regional product by 6-9% [4]. Cooperation between Russia and China in the Arctic seems promising. Mutual interest in cooperation is confirmed by various agreements, for example, on July 3, 2017, President Xi Jinping arrived in Moscow on an official visit. The heads of state signed a "Joint statement on the further strengthening of relations, comprehensive partnership and strategic cooperation", which officially introduced Arctic cooperation between China and Russia. Having no real geopolitical grounds for obtaining direct access to the riches of the Arctic, China is interested in developing relations with Russia, the owner of the Northern Sea Route and most of the Arctic resources, and is ready to offer it investments and advanced technologies.[5]. However, there are factors that hinder the development of equal relations between subjects. This is a factor of intersection of a large number of competitive interests of China and Russia in Asia, in Eastern Europe. So, over the past decade, the China National Oil and Gas Corporation has become the leading energy company in Central Asia. China pumps Kazakh oil to Europe and China through its pipeline, and also supplies natural gas from Turkmenistan to the west of China [2]. The influence of American sanctions plays an important role. This problem is so urgent that at the end of 2018, the Central Bank of Russia was forced to officially explain to Chinese partners that personal US sanctions against Russian bankers and entrepreneurs do not apply to their companies. The structure of trade turnover between the countries is of concern. In 2018, the share of mineral products in the total volume of Russian exports to China increased to 76%. The share of machinery, equipment and vehicles decreased to 3.2%. On the contrary, the main commodity groups that Russia imports from China are: machinery, equipment and vehicles - 57%; textiles and footwear - 11%; chemical industry products - almost 10% [6].

Conclusion. To sum up, it must be said that relations between Russia and China certainly have huge potential. On the other hand, there are serious problems and contradictions, first of all, the intersection of the geopolitical interests

of Russia and China in the Eurasian region. In order for the further development of equal relations to continue, Russia must develop new approaches to interaction with China based on strategic partnership with South Korea, Japan, India, Vietnam (“peripheral diplomacy”), alignment of relations with the United States as a way to curb the growth of China's influence on Russia.

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LEGAL FRAMEWORK FOR COUNTERING TERRORISM IN THE UK

Andrey Burak

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: European Union, terrorism, United Kingdom, legal regulation, counter-terrorism.

Terrorism has become the main vector of threat for the most countries of the world and has complicated the task of protecting the state system and society. With the expansion of the modern information space, it is becoming increasingly difficult to control many destructive phenomena, primarily terrorism. The doctrinal basis of the fight against terrorism is the idea of national and public security and methods aimed at strengthening national unity and the State's readiness to counter terrorist phenomena in society. Foreign experience is important. The purpose of this work is to identify the current problems of anti-terrorist activities in the UK.

Materials and methods. The materials of the study were legal acts of the United Kingdom devoted to combat terrorism, statistics and reports of the British Parliament related to terrorism, reports of the internal and external security services of the United Kingdom. The main methods are comparative – legal, system analysis, dialectical-materialistic method.

Findings and their discussion. The problem of terrorism has become particularly urgent in Europe and the UK due to the onset of the migration crisis, the radicalization of Islam and the spread of terrorism and extremism in the world. According to the data of the House of Commons Library: Between 1 Sep-

tember 2001 and 31 August 2012, 2,297 people were arrested for terrorism-related offences, of which 1,066 (46 %) identified themselves as Muslims. The remaining 54 % did not profess any religion, or belonged to another faith [1].

The United Kingdom faces a serious and persistent threat from violent extremists. Over the past two decades, the UK Parliament has been actively engaged in creating anti-terrorism laws. The history of terrorism in the UK is associated with the beginning of conflict in Northern Ireland from 1960 to 1998. In 2000, a law was developed, the main purpose of which was not only to expand the powers of the police and special services, but also its terminological definition. However, there is no clear definition in doctrines and legislation.

The definition given in the Terrorism Act 2000 is considered by British lawmakers as the main one. Terrorism is the use or threat where action includes extremely cruel violence against a person, serious damage to property. The definition of terrorism includes actions that endanger the life of a person other than the person who commits an act, that poses a serious risk to the health and safety of the population or a part of the population, or if they are intended to seriously interfere with or significantly disrupt the operation of an electronic system using weapons or explosives. Even if these actions do not have the goal of influencing the UK government or lobbying for a political or religious ideology, all this exactly falls under the article on terrorism [2]. This definition has theoretical and practical significance, it defines the powers of the authorities, and divides crimes into categories. For financing, supplying resources to terrorist organizations and organizing the collection of money to support terrorism, an identified person is liable to imprisonment for a maximum of 14 years or a fine, or both. For the fact of being in the ranks of these terrorist organizations, a person is liable for 10 years of imprisonment, and for managing a terrorist organization, the penalty is life imprisonment. [2]

Special authorities can cordon off areas, arrest persons suspected of terrorism without a warrant, stop and search without suspicion, detain and interrogate persons [3]. In the period from 2000 to 2009, the police used the powers provided by Terrorism Act of 2000, to check the documents of 62,584 people at railway stations [7].

The United Kingdom legislation defines the actions of a group or collective, engaged in terrorist activities. For example, the 1993 Act states that acts of terrorism mean the actions of persons acting on behalf of or in connection with any organization that carries out activities aimed at overthrowing or influencing, using force or assaulting on Her Majesty's Government in the United Kingdom or any other government, de jure or de facto. [5].

In the legislations of countries of The Commonwealth there is a similar definition of terrorism. Many countries, such as Afghanistan, Albania, Andorra, and Bosnia and Herzegovina, do not have a specific definition of terrorism. There is no developed legislation, for example in Afghanistan, instead of the national legislative act on terrorism, UN Resolution 1373 applies, which criminal-

izes the financing of terrorism and qualifies planning, supporting and committing terrorist acts as serious criminal offense, but does not define terrorism [6].

The anti-terrorist legislative base in the UK consists of: the anti-terrorist acts adopted to overcome the conflict in Northern Ireland (1974-1989); the Terrorism Act (2000); Prevention of Terrorism Act (2005); Terrorism Act (2006); Counter-Terrorism Act (2008); The Counter-Terrorism and Security Act (2015); and the Counter-Terrorism and Terrorism and Sentencing Act (2021) – each of which supplements the law of 2000, which is considered the main one.

Conclusion. Understanding the danger of terrorism in the world and in the UK, it is necessary to improve the doctrines, legislations and law-enforcement practices of every country in the world. The risks created by terrorism require them to joint efforts of all states of the world. It is necessary to adopt appropriate laws for the prevention and suppression of terrorist acts in the digital society, as well as to improve national and public security issues at the level of the international community, states and civil society.

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LEGAL REGULATION OF THE MEDICAL SERVICES IN THE REPUBLIC OF BELARUS

Evgeniya Dolgaya

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: medicine, law, legal regulation, health.

The medical services market is the most dynamic. This is due to constantly changing technology. The topic of health is always relevant. People get sick and need those who can cure them.

In the Republic of Belarus, it is possible to get help on a free and paid basis. Nowadays paid services in medicine are widespread. The relevance of the topic of the research is conditioned by the following: availability of the latest developments, arisen as a result of scientific and technical progress in the field of medicine, and, as a consequence, the need for legal regulation of newly arising relations in this sphere.

A thoroughly developed legal framework is the basis for the effective realization of a citizen's right to medical care.

Materials and methods. Materials for this research were the norms of law of the Republic of Belarus, which regulate the medical sphere. Methods of research: analysis, synthesis, induction, deduction and formal-legal method.

Findings and their discussion. The right to free medical care in the Republic of Belarus is regulated by the Constitution: "Citizens of the Republic of Belarus are guaranteed the right to health care, including free treatment in state health care institutions" [1]. According to Article 4 of the Law of the Republic of Belarus "On Public Health", citizens of the Republic of Belarus are ensured the right to affordable medical care [2]. It is expressed in the provision of free medical care on the basis of state minimum social standards in the field of health care in public health institutions; providing medical care in state health care organizations, non-state health care organizations and individual entrepreneurs who carry out medical activities in accordance with the procedure established by law at the expense of their own funds, funds of legal entities and other sources not prohibited by law; availability of medicines; the implementation of measures for the sanitary and epidemiological well-being of the population; the conduct of medical examinations [2].

The health care system in Belarus includes several levels. The first is the provision of care in a polyclinic at the place of residence. [3]. The second level is survey and curing in a district hospital. The third and fourth levels are regional and national health centers [3]. A lot depends on the qualifications of the primary care physician. It is he who decides what treatment should be prescribed and whether there is a need for further examination of the patient at the next level.

The Center for Social Innovation conducted a survey on how aware patients were of their rights in health care. It turned out that the level of awareness in this area is extremely low. Patients' rights are guaranteed by law, but do not have a sufficient level of awareness of the extent of these rights [3].

The medical segment of the economy stopped being a state monopoly many years ago. A large number of normative legal acts adopted in the Republic of Belarus regulates medical relations. International cooperation is carried out today in the field of medicine as well. This happens through the conclusion of international agreements at the bilateral, regional and universal levels, which contributes to the development of a new promising area - international medical tourism, which is becoming more and more popular every year. The possibility to combine recreation with receiving highly qualified assistance in the best medical centers and clinics is what attracts both guests and our citizens.

Pediatrics, cardiology, oncology, and transplantology services are in the highest demand. More than 30 polyclinics and hospitals have been commissioned recently. In the international rating by the level of development of medicine our country occupies the 59th position out of 93 countries [4].

Enhancement of medicine will become an important area of improvement of the healthcare system. The development of this trend is stipulated by the Decree of the President of the Republic of Belarus "On Approval of the Program of Social and Economic Development of the Republic of Belarus for 2021-2025". The unified telecommunications infrastructure for health care will unite all health care organizations, and the latest methods of personalized medicine using information and communication technologies will be mastered in stages. For remote health monitoring, the introduction of an intelligent system (mobile digital trucking with the creation of a unified regional network, telemedicine, robotization of high-tech operations) is envisaged [4].

Conclusion. The pace of development of modern medicine is great: new technologies and equipment are being introduced. Legal relations in the medical sector in the Republic of Belarus are regulated on the basis of the legal framework. The urgent task is to raise the level of legal culture of citizens when they use the available opportunities, to know their rights and obligations when receiving medical care.

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DETERMINANTS OF INCREASING CRIMES IN THE SPHERE OF ILLEGAL USE OF FIREARMS

Ilya Dorozhko

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: firearms, use of firearms, adolescents, educational institution, the USA, the Russian Federation.

In modern society, the problem of the use of firearms by minors in schools, other educational institutions and public places in many countries is characterized by an unstable and even more frightening situation. Statistics on deaths due

to adolescent access to firearms are growing every year, both in developed and developing countries. However, not in all cases the use of firearms leads to casualties. This gives rise to a public and scientific discussion in the States that has been going on for several years regarding the establishment of prohibitions or restrictions on the sale of firearms and whether such measures are capable of preventing the use of firearms among adolescents, conducting strict control and preventive measures with regard to minors' access to firearms and their use to commit illegal actions.

The purpose of the study is to analyze statistics and precedents related to the use of firearms by adolescents in educational institutions on the example of the United States and the Russian Federation.

Material and methods. The material for the study was the practice of law enforcement agencies, current statistics on the use of firearms by schoolchildren and adolescents in educational institutions in the United States and the Russian Federation. The methodological basis was formed by methods of analysis, concretization and generalization of data on the research topic.

Findings and their discussion. For the United States, the problem of juvenile delinquency, associated in this case with the use of firearms, is a political problem. So, in the United States, the most controversial situation has now developed on the issue of the illegal use of firearms, the current state of legislation and the nature of the prohibitions and restrictive measures imposed designed to minimize armed violence and crimes [1].

Let us note that the American experience proves to the world community the ineffectiveness of the measures taken to prevent crimes involving the use of firearms in schools. In most cases, such measures do not give the desired result, they are standard and expected: strengthening control over teenagers, tightening the rules for the sale of firearms, strengthening the access system of an educational institution and its security, attracting law enforcement officers to protect the school, the use of metal detectors. Indeed, such options can lead to tangible results only after a long time. Moreover, the inefficiency of these measures is confirmed by the very approach to finding a solution. For instance, the new rules for the sale of firearms will not change the situation in any way, because in most cases, teenagers steal used firearms from their parents, who do not pay due attention to the rules for storing firearms [2].

The problem of school shootings in the United States is a consequence of the general unfavorable picture of armed violence in the state. Experts cite data indicating that in the United States, the probability of becoming a victim of gunfire is 25 times higher than in countries where the population is also granted the right to freely own firearms.

Many criminologists point out that this problem is directly related to the problem of firearms, when shooters see an armed attack as a means to escape from life. This situation is most often justified by the socio-psychological reason for the disintegration of the individual in society, i.e. the feeling of loneliness

among other people. This problem is also typical for adolescents, but the percentage of suicide after the use of firearms in this case is less than in a similar situation in adults. Among the factors that can be used to calculate a potential shooter, the following stand out: usually they are teenagers from the so-called "risk group", prone to gross misconduct, addicted to dark topics (violence, murders, the history of school shootings), living in a dysfunctional family or without proper supervision and attention from adults, experiencing pressure from teachers, which they clearly show and others.

It should be emphasized that in some cases, a certain circle of people is aware of the upcoming armed attack in advance, but none of these persons reports this information to the security forces. Research by the US FBI has shown that only 54% of the surveyed teenagers would be willing to tell the police, teachers or parents the information they know even about the possession of a firearm by one or another peer [3].

In recent years, cases of deaths from firearms have only become more frequent in the United States due to the access of teenagers to it. Compared to previous years, in 2021, such crimes increased by 31%, which is another American anti-record regarding the turnover of firearms. Since 2015, more than 2 thousand such cases have occurred, and 765 of them were fatal. The main reasons for such incidents are: non-compliance with the rules for storing firearms at home, parents' inattention to minors, restrictions related to the pandemic, etc. [4].

The modern Russian Federation has also faced the described problem of shootings in educational institutions and public places in recent years. School shooting overtook Russia for the first time in October 2018 – the case of the "Kerch shooter", as a result of which 18 people died from firearms, and 74 were injured. The crime was called the most mass murder in an educational institution in the recent history of Europe. In May 2021, a new tragic case occurred in Kazan – a graduate of a gymnasium on the grounds of hatred staged a firearm shooting, resulting in the death of 9 people [5, 6].

It should be noted that following these incidents, an immediate instruction was received from the President of the Russian Federation to develop new regulations on the civil circulation of firearms, tightening the rules for their possession. As a result of the active work of Russian parliamentarians, a federal law was published on July 2, 2021, which amends the Federal Law "On Weapons". In addition to innovations in the terminological apparatus of the Law, the rules for the acquisition of firearms, their possession and use are changing, taking into account the general trend of tightening these rules. The changes will take effect from January 1 and June 30, 2022 [7].

Nevertheless, such a rapid development of these prohibitions, the introduction of new restrictions, which was the result of many years of work to tighten and reorient Russian legislation regarding firearms and other weapons, did not contribute to improving the situation with the use of this type of weapon. So, in September 2021, a student of Perm University, having freely entered the build-

ing, opened fire with firearms at everyone who was on the first floor of the academic building. As a result of the incident, 8 people died, more than 20 were injured. Moreover, during the arrest, the shooter provided armed resistance to law enforcement officers. In October 2021, in the same Perm Region, just before the start of school, a sixth-grade student staged a shooting using a firearm. According to law enforcement officers, none of the employees of the educational institution was injured, the shooter fired two shots at the ceiling and wall, and was immediately detained [8, 9].

Conclusion. Thus, at present, the problem of the use of firearms by adolescents in schools, students in higher educational institutions is acutely faced by states and their law enforcement agencies. The United States and the Russian Federation are not isolated examples around the world. Their information and legal field most clearly allow us to analyze the crimes committed and the current legislation in conjunction with the actions and measures taken to prevent illegal actions in relation to firearms. Historically, there has been an unfavorable situation in the United States regarding the circulation of firearms, which today causes extremely negative consequences. In the Russian Federation, this general negative "trend" contributed to an immediate response on the part of the authorities to stricter legislative regulation of the civil circulation of firearms. Juvenile delinquency in this subject of study is considered as part of the general illegal trafficking of firearms. Practice shows that only the modernization of legislation, strict monitoring, and operational activities of authorized bodies will contribute to the gradual emergence of more effective measures in this area. Moreover, in order to resolve the criminal situation in the adolescent environment, it is necessary to use socio-psychological methods (attentiveness, human participation, timely sympathy, etc.), both on the part of the parents of the adolescent or student, and the educational institutions in which he studies.

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LEGAL STATUS OF FOREIGN CITIZENS AND PERSONS WITHOUT CITIZENSHIP

Diana Gaidukova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: legislation, human rights and freedoms, legal status, Constitution, international treaties.

The problems of regulating the legal status of foreign citizens and stateless persons are becoming more and more urgent. Especially considering the facts that at the end of the XX century the newly formed independent states acquired the status of foreign for each other, and their citizens became foreigners; that now the processes of globalization are progressively gaining momentum, the flows of population migration are increasing, and marriages between persons of different nationalities are gaining popularity.

The purpose of the work is to analyze the legal status of foreign citizens and stateless persons.

Material and methods. The material is the laws and the Constitution of Belarus, as well as the laws of Russia. To achieve this goal, general scientific methods were used (analysis, synthesis, deduction, logical, generalization).

Findings and their discussion. The legal status of an individual is a legally fixed position of an individual in the state and society, which is part of the social status and refers to the qualities of a person and a citizen [3]. Foreigners are persons who are not citizens of the state in which they live [3]. The difference between foreigners and stateless persons mainly lies in the fact that foreigners have a legal connection with the domestic state and this state bears some responsibility for its citizen and is obliged to come to his aid if necessary. As for stateless persons, the only defender of their rights and freedoms is the state of their place of residence.

In Belarus, according to Art. 11 of the Constitution of the Republic of Belarus "foreign citizens and stateless persons on the territory of Belarus enjoy rights and freedoms and perform duties on an equal basis with citizens of the Republic

of Belarus, unless otherwise specified by the Constitution, laws and international treaties" [5]. So, on an equal basis with citizens, they are guaranteed the inviolability of their person and housing, they have the right to receive education in the Republic of Belarus in accordance with the procedure established by the legislation of the Republic of Belarus; and other personal rights and freedoms. The legal status of foreign citizens and stateless persons in our country is limited and regulated by four normative documents: the Constitution of the Republic of Belarus, international treaties, laws of the Republic of Belarus [2], rules for the stay of foreign citizens and stateless persons in the Republic of Belarus. But their status is still different. For example: they cannot elect and be elected to the elective state bodies of the Republic of Belarus, as well as take part in referenda; cannot hold positions, the appointment to which, in accordance with the legislation, is associated with belonging to the citizenship of the Republic of Belarus; do not belong to the number of persons with compulsory military service. Restrictions on the rights and freedoms of foreign citizens and stateless persons may be established only in cases where it is necessary to protect the rights and fundamental freedoms of citizens of the Republic of Belarus, ensure state security, protect public order and public.

If we consider the legal status of foreign citizens and stateless persons in the Russian Federation, in accordance with Article 4 of the Federal Law on the Legal Status of Foreign Citizens: foreign citizens enjoy the rights and bear obligations on an equal basis with the citizens of the country, we understand that there are no significant differences with the Belarusian law [4]. Along with citizens, they have the right to life, liberty and security of person, to personal and family secrets, to privacy of correspondence, to inviolability of private life and home. But stateless persons and foreign citizens do not have the right to vote, the right to serve in state and municipal bodies, and they may also have the right to choose their place of stay and residence.

Conclusion. Having studied different directions for establishing the legal status of foreign citizens and stateless persons, we can say that most countries have maximally equalized the rights of these individuals and their citizens (which is very reasonable and which confirms the importance of human rights and freedoms in the 11th century). Summing up, I also assume that it is possible to improve the Belarusian laws on the legal status of foreign citizens and stateless persons using the German ones. For example: we could introduce certain conditions under which these persons could receive a residence permit or a temporary visa (possession of knowledge about the legal system, knowledge of the laws of the Republic of Belarus, knowledge of their rights and freedoms on the territory of the country, etc.) or to establish a certain number of foreign citizens per year who could move to live in Belarus.

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RELEVANT PROBLEMS OF LINGUISTIC MINORITIES IN THE BALTIC REPUBLICS

Daria Khrenkova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: Baltic States, linguistic minorities, discrimination, USSR, national minorities.

After the collapse of the Soviet Union, Russia's relations with the Baltic republics developed very difficult. The Baltic countries were among the first to withdraw from its membership, as there were a lot of complaints, misunderstandings and resentments. Several tens of millions of people who belonged to the "non-titular" nationalities of the former Soviet republics that became independent states found themselves in the position of diasporas. This hindered the development of normal relations in various spheres (cultural, political, social). The purpose of the study is to analyze the problems of linguistic minorities in the Baltic republics.

Material and methods. The formal legal method and specific legal analysis were used in the analysis of normative material. The main materials of the work were the Constitutions of the Baltic Republics, international legal documents, legislative acts of Lithuania, Latvia, Estonia, etc.

Findings and their discussion. In 1991, the authorities of Latvia, Lithuania and Estonia actually divided the population of their countries into people of the first and second grades. The latter are called "non-citizens". They differ from stateless persons by belonging to a certain country, but they do not enjoy full political, economic and social rights.

Holders of the legal status of a non-citizen cannot run or vote in municipal and national elections, be in the civil service, work as notaries, lawyers, carry out land transactions, etc. In total, human rights defenders in Latvia record about 80 bans on professions and differences in rights between citizens and "non-citizens", in Estonia there are 23 such bans.

The rules for calculating pensions also differ: non-citizens do not take into account the experience accumulated in Soviet times outside the Latvian SSR

(in 2011 The Constitutional Court of Latvia recognized this norm as corresponding to the basic law of the state) [1].

After several years of international struggle for the rights of non-citizens in the 1990s, the latter received the opportunity to undergo the naturalization procedure. But not everyone can do it. One lacks knowledge of the Latvian language, the exam on which is a prerequisite for obtaining Latvian citizenship. Others do not want to take an exam on the history of Latvia, where they have to recognize themselves as "occupiers". Still others refuse naturalization because of resentment against the state and the conviction that the passports of the Baltic Republic should rightfully belong to them. In addition, even the passage of all bureaucratic procedures is not yet a guarantee that a person will be successfully naturalized [2].

After 1991, the Russian language was deprived of its state status in the Baltic Republics and did not receive any official recognition as a result. Contrary to all European and international standards for ensuring the rights of national minorities, the language spoken by at least 5% of the population of Lithuania, more than a third of the population of Latvia and more than a quarter of the population of Estonia is outlawed. Even in cities with a high proportion of the Russian-speaking population, the Russian language does not have an official status. It is not a regional language, the language of local governments, the traditional language of national minorities — no European form of legitimation of the language of a non-titular nation works in the Baltic States. Document management and office work in Russian-speaking municipalities in Russian is prohibited. In accordance with this approach, printing and broadcasting are strictly regulated. Quotas for "alien" broadcasting (not in the state language and not in the official languages of the European Union) are consistently cut [3].

All toponymy not in the state language was dismantled from streets and highways in the early 1990s.

In the Baltic Republics, there is a systematic infringement of the rights of Slavic national minorities. Their languages are withdrawn from circulation. Children from Slavic families are forbidden to study in their native languages. Their schools are being closed. Russian-speaking teachers have to teach Russian-speaking children in a non-native language for both. It is twice as easy for children for whom the state language is their native language to study, and they also take entrance exams in the state language and on an equal basis with children from families of national minorities. Native speakers of the Russian language in the Baltic States receive obviously the worst education. Unconditional discrimination on the basis of nationality. In some areas of activity (for example, in the civil service), they are practically denied access, because when applying for employment, they need to prove knowledge of the state language at a level at which representatives of the titular nation do not know it, they are spared from the language exam by virtue of their origin [4].

Latvia and Estonia also have problems with the use of proper names in the minority language. In Estonia, citizens of Slavic origin cannot use patronymics

as part of their official name, which is a violation of article 11 of the Framework Convention for the Protection of National Minorities. In Latvia, all names must be written and inclined according to the rules of the Latvian language, which served as the basis for additional discontent and protests from representatives of the Russian population. Despite all the obstacles, the tendencies to overcome the difficulties in the "Russian question" in the Baltic States are still visible. The majority of Russian-speaking residents of the Baltic countries associate their future with them. The positive dynamics of the "Russian question" is also important for the normalization of Russian-Latvian and Russian-Estonian relations [5].

Conclusion. The problem of the Russian-speaking population in the Baltic Republics is of interest to researchers. Russian and Baltic scientists have yet to conduct a thorough analysis on the problem of non-citizens of the Baltic States. But the works already written consider in detail all aspects of civil, ethnic, linguistic, educational, labor and property discrimination against national minorities, primarily the Russian-speaking population throughout the entire period of the independent existence of the Baltic States. The researchers note the changes that need to be made to the policy of the Baltic States in relation to national minorities: granting former Soviet servicemen and security personnel the right to apply for permanent residence; granting all non-citizens the right to be candidates in local elections; naturalization of non-citizens should be simpler; recognize all representatives of national minorities and promote their educational and linguistic rights in accordance with the most advanced international standards.

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ACTUAL PROBLEMS OF THE THEORY OF NATURAL LAW

Polina Konstantinova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: law, human rights, natural rights, the right to life, the origin of the theory of natural law.

The issue of human and civil rights concerns his legal status. The possession of a right presupposes and requires the creation of a mechanism to ensure its observance and, if necessary, protection. Natural human rights occupy a spe-

cial place in the legal system. They are inalienable and belong to a person from birth.

It should be noted that the most important achievement of the Constitution of the Republic of Belarus is considered to be the inclusion of a special section "Personality, society, state", which includes 42 articles. Few people have thought about the path that the idea of human rights has taken from the moment of its appearance to its practical implementation and why exactly such provisions are present in the Constitution [1].

The purpose of this scientific work is to identify and identify current problems, as well as changes taking place in the theory of natural law.

Material and methods. The research materials were the basic law of the Republic of Belarus – the Constitution, as well as the most important international normative legal act – the Universal Declaration of Human Rights; educational and scientific literature on the topic of natural human rights. System analysis, comparative legal and dialectical-materialistic methods were used as research methods.

Findings and their discussion. It should be noted that the theory of natural human rights has a long history of development. For the first time, philosophers in the era of the Ancient World asked the question of the existence of rights common to all people. In the pre-state period, this problem was not relevant, since in primitive society there were no legal regulators, and traditional ones were not questioned, since they were developed by many generations and have passed the test of time. In addition, the society was socially homogeneous. With the advent of the state, the situation has fundamentally changed. It should be noted that the first version of the justification of equality in rights was formed in monotheistic religions. Even in the period of Christian apologetics, the idea of equality based on a single origin was substantiated. The principle of equality became the basis for early Christian law. Such an approach could not suit everyone, therefore, in the conditions of weakening the influence of the church, secular philosophers became more active, reviving and supplementing ancient ideas of a humanistic nature. As a result of a long evolution in the XVII century, the theory of natural law appears. The basic position of this theory was the recognition of the existence of natural human rights given to him from birth and inalienable without his consent. And the task of the state is to guarantee these rights. The key document in the field of human rights was the Universal Declaration of Human Rights, adopted by the UN General Assembly on December 10, 1948 [2].

Thus, the idea of natural human rights has become the basis for the development of modern legislation. The articles of the Declaration were of great importance for the formation of constitutional legislation in most States in the post-war period. They also formed the basis of section II of the Constitution of the Republic of Belarus. However, since article 21 establishes that "Ensuring the rights and freedoms of citizens of the Republic of Belarus is the highest goal of the State." In addition, this article indicates that "the State guarantees the rights

and freedoms of citizens of Belarus, enshrined in the Constitution, laws and provided for by international obligations of the state" [1]. These norms define the meaning, content and activities of all authorities in relation to a person. Therefore, the provisions of our Constitution are more specific and legally defined.

The theory of natural law is relevant in our time, especially in the context of an ever-increasing volume of regulatory regulation, often in the absence of the same growth in the quality of legal acts adopted. In addition, the theory of natural law holistically fills the formation of legal consciousness. None of the proposed natural rights can be provided to everyone in full. This creates conflicts between natural law and positive (state) law.

Conclusion. As we can see from the above, the theory of natural human rights in its practical implementation has both achievements and shortcomings, therefore, in lawmaking and in the formation of legal consciousness, it is not necessary to rely only on it, but it is necessary to use the entire arsenal of achievements of the theory of state and law. To date, despite the predominance of the positivist legal understanding, the development of natural law theory has never been interrupted, on the contrary, it continues to live and does not give up its positions. An illustration of the necessity of the concept of natural law for society is the judgments of the famous American international lawyer Anthony D'Amato about the paradox of positivism. He writes that in a moment of existential clarity, it can be argued that the right is nothing more than what strangers tell me to do. They scare me with punishment if I don't follow their commands. How is it possible that I, being freely born and deserving no less respect than everyone else, live in a world where other people tell me what I should do, and are ready and able to harm me if I refuse [3, p. 97]. Thus, it is important to point out that natural law cannot be used to solve applied problems. It should represent the basis of positive law and serve as a measure of its legitimacy. While the principles of natural law should explain the binding force of the laws of state law, even if the relevant laws from these principles cannot be deduced logically [5, p. 23]. Accordingly, the following conclusions can be drawn:

The positive aspects are:

1. Recognition of the priority of natural law over positive law.
2. The very idea of inalienable human rights.
3. Criticism of state law from the natural side.

The natural law theory formed the basis for the construction of the rule of law in all democratic countries.

The negative aspects are:

1. Vagueness, lack of specificity of such concepts as freedom, goodness, justice, a decent standard of living, etc.
2. The complexity of the objective reflection of the basic natural law principles in the norms of positive law.

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REASONS AND CONDITIONS INFLUENCING THE NEGLECT OF MINORITY

Anna Lapekho

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: neglect, minor, reasons and conditions, nurturing function, real threat to the life, parental responsibilities.

In modern society, care for the upbringing of minors and its formation is of great importance in the modern world, since the future of all depends on the younger generation. After all, the well-being of the child, as well as his protection, is one of the important and central tasks of a democratic state, which should try to provide all the conditions necessary for the life and development of a child.

In upbringing, there are various factors and problems that different ways can affect the formation of a child. This article will consider some of the key factors influencing the neglect of minors in the Republic of Belarus.

It should be noted that in certain countries there are special reasons for the phenomenon under consideration, due to the fact that there are significant differences in the generally accepted norms of morality, behavior in everyday life, traditions and values of society in general and in each several family.

The purpose of this article is to highlight the most significant criminogenic factors influencing the neglect of minors.

Material and methods. To write the article, we used the Law of the Republic of Belarus "On the Foundations of the System for the Prevention of Neglect and Juvenile Delinquency". The methodology is based on methods of analysis and generalization of data on the research topic.

Findings and their discussion. Like any complex phenomenon in society, the neglect of minors has reasons for its occurrence. But at first a definition of neglect should be given. The main legislative act regulating the neglect of minors is the Law of the Republic of Belarus "On the Foundations of the System for the Prevention of Neglect and Juvenile Delinquency" dated May 31, 2003.

This Law stipulates that “Neglect is a social phenomenon characterized by the lack of proper supervision over the behavior and lifestyle of minors, contributing to their commission of acts with signs of an administrative offense or a criminally punishable offense” [1].

Neglect among minors is an urgent problem that requires proper regulation. Ignoring this problem entails grave consequences for the future development of the child and society, since uncontrolled criminal groups of adolescents pose a real threat to the life, health and property of citizens.

It is necessary to highlight the key criminogenic factors of neglect, in particular: the lack of preventive measures taken by the subjects of prevention; absence or inappropriate educational function in the education system; unfavorable financial situation of families in which minors are brought up.

The lack of preventive measures taken by the subjects of prevention is one of the main criminogenic factors. This problem is complex and requires interaction between actors involved in prevention. However, it often does not reach the required level, which contributes to poor prevention and an increase in juvenile delinquency.

The next problem is the absence or inadequate nurturing function in the education system. Our education system includes both nurturing and education. This statement testifies to the fact that the upbringing of a teenager is entrusted not only to parents, but also to educational institutions. Often, educational institutions do not fully fulfill the nurturing function. It is important to note that there are various teenagers in educational institutions, with different characters and material benefits in the family. Some minors may need psychological help, but they cannot always provide it at the proper level. Adolescents who have received psychological trauma and did not receive proper help on time are more prone to violating the prohibitions established by the state, and in this case, the impact on such a person by law enforcement agencies will not always be effective, since the adolescent's views and behavior have already been formed.

The unfavorable financial situation of families in which minors are brought up is also important. The family for the child is the initial environment for his socialization, where it receives the basic skills, forms a system of moral values. Therefore, a negative influence from the family can negatively affect both him and society in the future. Thus, financial difficulties in the family lead to the separation of parents from their children and vice versa. Parents, in order to provide their child with all the necessary benefits, spend most of their time at work, which leads to a distance from the child. Children spend less time with their parents, begin to look for support in strangers and in new hobbies that may not always be useful.

It should also be noted that there are parents who do not properly fulfill their parental responsibilities. For example, they do not participate in their upbringing and evade fulfilling their duties assigned as legal representatives of a minor, lead an immoral lifestyle, force the child to beg, abuse, use physical and psychological violence against the child. In such situations, the state assumes the function of caring for and raising a minor by removing such children from the family. Such a child

may face negative influence from peers who knows about the unfavorable state in his family, may exert physical or psychological pressure on him. In such a situation, the employees of the educational institution should be more attentive, suppress such actions and carry out educational measures with such persons.

Conclusion. Thus, this article highlights some of the main causes of criminogenic factors influencing neglect. After all, it is a socially dangerous phenomenon that requires a clear regulatory mechanism. The identified criminogenic factors allow to conclude that the main institutions of influence on a minor are the family and educational institutions and other subjects of prevention, which need to work together. Only with full interaction will the effectiveness of the fight against neglect be seen and this will subsequently have a significant impact on the reduction and prevention of juvenile delinquency.

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STATE AND LAW IN THE NEW DIGITAL REALITY

Viktor Latyshev

VSU named after P.M. Masharov, Vitebsk, Belarus

Keywords: state, law, information security, high technologies, Internet, digitalization, riskology, cyberspace, artificial intelligence, robotics, neural networks, strategy.

Digitalization is one of the most fundamental inventions of the 21st century. The real and virtual worlds coexist, help and argue with each other.

Belarus has long taken a course towards the creation and development of an IT state. The introduction of new information and communication technologies in order to increase the efficiency of the government is associated with the implementation of administrative reforms.

The purpose of this scientific work is to define and identify the urgent problems of digitalization of the state.

Materials and methods. Convergent methodology, including the dialectical-materialistic method, analysis, synthesis, interpretation of law, comparative legal approach.

Findings and their discussion. The Internet unites and divides society, accelerates its technical development and slows down the moral and spiritual. It carries great opportunities, risks, dangers [1].

Cybercrime, trafficking in materials with child pornography, illegal arms and drug trafficking, etc., inflict great harm on society. According to international organizations, drugs are the most common category of illicit products available on the Dark-net markets [10]. Technologies based on the “Deepfake”

neural network are used to discredit a person. An example is Fake-news discrediting B. Obama [7].

E-democracy provided citizens with the right to express their opinions, control the actions of the authorities, discuss laws on specially designated Internet sites, elect government bodies by voting on the Internet, etc. [6] E-democracy, “street activity,” civil movement have their pros and cons. All this must be kept within the legal framework, under the dictatorship of the law [1].

The real economic effect of digitalization is provided by the economy, which today is gradually becoming “digital” [3]. Online services, online shops, e-money are its constituent parts. In the context of the coronavirus pandemic, many areas: economy, education, business could not survive without switching to online mode.

The greatest merit of digitalization is the reduction of paperwork and bureaucracy, as well as increased access to information of interest. Digital and paper media should be checked [1]. The danger of digitalization is dehumanization, de-intellectualization of society, the disappearance of many professions, including legal ones. This is especially true for unskilled, low-skilled and medium-skilled workers [2]. But AI will not be able to completely eradicate lawyers, since it is not prone to empathy, judgment, creativity. The person has the last word in decision-making [9].

The policy of robotizing the economy should be phased and social.

The issue of the legal personality of robots has not been resolved. Who is responsible for the damage caused by the robot: developer, owner, user? We need an algorithm and a legal mechanism [2]. The EU has a European Agency for Robotics and Artificial Intelligence. Robots with advanced AI will be entered into a special register. The EU also has a Digital Europe program, which aims to support IT projects in five key areas: supercomputers, artificial intelligence, cybersecurity, advanced digital skills and ensuring the widespread use of digital technologies in the economy and society. The program is designed to bridge the gap between digital research and market adoption [4].

According to the UN, in 2020 the Republic of Belarus took 40th place in the development of the electronic state. Compared to the previous count (in 2018), the index grew by 5.8 percent [5]. If we proceed from the concept of J. Dempsey, then we can note the fact that the Republic of Belarus in terms of the development of an electronic state is still at the initial stage of development, since there is no feedback from the population with public authorities, there are problems of access to open information from public authorities, as well as the indicator of openness of public authorities is still at a fairly low level.

A strategy for the development of informatization for 2016-2022 was adopted, a presidential decree was adopted to increase the efficiency and openness of the work of the state apparatus, to create a convenient infrastructure in the field of information and communication technologies in the field of modernized production, entrepreneurship, digital banking and online services [1].

Information security is the most important task of the state. The anonymity and integrity of information must be protected. American researchers have identified 3 key ways to check information security: information security audit, vulnerability assessment and penetration test [9].

In 2019, the “Concept of Information Security of the Republic of Belarus” was adopted, the Belarusian Institute for Strategic Studies was formed, which deals with this problem.

Conclusion. Revolutionary technologies are transforming the structure of the state and society. Digitization is a real opportunity for the Republic of Belarus to become one of the most developing countries in the world. The development of electronic state, electronic government, electronic justice, electronic document management system, electronic certification system and electronic economy, information security is a strategic direction for creating a free, democratic, social state.

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FEATURES OF THE CONSTITUTIONAL AND LEGAL STATUS OF NATIONAL MINORITIES IN THE REPUBLIC OF IRAN AT THE PRESENT STAGE

Darya Lipskaya

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: non-titular nation, national minorities, ethnic minorities, religious minorities, human rights.

The complex of ethnic composition of the Islamic Republic of Iran often manifests itself in the implementation of political, socio-economic and cultural human rights, and in particular of national minorities. In this regard, numerous ethnic minorities face fragmented integration in all spheres of the country's public life. This policy of the Republic of Iran in relation to non-titular nations leads to a high level of separatist ideas, the growth of terrorism and extremism, as well as the interest in this issue of some regional and other players. The purpose of this study is to characterize the features of the constitutional regulation of the status of national minorities in the Republic of Iran at the present stage.

Materials and methods. In writing this article were used the Constitution of the Republic of Iran and others. To analyze the normative documents were used formal legal and comparative legal method of research.

Findings and their discussion. About 15 different ethnic minorities live in the territory of the modern Islamic Republic of Iran. Representatives of national minorities make up a significant part of the local population, for the most part they are the indigenous inhabitants of Iran or have lived here for a historically long time. The large minorities primarily include the Azerbaijanis, the second largest people of Iran after the Persians, constituting, according to various estimates, from 16% to 40% of the population, then the Kurds up to 10%, and the Baluchis and Turkmens have quite significant enclaves. Small minorities are Assyrians, Armenians, Jews, Arabs, etc. [1]. The composition of the Iranian population is also distinguished by its polyconfessional nature, which gives rise to non-titular nations to hide their religious affiliation. This fact is associated with the discriminatory policy of the government towards Sunni Muslims and Bahais, and restrictions on cultural and political activities among the Azerbaijani, Kurdish, Arab and Baloch ethnic minorities of the country [2]. This is due to the geographical location of the Iranian Republic, since a significant part of the population is represented by divided peoples living on opposite sides of the Iranian border. Many communities had their regional spheres of influence and even sovereignty in the past, but their recent history has been affected by the successive attempts of the Iranian state to impose a single identity based on Persian culture and, after the 1979 revolution, on Shiite Islam. This centralization impulse manifests itself in attempts to assimilate minority cultures and languages, suppression of regional demands for self-government, and recurrent episodes of armed conflict over the years [3].

The disregard for national and international law and serious violations of the economic, social, cultural, civil and political rights of Iranians belonging to minorities is best understood in the broader context of widespread human rights violations. The country's prisons have long held political prisoners and prisoners of conscience, who belong to national minorities, who have been subjected to ill-treatment, torture and organized murder. Abuses of the use of force, violent and carried out with greater impunity, crimes are committed in areas with a Kurdish, Azeri, Arab or Baloch majority [4]. Strong denial of even minor claims of non-titular nations for certain linguistic, publishing and educational freedoms, coupled with harsh and outright economic and political repression, has left Iranian minorities disproportionately vulnerable to human rights violations [5].

It should also be noted that Iran's treatment of ethnic minorities not only contrasts sharply with Iran's international human rights obligations, but also with its own legal provisions. Since the Constitution of the Islamic Republic of Iran proclaims in Art. 12 Islam, and in particular, the Shia Twelver school of Jaafari is the official religion of the country. This article offers “complete respect for other Islamic schools. The Constitution states that they are completely free to carry out their religious practices and rituals, and even recognizes the supremacy of their canon in courts of inheritance, marriage, divorce and, in regions where they constitute the majority of the population, provides for local laws to be consistent with their religion within the framework of the constitution. However, Sunni Muslims is officially given higher status than other religious minorities. Iranian constitution formally provides for the fair treatment of his national minorities, since Art. 3 provides for the equality of all before the law. Art. 15 recognizes Persian as the official language and allows the use of “local and ethnic languages” and the teaching of “ethnic literature” in schools. In Art. 19 recognizes equality regardless of ethnic group, as well as not granting any privileges based on race or religious beliefs. In some other cases, the rights provided in the Constitution proclaim generally formulated provisions that leave great opportunities for denying the protection of the rights of national minorities. For example, Art. 26 states “the formation of parties, societies, political or professional associations, as well as religious societies, both Islamic and belonging to one of them” of recognized religious minorities, is permitted, provided that they do not violate the principles of independence, freedom, national unity, the criteria of Islam or the foundations of the Islamic Republic” [6].

Conclusion. Thus, the Islamic Republic of Iran, which is one of the regional leaders of the Near and Middle East, belongs to the countries of the "imperial" type with a complex ethnic composition. The risk of the growth of a separatist movement of numerous ethnic minorities and divided peoples, to one degree or another striving for autonomy and segregation, leads to destabilization of the situation both inside the state and outside it. In this regard, there is a growing need to reform state policy in relation to national minorities, and in particular to eliminate inequality in all spheres of public life.

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PREVENTION OF JUVENILE DELINQUENCY

Alexander Lobanovsky, Violetta Kozlovskaya
VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: juvenile delinquency, prevention, counteraction, adolescents, responsibility.

The Italian thinker Cesare Beccaria wrote, "it is better to prevent offenses than to punish them". It is impossible not to agree with this thesis. Prevention of juvenile delinquency is one of the most important activities of the State. An indispensable condition for improving the fight against crime is the knowledge of its causes. In the Republic, special attention is paid to the prevention of juvenile delinquency – a contingent on which both the state of crime in general and the development of the younger generation depend.

It should also be noted that juvenile delinquency is a certain part of crime in society, it develops under the influence of the same factors as crime in general. At the same time, the analysis should be aimed at identifying factors and circumstances that are significant for juvenile delinquency, which make it possible to establish the specifics and necessary measures to prevent it.

A special direction in combating the prevention of juvenile delinquency is the preventive work of all state bodies, a special place among which is occupied by the Juvenile Affairs Inspectorate (JAI) – one of the structural divisions of the Department of Internal Affairs. This unit is designed to work on the prevention of neglect and delinquency among minors. The duties of JAI employees include the protection of children brought up in dysfunctional families, where adults negatively influence the behavior of minors or mistreat them.

Materials and methods. The materials are normative legal acts of the Republic of Belarus, the works of authors considering issues related to the prevention of juvenile delinquency, as well as statistical information of the Ministry of Internal Affairs of the Republic of Belarus on administrative offenses committed by minors. The substantiation of the provisions, conclusions and recommendations contained in the work was carried out through the integrated application of

the following methods of socio-legal research: logical, systemic, structural and functional, statistical.

Findings and their discussion. According to the results of 2020, 1,239 administrative offenses were committed by minors on the territory of the Vitebsk region [1]. Statistics show that the number of offenses in the field of petty hooliganism and drinking alcoholic beverages in a public place or appearing in a public place drunk has decreased. If we compare 2019 and 2020, the number of offenses in the field of petty hooliganism decreased by 14%, and drinking alcoholic beverages in a public place or appearing drunk in a public place decreased by 49%. Such data give reason to talk about a lot of work on the prevention and suppression of these offenses.

However, the dynamics of juvenile delinquency is not predictable, logical and consistent. According to statistics for 2019-2020, we really see a reduction in the number of certain categories of crimes, namely: hooliganism, theft, theft. However, the number of crimes such as robberies and intentional infliction of grievous bodily harm has not decreased, but has remained at the same level. This means that juvenile delinquency continues to exist and is reproduced.

It is obvious that there are too many factors (determinants) of juvenile delinquency for law enforcement agencies, in particular, the Juvenile Affairs Inspectorate, to monitor their impact on the behavior of potential offender's hourly and daily. However, from our point of view, there is one determinant that law enforcement agencies will not be able to influence until a certain time, despite all their efforts. These are the age characteristics of a minor's personality.

Scientific research in the field of neurobiology conducted in the world over the past decade has convincingly shown that up to a certain age, minors are not able to control their behavior to the extent that society needs it [2]. According to the authoritative neuroscientist D. F. Swaab, adolescents, due to the immaturity of some brain structures (in particular, the prefrontal cortex, responsible for the ability to analyze, plan and control), cannot properly plan and analyze their behavior [2, p. 136]. It is obvious that the decrease in the number of crimes is associated with the parallel development of the prefrontal cortex of the brain, which limits impulsive behavior and encourages moral actions" [2, p. 139].

Conclusion. Thus, we found out that among the numerous factors of juvenile delinquency there is at least one that is very difficult to influence up to a certain point. The age characteristics of the personality of minors act as an objective factor determining the possibility of their criminal behavior. Since this is the case, the law enforcement system should be prepared for the fact that juvenile delinquency will always be.

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**COMPARATIVE LEGAL ANALYSIS OF THE NATIONAL
LEGISLATION OF THE POST-SOVIET COUNTRIES
AND INTERNATIONAL LEGAL ACTS IN THE FIELD
OF FOREIGN ADOPTION**

Katsiaryna Rayemskaya

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: children, children's rights, adoption, international adoption.

Foreign adoption in the Republic of Belarus and other post-Soviet countries is regulated not only by acts of national legislation, but also by international legal acts. The most important document in this area is the Convention on the Protection of Children and Cooperation in the Field of Intercountry Adoption of 29.05.1993. According to this Convention, "the participating States recognize that a child for the full and harmonious development of personality must grow up in a family environment, in an atmosphere of happiness, love and understanding; interstate adoption can give the benefits of a permanent family to a child who cannot find a suitable family in his or her home country." The main purpose of the Convention is to create guarantees that interstate adoption is carried out only in the interests of the child and with respect for his or her fundamental rights, as recognized by international law [1]. Based on the above, the purpose of this work is to conduct a comparative legal analysis of the NPA of some post-Soviet countries with international treaties on this issue. The relevance of this topic is due to the presence of factors preventing international adoption, the absence of regulatory legal acts in the legislation of the post-Soviet countries regulating the necessary conditions for foreign adoption.

Material and methods. The research is based on the Convention on the Protection of Children and Cooperation in Respect of International Adoption, the Convention on the Rights of the Child, as well as acts of national legislation of the post-Soviet countries. Formal legal and comparative legal methods were used in the work.

Findings and their discussion. The national legislation of the Republic of Kazakhstan in the field of interstate adoption fully complies with the Convention on the Protection of Children and Cooperation in Respect of International Adoption. According to paragraph 2 of Article 27 of the Constitution, "taking care of children and their upbringing is a natural right and duty of parents" [2]. Also, according to paragraph 5 of Article 84 of the Code "On Marriage (Matrimony) and Family", the adoption of children by foreigners is allowed only to citizens of a country that has international obligations equivalent to the Republic of Kazakhstan in the field of protecting the rights and interests of children. In p. 4 of the same article stipulates: "children who are citizens of the Republic of Kazakhstan may be transferred for adoption to foreigners only if the child cannot be adopted by relatives or citizens of the Republic of Kazakhstan residing in

the territory of the Republic and beyond its borders" [3]. This provision complies with the Convention on the Rights of the Child and implements the child's right to preserve his identity, including citizenship, name and family ties, as provided by law, without allowing illegal interference (Article 8) [4].

Similar norms are also enshrined in the national legislation of the Russian Federation. Thus, Article 38 of the Constitution stipulates: "motherhood and childhood, the family are protected by the state, and the care of children, their upbringing is an equal right and duty of parents" [5]. Also, paragraph 4 of Article 124 of the Russian Family Code stipulates: the adoption of children by foreign citizens or stateless persons is allowed only in cases where it is not possible to transfer these children to the families of citizens of the Russian Federation" [6]. The Russian Federation stands for the priority of traditional family values, as well as for the upbringing of children by their own parents. So, Senator Elena Mizulina, together with colleagues on the Federation Council, submitted to the State Duma a bill proposing to change the rules of the guardianship authorities and the removal of children from the family. The bill has been prepared taking into account the amendments to the Constitution. The authors of the document propose to proceed from two principles – the presumption of good faith of parents and the right of the child to live in his own family. So, it will be possible to withdraw a child from parents only on the basis of a court decision on the deprivation or restriction of parental rights, which has entered into force. The document also establishes the deprivation and restriction of parental rights as a measure of family legal responsibility. It is assumed that they will not apply to innocent parents, for example in case of illness [7]. This norm corresponds to the one fixed in art. 9 of the Convention on the Rights of the Child: "States Parties shall ensure that a child is not separated from his parents against their will, except in cases where the competent authorities, according to a court decision, determine in accordance with applicable law and procedures that such separation is necessary in the best interests of the child" [4].

The Constitution of the Republic of Azerbaijan also stipulates that the family, as the basic unit of society, is under the special care of the State (Article 17). Taking care of children and their upbringing is the duty of parents. The State exercises control over the fulfillment of this duty. It is noted that children without parents or guardians, deprived of parental care, are in the care of the state [8]. Also in art.116 of the Family Code of Azerbaijan states that children deprived of parental guardianship can be transferred to family upbringing (for adoption or guardianship), and in the absence of such an opportunity - to social protection institutions, educational, medical and other similar institutions provided for children deprived of parental guardianship, or orphans. It is important to note that paragraph 3 of the same article stipulates: "when placing a child, his ethnic origin, belonging to a certain religion and culture, native language, the most favorable conditions for his education and upbringing must be taken into account." Paragraph 5 of Article 117 states: "the adoption of children by foreigners or stateless persons is permitted in the absence of the possibility of trans-

ferring these children to the families of citizens of the Republic of Azerbaijan permanently residing in the territory of Azerbaijan, or if their relatives, regardless of citizenship or place of residence, refused to adopt them" [9].

Conclusion. Thus, during the study of this topic, it was determined that the fundamental principles of international adoption, enshrined at the national level in the countries of the post-Soviet space, are similar to each other. They also comply with the norms of international law enshrined in the Convention on the Rights of the Child and the Convention on the Protection of Children and Cooperation in Respect of International Adoption.

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LAW ENFORCEMENT SYSTEM: CONCEPT AND CONTENT

Alexandra Shishkovich

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: law enforcement agencies, law enforcement student, court, prosecutor's office, police, bar.

The functioning of the state is connected with the presence of certain agencies that ensure the vital activity of the population, the protection of public order, the protection of the rights and freedoms of citizens provided for by the Constitution. Law enforcement agencies are one of the main institutions of state power that help in achieving such goals. They are an attribute of any state.

The purpose of this article is a theoretical study of the features of the law enforcement system.

Material and methods. The research is based on the normative legal acts of the Republic of Belarus, international acts, normative legal acts of foreign countries, the work of authors considering the law enforcement system of the Republic of Belarus and the law enforcement system of foreign countries, its features. The following methods were used in the course of the study: analysis, historical method, systematic approach, interpretation, formal legal method and comparative legal method.

Findings and their discussion. Currently, there is no legally fixed definition of law enforcement agencies, which leads to an indistinctly defined list of agencies that can be attributed to law enforcement agencies.

Despite the absence of a definition of law enforcement agencies in the current legislation, this term is widely used in international acts [1]. This is evidenced by Article 37 of the UN Convention against corruption, referred to as cooperation with law enforcement agencies, ratified by the Republic of Belarus in 2004.

Analyzing the works of the authors, the following definition can be distinguished: law enforcement agencies are agencies performing law enforcement functions assigned to them by legislation aimed at combating crime, protecting the state, public order and security, carrying out preliminary investigation, inquiry, supervision of compliance with normative legal acts [2].

Traditionally, the law enforcement agencies of the Republic of Belarus include the Prosecutor's Office, the Investigative Committee, the Ministry of Internal Affairs, the bar, the notary, the State Control Committee, and the justice authorities. The issue of attributing courts to law enforcement agencies is controversial.

In some acts of title, the status of law enforcement agencies is explicitly indicated. For example, the internal affairs agencies are State law enforcement agencies engaged in combating crime, protecting public order and ensuring public safety in accordance with the tasks assigned to them by Law and other legislative acts. The Investigative Committee is a unified centralized system that includes state law enforcement agencies, which are agencies of preliminary investigation and exercise powers in pre-trial criminal proceedings, and an educational institution. Financial investigation agencies are state law enforcement agencies that ensure economic security of the Republic of Belarus in accordance with the tasks assigned to them by this Law and other legislative acts. At the same time, the Law of the Republic of Belarus "On State Protection" separates judges from other law enforcement agencies. The judiciary is independent in its activities.

In the system of law enforcement agencies of foreign countries, the central place is occupied by the police, which has a multilevel system, and other special services.

USA law enforcement agencies are called as law enforcement departments. In the United States, the primary law enforcement agencies include the prosecutor's office, the bar, and the police. Separately, the courts are. There are no cen-

tral law enforcement departments. It should also be noted that the United States does not have a normative legal act that constitutes the legal basis for the activities and structure of the prosecutor's office. There is no system for building the Bar in the United States. Also, it is not the practice in the United States to separate investigative agencies from inquisitorial agencies. All powers are exercised by the police.

The United Kingdom has a fairly well-developed court system. The function of investigating criminal cases is entrusted to the police. In United Kingdom there is no institution of prosecution, but a very well-developed institution of the bar, consisting of barrister's solicitors. The right to institute criminal proceedings belongs to the bar. Accordingly, in court, attorneys can act both as defenders and as the accused part.

In Germany, the prosecutor's office functions under the courts. Thus, the German prosecutor's office cannot be called an independent agency. The attorney has the right to practice law only in the one court to which he is assigned. The investigating committees in Germany include the public prosecutor's office, the police and the investigating judge. There is also no legally fixed list of law enforcement agencies.

Conclusion. Thus, it can be concluded that the legislative acts of foreign states separate the courts from law enforcement agencies, despite the fact that the courts carry out law enforcement activities. It should be noted that the Republic of Belarus has a more orderly and structured system of law enforcement agencies in comparison with foreign countries. At the same time, there is no clearly defined list of agencies that need to be classified as law enforcement agencies.

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PROTECTION OF WOMEN'S RIGHTS AND THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Anastasiya Shuhalei

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: women's rights, declaration, fixing the rights, equality, Republic of Belarus.

One of the most relevant topics of the 21st century is gender equality. Since ancient times, a woman has been excluded from all processes of government. A woman had no right to enter military service, perform the duties of a priest, be a doctor, lawyer, judge or engage in any other work requiring a university degree.

Quite often, women were treated unfairly to themselves, since their lives completely depended on a man.

The purpose of the study is to analyze the mechanisms of women's rights protection at the international and national level.

Materials and methods. The material for the study was the Universal Declaration of Human Rights. Research methods: study, analysis and generalization of the content of the articles of the Universal Declaration of Human Rights.

Findings and their discussion. The first attempts to empower women began at the end of the 18th century in the United States and France. The first woman who started talking about the need to consolidate women's rights was Olympia de Gouges. In 1791, she wrote the Declaration of the Rights of Women and Citizens. This declaration formulated the idea of full women's equality, for which society began to fight after a while.

A number of conventions on women's rights in various fields have been signed in the Republic of Belarus. The first document that served as a platform for the development of international treaty law in the field of human rights and special conventions in the field of women's rights was the Universal Declaration of Human Rights, adopted by resolution 217 A (III) of the UN General Assembly on December 10, 1948. This document, like all declarations, is not binding on the acceding State, it is a statement of intent. The Declaration is advisory in nature, but some scholars say that the experience of applying the Declaration reflects the status of its provisions as customary norms of international law.

The Declaration consists of a preamble and 30 articles, which contain political rights and freedoms that are inalienable from the human person, civil, social, economic and cultural rights.

Already article 1 of the Universal Declaration of Human Rights tells us that all people are born free and equal in dignity and rights, and article 2 more specifically provides that everyone should have all the rights and freedoms proclaimed by this Declaration, without any distinction as to race, skin color, sex, language, religion, political or other beliefs, national or social origin, property, birth or other status.

Previously, a woman was an ordinary thing that could be given or sold into slavery, and article 4 of the Declaration stipulated that no one should be held in slavery or servitude; slavery and the slave trade are prohibited in all their forms.

A woman has become a full-fledged bearer of rights, she has an equal right with men to equal protection before the law (Article 7), to judicial protection to determine his rights and obligations and to establish the validity of the criminal charge brought against him (Article 10), to citizenship (Article 15). For the first time, the Declaration stipulated the "free and full consent of both parties entering into marriage" (Article 16) and the "right to own property both individually and jointly with others" (Article 17).

Articles 18-20 set out the rights to freedom of thought, conscience and religion; the right to freedom of opinion and expression; freedom of peaceful as-

sembly and association, as well as equal access to public service in their country (Article 21). Everyone has the right to be elected and be elected, regardless of skin color, gender, etc. The Declaration consolidated the equal position of all in the sphere of work. "Everyone has the right to work, to free choice of work, to fair and favorable working conditions and to protection from unemployment." Now women have an equal right to remuneration, to remuneration, to paid periodic leave, to form trade unions and join them to protect their interests (Articles 23, 24).

And the last thing I would like to say is about the reflection of social and cultural rights in the Universal Declaration of Human Rights. These rights are set out in articles 25-27. Everyone has the right to a decent standard of living, to education "... and higher education should be equally accessible to all on the basis of everyone's abilities ...", to free participation in the cultural life of society.

Conclusion. Thus, the study concluded that it was the Universal Declaration of Human Rights that were the first at the international level to recognize and legally fix women's political, civil, social, economic and cultural rights and freedoms. At the same time, States' awareness of the fact that women's rights are an integral and integral part of human rights leads to a new understanding, firstly, of the content of women's rights, secondly, of the need for all States to ensure them in order to build a democratic society, and thirdly, the definition of mechanisms for the protection of women's rights. At the present stage of the development of international cooperation, a different approach to the problem of the realization of women's rights is needed: from the declaration of existing rights to their real implementation. Based on this, it can be called relevant to address the theoretical and practical aspects of the international protection of women's rights.

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LEGAL STATUS AND MAIN FUNCTIONS OF YOUTH PARLIAMENTS IN THE REPUBLIC OF BELARUS AND FOREIGN COUNTRIES

Veronika Soloyewa

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: youth parliament, legal status, function of parliament.

Currently, great attention is paid to youth, development, in connection with which an important role is played by consolidating the status of the youth parliament, which implements state policy, represents the interests of young people, and contributes to the implementation of significant initiatives.

The purpose of this article is a comparative analysis of the consolidation of the legal status of parliaments in Belarus and in foreign countries.

Material and methods. The scientific and theoretical basis is the normative legal acts, regulations of youth parliaments. The main methods are comparison and analysis methods.

Findings and their discussion. The Youth Parliament is a body that implements the function of representation through the election of candidates by young people, who then exercise the rights and freedoms of their voters in the form of a legislative initiative. However, in the normative acts, its status is enshrined as a consultative and advisory body, carrying out activities on a voluntary basis. This definition is given in the regulatory documents of most countries, for example such status was established in the Republic of Uzbekistan, Russian Federation, Georgia. At the same time, it should be noted that the powers, the main goals and objectives of the body, the procedure for the formation of youth parliaments differ.

The youth parliament, as a rule, performs a rule-making function, a function of representation, an educational function, and conducts socially significant events, but it is worth noting that these functions are not fully implemented in all states. Thus, in the Republic of Belarus, youth parliaments are consultative and advisory bodies that can be created at various levels under state bodies. However, despite their status, parliaments can make decisions that are advisory in nature. Thus, in accordance with the Regulations of the Youth Council (Parliament) under the National Assembly of the Republic of Belarus, the Parliament was created with the aim of participating in the development of normative acts affecting the rights and freedoms of youth. The Youth Parliament makes recommendations and other decisions. The commissions prepare proposals on draft laws, participate in work on draft laws in the House of Representatives and the Council of the Republic of the National Assembly. Also, the parliament can carry out an ideological function. Thus, the Youth Parliament under the National Assembly carries out its activities, as a rule, on the basis of the current Constitution, on the basis of the Law “On the Foundations of State Youth Policy”. This function is realizing in the implementation of state youth policy, with participation in the development and implementation of state programs in the field of state youth policy, through some public events, to which public youth associations can be connected. Another direction is educational activities, which can be aimed at improving the legal culture of citizens, at introducing young people to parliamentary activities. The Parliament studies the existing problems in the youth environment and develops ways to solve them, participates in the work to create conditions for the effective realization of the potential of youth, develops international youth cooperation, coordinates the activities of advisory bodies and carries out other activities. However, it should be noted that in the legal acts of youth parliaments, which were created under local Councils of Deputies or executive committees, their powers are not spelled out in such detail.

For example, in the Regulation on the Youth Parliament of Slutsk, the main tasks are fixed, which include participation in the preparation of normative legal

acts in the field of youth rights and freedoms, assistance in involving young citizens in parliamentary activities, and the formation of a positive opinion related to the activities of parliament. Thus, in the Republic of Belarus, youth parliaments implement a rule-making function by participating in the preparation of normative legal acts, perform an ideological function, which is implemented through various activities in the field of public policy, and is engaged in educational activities.

Parliaments have similar powers in the Russian Federation. In the Russian Federation, a Youth Chamber has also been created at the State Duma of the Federal Assembly. The legal status is determined by the Resolution “On the Public Youth Chamber (Youth Parliament) under the State Duma of the Federal Assembly”. The main tasks in accordance with the Regulations are the development of recommendations and preparation of proposals aimed at improving legislation in the field of observance of the rights and freedoms of young people, analyzing bills in the State Duma, promoting patriotic education, forming political and legal culture, promoting the development of youth parliamentarism.

In Great Britain, the youth parliament has a completely different legal status. The Youth Parliament is supported by the British Youth Council, the United Kingdom's national youth council, which makes it different from youth parliaments in most CIS countries. Parliament is accountable exclusively to youth organizations, but it has interacted since 2009 with the House of Commons. The main goals and objectives are spelled out in the British Youth Parliament Code of Practice. The main role of parliament is to support the voice of young citizens, interact with young people in the districts, reporting to them about the work done, attend all events of the British Youth Council, the annual conference and meetings of the House of Commons, speak on behalf of their voters, take their opinions into account at various events of the British youth council, participate in the Leave your mark campaign. Also, the activities of parliament should not be associated with any party, members of parliament should refrain from membership in political parties, since the youth parliament is an exclusively apolitical organization. Thus, the youth parliament of Great Britain does not fulfill the rule-making function, since it does not have the right to participate in the law-making process. He represents the interests of young people through the Leave Your Footprint vote, which chooses topics for delegates who will attend a meeting in the House of Commons. In the future, another vote takes place, at which the issue of two priority campaigns of the Youth Parliament is being decided. Thus, the youth parliament in Great Britain, an independent apolitical body that does not implement a rule-making function, itself determines the direction of activity by voting, thereby not realizing an ideological function.

The New Zealand Youth Parliament meets every three years and is formed from young people between the ages of 16 and 18. Each member of parliament must interact with his constituents to implement various projects on topics that are of interest to voters. As a rule, within two days during a visit to the national

parliament, young citizens sit in separate committees and ask questions to members of parliament, as well as young citizens necessarily participate in debates.

Conclusion. Thus, youth parliaments can be created as consultative and advisory bodies, this status of youth parliaments was established in the Russian Federation, in the Republic of Belarus. Such youth parliaments, as a rule, implement the state youth policy, have the right to participate in the preparation of draft regulatory legal acts, participate in public events, and conduct educational activities. The legal status of the youth parliaments of Great Britain and New Zealand differs significantly. They have not been created under government bodies, cannot participate in the preparation of normative legal acts, however, members of such parliaments are more independent and their activities are public.

THE LEGAL STATUS OF WOMEN IN AFGHANISTAN DURING THE SEIZURE OF POWER BY THE TALIBAN

Anastasiya Sterzhneva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: legislation, Taliban, international law, women's rights, gender inequality.

The Taliban is an Islamist terrorist movement where women's rights have an uncertain future. The relevance of this study is the need to analyze the problems of the legal status of women in Afghanistan during the seizure of power by the Taliban.

The purpose of this publication is to identify illegal, contrary to international law, actions of this movement.

Material and methods. The main basis of the study is international conventions, the legislation of Afghanistan. Formal-legal and structural-analytical methods were used in the work.

Findings and their discussion. The last time the Taliban was in power, in the late 90s, repression was a characteristic feature of their rule. This was especially true of women. Girls could not attend school women could not work or leave their homes unaccompanied by male relatives. Those who defied the Taliban's directives were punished, often severely, by flogging or beating [1].

The Taliban occupied Kabul on August 15, 2021, and today they control the whole of Afghanistan. At the UN Emergency Session on Human Rights, which took place on August 24, 2021, credible reports were presented on serious human rights violations committed by the Taliban in Afghanistan, including mass executions of civilians, restrictions on women and restrictions on protests against their rule. It is alleged that the Taliban carries out extrajudicial killings of former members of the Afghan National Security forces, takes away women's

right to free movement and prohibits girls from attending schools. Michelle Bachelet called for a mechanism to monitor the Taliban's actions, describing the Taliban's treatment of women and girls as a "red line" and a warning that «a significant number of people will seek refuge in neighboring countries or outside the region» [2].

Sharia law gives a woman the right to choose her professional path, but for this it is necessary to comply with a number of requirements: she can work if her profession does not require her to be alone with men. An important condition for obtaining education and employment is that women mainly work and study at an educational institution, as well as at work. This law contradicts Convention 111, where, according to article 1, «the term «discrimination» includes any distinction, exclusion or preference made on the basis of race, skin color, sex, religion, political beliefs, national origin or social affiliation, leading to the destruction or violation of equality of opportunity or treatment in the field of work and occupation. Any distinction, exclusion or preference in relation to a particular job based on the specific requirements of such is not considered discrimination» [3].

In Afghanistan, 35% of girls get married by the age of 18 and 9% by the age of 15. The consequences of forced marriage have a detrimental effect on the personal development and safety of young girls [4].

The Afghan Civil Code sets the age of marriage at 18 for men and 16 for girls. It says that «a father can give consent for his daughter to get married at the age of 15». According to the national laws of Afghanistan, a child under the age of 15 cannot enter into a legal marriage. A 2017 UNFPA study found that «girls who graduate from secondary school are less likely to get married before the age of 18, but unfortunately, the most recent data shows that only 44% of girls in Afghanistan go to primary school. Only half of these girls then enter secondary school. The lack of education, which leads to poverty, not only deprives a girl of chances for independence – in Afghanistan it makes her even more vulnerable to forced marriage. The impact of child marriage on the health and well-being of girls is detrimental» [4].

According to a 2018 UNICEF report, the judicial system in rural Afghanistan tends to focus on «maintaining public order» in accordance with customary law, rather than protecting individual rights in accordance with the Civil Code, including child protection laws. UNICEF concludes that these shortcomings in the implementation and enforcement of the country's Civil Code mean that the practice of child marriage continues to spread throughout the country, including the practice of arranged marriages for boys under the age of 18. A recent UNICEF study on the attitudes of Afghans towards child marriage also casts doubt on stories that suggest that Afghan elders dominate decision-making regarding this practice. It says the decisions are «firmly centered within family traditions».

Horrifying stories have emerged about Taliban militants who informed Afghan villages that girls as young as 15 should get married. Against the back-

ground of President Biden's decision to withdraw all US forces, the rebels imposed new strict restrictions on women, not allowing them to leave the house unaccompanied by men and forcing them to wear a closing burqa. The report says that «a highly-placed figure of the Taliban movement also ordered that all women over the age of 15 and widows under the age of 40 should be married to militants». [5]

This event contradicts Article 16 of the Universal Declaration of Human Rights, «men and women who have reached the age of majority have the right, without any restrictions on the basis of race, nationality or religion, to marry and found their own family. They enjoy the same rights with respect to marriage, during the state of marriage and at the time of its dissolution. Marriage can be concluded only with the free and full consent of both parties entering into marriage. The family is the natural and basic unit of society and has the right to protection from society and the State» [6].

On September 19, 2021, women serving in the Kabul Municipality were ordered not to go to work if their duties could be performed by men. Any attempts by women to assert their rights are met with stiff resistance: from the armed dispersal of women's demonstrations held in Kabul to the prohibition of such actions in principle. The Taliban closed the Ministry of Women's Affairs, replacing it with the Ministry for the Propagation of Virtue and the Eradication of Vice. It was already functioning twenty years ago and was engaged in setting strict rules and imposing strict restrictions on women.

The Taliban said they would not prevent girls from receiving education, but on September 18, the official representative of the new government, Zabihullah Mujahid, said that «only male and boy's teachers will be able to return to schools in the new academic year» [7]. The militants noted that the government has plans to return girls to classes, but human rights organizations fear that in practice only a few will be allowed to go to school after puberty. At the same time, the policy regarding primary and secondary education may vary from province to province.

Conclusion. Thus, women in Afghanistan are subjected to significant discrimination. It is necessary to achieve equal economic independence of women and men, eliminate violence, eliminate gender stereotypes in all spheres of social interaction (in education, the labor market, the media), promote the principles of gender equality, the primacy of civil law over Sharia law, equal rights to education.

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TOPICAL PROBLEMS OF LEGAL REGULATION OF OUTDOOR ADVERTISING

Ekaterina Streltsova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: advertising, legal regulation of advertising activities, outdoor advertising, advertising activity, advertising business.

In the modern world, the legal regulation of advertising activities is relevant, as the advertising business is becoming more popular. To increase consumer interest in the goods sold, the services provided, organizations very often use advertising, since it is the optimal means of promotion. Advertisements are placed on television, radio, the Internet, and in periodicals.

This topic is relevant due to the spread of advertising. It has become an integral part of the development of many organizations. With the help of advertising, forms an opinion about a particular company.

Material and methods. Advertising is a persuasive means of information about a product or a company, a commercial propaganda of the consumer properties of a product and the merits of a company, preparing a potential buyer for a purchase. Advertising can construct and drive demand and the market [3].

Outdoor advertising is a popular form of advertising in the urban environment, which began to be in demand in the middle of the last century. There are several types of outdoor advertising. The main ones should be highlighted:

- prismatron;
- firewall;
- billboard;
- light panel;
- pillar;
- pasting of vehicles, etc.

Today advertising is one of the most effective tools in the attempts of a company to modify the behavior of buyers, to attract their attention. As the number of advertisements grows, the risk of receiving inaccurate information about the product increases. For example, some manufacturers mention the good composition of the product, its beneficial properties, etc., but, as a rule, this information is rarely verified.

First of all, it is worth noting the problem of legal regulation of outdoor advertising, which is associated with issues of inappropriate advertising. Many manufacturers try to showcase their product by comparing it with the products of another company. As a rule, such advertising carries a negative assessment of the activities of another organization.

It is also possible that the advertising is offensive. Some manufacturers use their signage to try to harm another company in some way. This technique is often used in the restaurant business.

First of all, I would like to note the chains of famous fast-food restaurants, which are most often criticized. I would like to mention the "advertising conflict" of two chains - Burger King and McDonald's. The McDonald's restaurant chain carried out a campaign, which they decided to advertise. A little later, next to the outdoor advertising of this company, another one appeared, which was ordered by representatives of the Burger King chain. Both shields were located side by side, and the second had an inscription ("These clowns rub some game on you") and a pointer to the adjacent shield. In principle, the advertising itself did not use the famous McDonald's logo, but most visitors to such establishments know that the main face of the American corporation is a clown. According to Article 26 of the Law of the Republic of Belarus on Advertising, such advertising is unfair.

Another similar case should be noted. The company "Papa Fries", which operates in the city of Vitebsk, posted an advertisement:

"Our dad is frying, not ... (and next to the image of a clown and the corporate logo of the McDonald's company).

In this case, there are three violations:

- negative assessment of a product that is sold by another organization;
- comparison of the advertised product with the product of another organization;
- insulting the activities of the organization;

According to Article 26 of the Law of the Republic of Belarus on Advertising, such advertising is classified as inappropriate. Inappropriate advertising is prohibited on the territory of the Republic of Belarus.

It is worth mentioning the time frames, which are not always respected by advertisers. For example, recently, the KFC restaurant chain held a "5 for 5" campaign, which ended on October 31, 2021, i.e. On November 1, 2021, it was no longer valid, but advertising banners were not immediately replaced with advertising for another action. In this case, the advertisement is also unreliable.

It is worth paying attention to the appearance of outdoor advertising. As a rule, huge billboards that can be seen next to the roadway are in demand now. This is a very simple and economical option. Specialists stick an image on a billboard with an advertisement for a product or service. This is where their work ends, and almost no one monitors the state of advertising. Poor quality material, weather conditions - all this can affect the appearance of advertising.

Findings and their discussion. The analysis allows us to conclude that there are a number of problems in the legal regulation of advertising activities on the territory of the Republic of Belarus. These problems are related to ad content, which is not always acceptable. As a result, disputes and conflicts can arise between organizations, as well as between representatives of the organization and their potential clients. Inaccurate advertising is a problem in modern society, as most people are susceptible to its influence.

Conclusion. Based on this, it can be concluded that it is necessary to improve the legal regulation of advertising activities. First of all, you should pay attention to the content of advertising signs. Compliance with ethical and legal norms in the field of advertising is one of the important indicators of the quality and stability of the advertising market.

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URGENT PROBLEMS OF LEGAL PROTECTION OF LIBYAN MIGRANT CHILDREN AT THE CURRENT STAGE

Aleksandra Toguleva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: legal protection of children, refugee children, migrant children, the humanitarian catastrophe in Libya.

A long period of instability in Libya has been going on since 2011, when the overthrow of the Gaddafi regime took place. Military operations have not stopped there for more than 10 years. This has a devastating impact on the political, economic, social and other spheres of life of the country and society. First of all, the suffering is experienced by the civilian population, who are dying not only from bullets and bombing, but also from hunger, disease, violence, which any war car-

ries with it. The conditions of children in such situations requires special attention from the entire world community, because a warring party is often unable to protect on its own the most vulnerable category of the population.

The purpose of the study is to characterize the urgent problems of legal insecurity of Libyan migrant children and to identify possible prospects for solving these problems.

Material and methods. The materials for the study were the law enforcement practice of States and international organizations to resolve the humanitarian crisis that has developed on the territory of Libya as a result of a long-term armed conflict. The main research methods were the methods of formal legal and concrete legal analysis.

Findings and their discussion. Since 2014, Libya has actually established dual power, represented by the General National Congress and the House of Representatives of Libya. The actions of numerous terrorist organizations on the territory of the State and the lack of control over the borders through which a large flow of refugees from other countries passes also significantly aggravate the current situation. The creation of the Government of National Accord with the support of the UN Security Council in accordance with the Libyan Political Treaty in 2015 did not help to finally end the conflict in the region.

To resolve this situation, the international community is attempting to reconcile the warring parties through international conferences. Thus, at the initiative of Italy and with the support of the United States, representatives of 17 countries gathered in Rome in 2015, urging on the belligerent forces for an immediate truce. Meetings in a similar format with the participation of about 20 States were held in subsequent years in Vienna, Paris, Palermo, Berlin.

The recent conferences on the Libyan issue 2020-2021 in Berlin are of great importance for the protection of the rights of migrant children. In addition to the agreement reached on holding parliamentary and presidential elections in Libya on December 24, 2021, attention was focused on compliance with international humanitarian law. In the final document of the 2021 Conference, it says: “We urge on the Transitional Presidential Council and the Transitional Government of National Unity and all parties in Libya to fully comply with international humanitarian law, protect civilians, infrastructure facilities, Libyans and non-Libyans by providing access to medical personnel, human rights monitors, humanitarian workers, including through UN channels” [1]. Issues related to ensuring the security of humanitarian corridors, illegal detention of people in local prisons and acts of inhumane treatment of people were also touched upon during the conferences.

However, full stabilization of the situation in Libya has not yet been achieved. During the fighting in 2020, about 30 medical facilities were damaged, 13 of them will no longer be able to provide assistance to civilians. About 200 thousand children cannot receive education due to the closure of schools destroyed by the war. According to the UN, approximately 60 thousand migrant

and refugee children are now in the most difficult situation, 15 thousand of them are unaccompanied in the country and are placed in temporary detention centers [2]. This practice of treatment of children is condemned by the entire world community [3]. By closing children in such centers, the State risks aggravating their psychological state; often in such centers there are no minimum conditions necessary for life; the realization of the basic rights of children is called into question. Moreover, a country in a state of war cannot provide worth protection of these centers from attacks by terrorist organizations. So, on July 03, 2019, more than 50 people were killed in the suburbs of Tripoli, and more than a hundred were injured as a result of an air attack on a detention center for migrants and refugees [4].

International organizations are attempting to evacuate refugees to neighboring safe States. Given the difficulty of organizing resettlement and the limited resources of the host State, only persons in extremely vulnerable situations and in urgent need of safety and protection fall under this procedure. This category also includes children deprived of parental care. For example, in September 2019, 36 children were evacuated to Rwanda [5]. Currently, the UN has resumed the evacuation of refugees to Niger, thanks to the lifting of the ban on humanitarian flights in Libya. On November 5, 2021, 172 people were evacuated there, among whom there were many street children [6]. Most of the evacuees subsequently end up in third countries using the resettlement program, which is an effective mechanism for their protection. A large part of refugees is trying to reach safe countries illegally on their own. Only in July of this year, about 60 people including children drowned off the coast of Libya [7].

In addition to the above, certain concerns are caused by the risk of the spread of Covid-19, due to the lack of vaccination in the majority of the population. The destroyed water supply, garbage collection and recycling systems throughout the country also threaten to the spread of many infectious diseases that can be fatal for children in the absence of medical care.

Conclusion. Thus, the consolidation of the efforts of the international community to resolve the Libyan conflict has certain effective results. Nevertheless, the situation of many migrant children in Libya is still on the verge of a humanitarian catastrophe. Evacuation carried out by international organizations is of particular importance for saving lives, but it is too sporadic and is not able to reach all those in need. This leads to attempts at illegal migration, often ending in the death of refugees. The creation of safe corridors for civilians inside the country and the conclusion of agreements with safe countries on the placement of migrants on their territory can serve as a positive moment in solving this problem.

It seems possible to abandon the mandatory placement of refugees in temporary accommodation centers if the State cannot provide them with full protection, food supply, medical care, organization of the educational process, etc. In turn, migrant groups should be assisted in their accommodation in migrant and refugee camps, where the necessary conditions for human life are observed.

Presentation the issue of the protection of migrant children for separate consideration in possible future conferences on the Libyan crisis can make a significant contribution to the development and implementation of effective mechanisms for the protection of the most vulnerable category of people.

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INSTRUMENTS AND MECHANISMS OF ORGANIZATIONAL AND MANAGERIAL INNOVATION IN THE AUTOMOTIVE INDUSTRY

Stanislav Turkovsky

Plekhanov Russian University of Economics, Moscow, Russian

Keywords: innovations, technology, organization, management, automotive industry.

Today, the strategic benchmark for the development of the Russian economy is the intensification of economic growth based on an innovation model. The core of this model and, accordingly, the key aspect of the implemented state policy is technological innovation. At the same time, statistics indicate the insufficient effectiveness and efficiency of the existing approach, and the low share of non-technological (first of all, organizational and managerial innovation, in abbreviated form – OMI) innovations confirms the opinion formed in world science and practice that without an institutional basis formed by OMI, the introduction of technological innovations "slips". Thus, the relevance of the study of the features of the

introduction of organizational and managerial innovations in the industry of the Russian Federation, their effectiveness and efficiency remain.

In view of the above, the purpose of this article is to outline the instruments and mechanisms of OIM, applicable for the conditions of automotive industry in Russian Federation.

Material and methods. The research was based on the materials of scientific articles, photographic materials, methods of empirical and comparative analysis, observation, description method.

Findings and their discussion. In the modern automotive industry, there have been several directions for the development of new technologies:

- environmental friendliness (reduction of harmful emissions and materials that are safe for disposal);
- efficiency (energy and resource saving, new types of fuel, the transition from "fuel to electricity");
- safety (driver assistance systems, autopilot, transition from fully manual to unmanned control, traffic management);

After more than a century of experience driving people, robots can replace them on the road. All industry participants agree that they are facing a fundamental change in consumer attitudes towards the car.

As L. Elkina and E. Bogatyreva point out, “the debate about which innovations are primary (technological or organizational and managerial) do not have a clear answer” [1]. At some enterprises, only a transformation of approaches to the organization and management of the production system can increase innovative capacity in the production and technological sphere, while in others, organizational and managerial innovations are stimulated by the needs of innovative development in the production and technological sphere, the contradiction between the development of technologies and the principles and methods of organizing production. It would be more correct to say that technological and organizational and managerial innovations complement each other. The use of organizational and managerial innovations brings the traditionally established managerial decision-making processes to a new level of development, which makes it possible to significantly improve their quality, and most importantly, to ensure their effectiveness.

Foreign practical experience testifies to the high efficiency of organizational and managerial innovations, expressed in reducing costs in the managerial and production areas of the enterprise, increasing profitability due to the quality of implementation of business processes and functions performed, ensuring the organization's susceptibility to changes, etc. However, in domestic practice, organizational and managerial innovations have not yet become widespread. In particular, in the reports on the implementation of the Strategy for the Innovative Development of Domestic Enterprises, it is noted that “in fact, the share of industrial production organizations that carry out innovations has not increased for a number of reasons, there has been no widespread increase in the innovative activity of companies” [2].

In the economy of the Russian Federation, OMI is implemented by an average of 3.5-5% of industrial enterprises. At the same time, in the German economy, which is the leader in this indicator, the share of enterprises introducing organizational and managerial innovations is 75%. Even in the Bulgarian economy, every fifth enterprise is making changes in the organizational and managerial sphere. On average, in the European Union economy, the share of enterprises implementing OIM is 45%.

The automotive industry of industrialized countries is the leading one in mechanical engineering and one of the key sectors of the economy, influencing the stabilization of the processes of economic and social development of society. It gives impetus to the development of many industries, stimulates employment of the population, increases trade, strengthens the monetary system, and determines the need for the products of the entire industry. The share of the automotive industry in the total volume of mechanical engineering production in Western Europe reaches 38-40%, in the USA - 40%, in Japan - 50%, in the gross domestic product (GDP) of the USA and France is 5%, in Japan and Germany - 9-10% [3, p. 75]. Among the already existing approaches, mechanisms and tools of AMI in the automotive industry, the most effective ones have proven themselves to be the Six Sigma tool; ABM - activity-based management; improvement in "small steps" - Kaizen; introduction of a system of key performance indicators (KPI). The reengineering of business processes, the introduction of the PLM (Product Lifecycle Management) system, the improvement of production systems, branding, matrix and network organizational structures of management, benchmarking are also being actively implemented.

Conclusion. Currently, most car manufacturers prefer the option of integrating with previously uncharacteristic market segments, primarily with mobility service providers, manufacturers of electronic systems and software. The key areas for the future transformation of business models in the industry include the following:

1. Companies need to increase their agility from physical assets to knowledge, software and related services. Competition is expected to intensify in the segment of providers of mobile information and communication services for cars.

2. Product transformation due to changing customer demands. In the world of autonomously piloted vehicles, there will be fewer and fewer regulatory requirements for individual consumers buying cars because they are "nice to drive". Efficiency and convenience in everyday mobility will become a new paradigm in the automotive ecosystem.

3. Continuous implementation of innovations. From automotive features to smart services. If the added value for mobile service providers in the future automotive ecosystem will come from services rather than products, innovation models should reflect this.

4. Revision of production processes. From product development to optimization of manufacturing processes.

5. Changing the base of key competencies. From physical product development to advanced software and analytics knowledge. Changing the dynamics of the automotive industry will require a transformation of strategic development approaches. Core competencies and their relevance must be redefined to ensure the survival of car companies in the emerging market for autonomous car systems.

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DEVELOPMENT OF ANTI-CORRUPTION LEGISLATION OF THE REPUBLIC OF BELARUS

Yulia Ulasevich, Anton Gapon

The Academy of Public Administration under the President
of the Republic of Belarus, Minsk, Belarus

Keywords: corruption, legislation, anti-corruption.

Corruption is considered an important socio-political problem that reduces the pace of economic growth. Crimes committed by officials, and especially those with a corruption orientation, cause significant harm to the authority of state power, hinder the normal functioning of public authorities and management, as well as the management apparatus of other bodies and organizations, regardless of ownership forms, undermine citizens' trust in government structures. The priorities of the internal anti-corruption policy of the Republic of Belarus are aimed at overcoming corruption. It is evidenced by the provisions of the National Security Concept of the Republic of Belarus, which recognizes corruption as one of the threats to national security.

Materials and methods. The material was the legislative base of the Republic of Belarus. Empirical methods of scientific research such as observation and measurement were used in the article.

Findings and their discussion. The anti-corruption legislation of the Republic of Belarus consists not only of the Law of the Republic of Belarus №

305-3 "About Combating Corruption", but also of other regulatory legal acts aimed at suppressing, preventing, preventing and combating corruption. Among them are the Decree of the President of the Republic of Belarus dated 16.07.2007 № 330 "About special units for combating corruption and organized crime", the Decree of the President of the Republic of Belarus dated 17.12.2007 № 644 "About approval of the Regulations on the activities of the coordination meeting on Combating Crime and Corruption", the Law of the Republic of Belarus dated 14.06.2003 № 204-Z "About Public Service", the Law of the Republic of Belarus dated 13.07.2012 № 419-Z "About Public Procurement of goods (Works, services)", Resolution of the Council of Ministers of the Republic of Belarus dated December 26, 2011 № 1732 "About approval of the Model Regulations on the Anti-Corruption Commission" and so on [1].

The main normative legal acts that guide the Ministry of Justice of the Republic of Belarus and other state bodies in carrying out anti-corruption work are the laws of the Republic of Belarus "About Combating Corruption", "About Public Service in the Republic of Belarus" and the Model Regulation on the Anti-Corruption Commission approved by Resolution of the Council of Ministers of the Republic of Belarus dated December 26, 2011 № 1732.

The Law of the Republic of Belarus № 305-3 "About Combating Corruption" was adopted by the House of Representatives only on June 26, 2015, and approved by the Council of the Republic on June 30, 2015. Entered into force on July 15, 2015. This Law establishes the legal basis of state policy in the field of combating corruption, is aimed at protecting the rights and freedoms of citizens, public interests from threats arising from manifestations of corruption, ensuring the effective activities of state bodies, other organizations, public officials and persons equated to them by preventing, detecting, suppressing offenses that create conditions for corruption and corruption offenses, eliminating their consequences. To date taking into account the latest revisions and additions the law contains 8 chapters and 50 articles. There are some changes based on the content of Article 47 "Amendments and additions to some laws" of the Law of the Republic of Belarus № 305-3 "About Combating Corruption":

1. To add to Article 42 of the Law of the Republic of Belarus of December 17, 1992 "About pension provision for military personnel, commanding officers and enlisted personnel of internal Affairs bodies, the Investigative Committee of the Republic of Belarus, the State Committee of Forensic Examinations of the Republic of Belarus, bodies and units for Emergency Situations and financial investigation bodies" an addition after Part three about the calculation of pensions for military service for those who have committed a grave or especially grave crime against the interests of the service or associated with the use of their official powers during the service that the salary is taken into account by the military rank of "private";

2. In the Criminal Procedure Code of the Republic of Belarus of July 16, 1999, part 1 of Article 401 after the second sentence should be supplemented

with the following sentence: when a person is convicted of committing a grave or especially grave crime during the period of state or military service, a copy of the sentence is sent to the body that assigns and recalculates pensions at the place of residence of the person;

3. In the Labor Code of the Republic of Belarus of July 26, 1999, in article 27, the title of the article should be supplemented with the words "or relatives", in the first part mention the prohibition of joint work in the same state organization for the positions of head/deputy, chief accountant/deputy and cashier of persons who are closely related or property, with direct connection of their work with the subordination and control of one of them to another, in article 47 from paragraph 5 the words "or violations" should be deleted, to supplement the article with paragraph 51 of the following content: violations by a public official of a written obligation to comply with the restrictions described by the anti-corruption legislation, the commission of a crime that creates conditions for corruption or a corruption offense;

4. To make the following amendments and additions to the Law of the Republic of Belarus of June 14, 2003 "About Public Service in the Republic of Belarus": from the first paragraph of paragraph 2 of Article 16, the words "in accordance with the first part of paragraph 2, paragraph 3 of Article 23 of this Law" should be deleted, in paragraph 1 of Article 22: in subparagraph 1.1 the words "trusted persons, to assist close relatives" should be replaced with the words "other persons, to assist a spouse, close relatives or relatives", subparagraph 1.5 should be stated in a different wording: to perform paid work which is not related to the performance of official duties at the place of main service except for pedagogical, scientific, cultural, creative and medical activities that can be carried out during working hours in agreement with the head of a state body or a person authorized by him, subparagraph 1.6 should be deleted, article 23 should be deleted, paragraph 1 of article 33 should be supplemented with subparagraph 1.102, in paragraph 1 of article 40 from subparagraph 1.9 the words "committing an offense incompatible with being in public service" should be deleted, supplemented with subparagraph 1.91 as follows: "1.91. committing a misdemeanor incompatible with being in public service;", add paragraph 8 to article 54, and so on [2].

Conclusion. Belarus continues to improve legislative acts that regulate public relations that are most susceptible to corruption. It is necessary to keep up with the times and find new areas of corruption, as well as toughen penalties for corrupt actions, which will contribute to an increase in the corruption perception index and improve the position of the Republic of Belarus on the world stage.

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ABOUT SOME MEASURES TO STRENGTHEN FAMILY VALUES

Zhanna Unukovich

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: family, society, state, relationships, measures, guarantees.

In accordance with article 59 of the Code of the Republic of Belarus on Marriage and Family, a family is an association of persons connected by moral and material community and support, maintaining a common household, rights and obligations arising from marriage, kinship, adoption. In other words, a family is a whole group of people united by their ideas, goals and benefits.

It is the family that lays in a person those values with which he goes further in life. The most important values of a family should include relationships built on mutual understanding, equality, love, care and assistance to each other. It is impossible to raise a person who respects and loves other people if these principles of society are not manifested in his family.

The purpose of this article is to identify the main measures to strengthen family values in our state.

Materials and methods. Analysis and research of the Constitution of the Republic of Belarus, the Code of the Republic of Belarus on Marriage and Family and other normative legal acts of the Republic of Belarus.

Findings and their discussion. Special attention in our country is paid to strengthening family values. It is no coincidence that their foundations are enshrined in the Basic Law of the Republic of Belarus. Thus, according to article 32 of the Constitution, family relations are based on the mutual care of children and parents (persons replacing them) for each other. The older generation is obliged to create the necessary conditions for the comprehensive and healthy physical and moral development of the child, the upbringing of the personality in him. In turn, children are obliged to take care of their parents or their deputies.

Family relations in the Republic of Belarus are based on the principles of voluntary marriage and gender equality. This can rightfully be attributed to one of the basic values of the Belarusian family, in which there is no place for inequality and violence. The Constitution provides equal opportunities for women and men in Belarusian families to receive education, choose professional activities and promotion, participate in public and cultural life, as well as equal conditions for work and health. Grandparents have the right to communicate with their grandchildren (Article 78 of the Marriage and Family Code). Young people are guaranteed the right to moral, spiritual and physical development.

The policy of our state is aimed at developing and strengthening the institution of the family. After all, a healthy and strong family is the key to a healthy and strong state, the key to preserving and passing on from generation to generation the best traditions of our people. According to article 190 of the Code of the

Republic of Belarus on Marriage and Family, every child is obliged to respect the rights and dignity of other people, show humane attitude towards them, respect the historical and cultural heritage, identity, language and other values of our state, take care of nature, comply with laws. Agree, if a family manages to cultivate these qualities in a child and build their relationships on the principles of equality, mutual respect and mutual assistance, our state and society will only benefit. Therefore, it is no coincidence that in the Republic of Belarus a lot of attention is paid to the family, support for motherhood and childhood, large families. In accordance with article 32 of the Basic Law, marriage and family, motherhood, fatherhood and childhood are protected by the State. The country has developed and operates a system of measures of material support for families, which includes: payment of state benefits to families raising children; payment of family capital; state targeted support to families; support in the education system; support in the health care system; social services; labor, tax and pension guarantees.

Thus, the Law of the Republic of Belarus of 29.12.1992 No. 7-Z "On State benefits to families raising children" defines the procedure for paying benefits to families at birth and upbringing of children. The payment of family capital is provided for by the Decree of the President of the Republic of Belarus dated 18.09.2019 No. 345 "On family Capital" and is aimed at social support for large families. At the birth of the third and subsequent children, the state pays 22,500 rubles for each child, which accumulate in a special account and can be used, for example, to improve housing conditions, pay for medical services, and receive education. The provision of targeted assistance to families is regulated by the Decree of the President of the Republic of Belarus dated 19.01.2012 "On State targeted assistance", which is aimed at supporting families with an average per capita income below the established minimum, such families can count on receiving social benefits, as well as providing nutrition for children of the first two years of life. The Decree of the President of the Republic of Belarus dated 04.07.2017 "On state support for citizens in the construction (reconstruction) of residential premises" provides for the provision of subsidies for repayment of loans and interest to young and large families (in some cases up to 100 percent of the principal debt), which allows them to solve the housing issue or improve housing conditions. Support in the field of education and healthcare includes the provision of benefits to pay for the maintenance of children in preschool institutions, for meals, for textbooks, the possibility of obtaining free general secondary education. In the field of healthcare - the possibility of receiving free medical care, preferential sanatorium treatment. The Labor Code of the Republic of Belarus (articles 183, 185, 186) establishes labor guarantees for family members: the provision of social parental leave, social maternity leave, as well as parental leave until the child reaches the age of three years.

However, the state provides not only measures of material support for families, the cult of a healthy family is widely promoted in society. By Decree

of the President of the Republic of Belarus dated 30.07.1996 No. 277 "On the establishment of a holiday - Mother's Day", Mother's Day was introduced in the country, which is celebrated annually on October 14. Mothers are congratulated all over the country on this day. The Law of the Republic of Belarus "On State Awards of the Republic of Belarus" dated 18.05.2004 No. 288-Z approved the Order of the mother, which is awarded to women who have given birth and (or) raised five or more children - citizens of the Republic of Belarus.

International experience is also widely used. Our country has joined a number of international conventions, for example, the Convention on the Rights of the Child, adopted by the UN General Assembly in 1989, Belarus also celebrates the International Family Day - March 15, proclaimed by the UN General Assembly in 1993. The older generation is honored on the Day of the Elderly - October 1, introduced by the UN General Assembly on 14.12.1990. In recent years, a special role in the upbringing of children has been assigned to fathers who, together with their mother, have the right to take advantage of parental leave to help her in the first days of a child's life by receiving social leave. International Father's Day, which is celebrated on the third Sunday of June, is becoming increasingly popular in our country.

Conclusion. All of the above measures taken by the state and society are aimed at strengthening family values, and therefore at strengthening the Belarusian society as a whole.

JUVENILE DELINQUENCY AS A SOCIAL PROBLEM

Sergey Yanch

VSU named after P.M. Masherov, Vitebsk, Belarus

Juvenile delinquency is a result of a combination of factors that can be called "diseases" of society. Specifically, the crisis of family, and the marginalization of population, alcoholism and drug addiction, and the destruction of the traditional way of life and traditional values. It should be borne in mind that youth criminality largely has its roots in juvenile delinquency, stems from it, so to speak. Therefore, the problems of preventing juvenile delinquency and its socially significant consequences always remain relevant.

The purpose of the study is to highlight the main directions and tools of preventive influence on the behavior of minors.

Material and methods. The study of the problems of prevention of juvenile delinquency is based on an analysis of the current legislation and statistical materials of judicial practice. Analysis of the preventive influence on the behavior of minors required the use of such methods of scientific knowledge as historical, statistical, systemic, analysis and synthesis, induction and deduction.

Findings and their discussion. Throughout the history of mankind, the state has applied a wide variety of punishments to offenders. But, one way or another, despite all their severity, crimes had been and still are committed. In this regard, after a while, many politicians came to the realization that punishments, even the most cruel ones, are not able to deter people from committing crimes. The idea came up to prevent a crime before it is committed. "It is better to prevent crimes than to punish them," wrote the Italian thinker Cesare Beccaria [1, p. 230].

And one cannot but agree with this thesis. It is impossible to put a guardian of the law next to every potential or real offender. Ideally, such a person would appear in the subconscious of a possible offender, thereby preventing a potential crime. In addition, long-term incarceration often does not make people better. When released, the overwhelming majority of former criminals cannot get a job, since for the employer, having a criminal record is a sufficient reason for refusing to consider potential employee's candidacy. In this regard, such people are prone to relapse, renew ties with the criminal world and, over time, return to prison again.

Juvenile offenders are of particular concern. Their number rises sharply at critical moments in history. This concerns, first of all, revolutions, wars, protracted financial and economic crises. Against the background of such social upheavals, the stratification of the population is increasing, as well as the number of the poor. Hunger and poverty force people to seek survival opportunities, often resorting to breaking the law. But under such conditions it is adolescents who find themselves in the most difficult situation, who, due to their age, insufficient life experience, are forced to take a criminal life path for the sake of survival.

The illegal behavior of adolescents is often the result of negative processes occurring in families. Unfortunately, some parents are often not only unable, but also unwilling to provide the minor the necessary assistance, are not interested in his life. Under such circumstances, there is a risk that the child will fall into unfavorable company, realizing that adults do not care about him. An important factor in juvenile delinquency is also rapprochement with persons characterized by immoral or criminal behavior. Such individuals, against the background of family problems for adolescents, often turn out to be more authoritative than their parents.

What directions and tools of prevention can be identified? Of course, any activity of great public importance begins with legal regulation. Our country has adopted two basic laws governing preventive work. These are the Law "On the Basics of Activities for the Prevention of Offenses" and the Law "On the Basics of the System for the Prevention of Child Neglect and Delinquency". Both laws are aimed at preventing and eliminating the causes and conditions of illegal behavior. With regard to minors, special attention is paid to such negative social phenomena as neglect and homelessness. To prevent them, families in a socially dangerous situation are taken under special control by the authorized bodies. In

extreme cases, if there is a threat to the child, children can be removed from such dysfunctional families.

In general, the existing legal framework gives the subjects of prevention the necessary tools and powers for general and private preventive work with minors. At the same time, it is important to prevent abuse of the right by the subjects of prevention, especially when addressing issues with the selection of children in a socially dangerous situation. It is necessary to carefully examine all the circumstances, because the family for the child is the most desirable place for growing up as well as for socialization.

It can be said that the socially oriented work of the legislator, law enforcement agencies and other subjects of the prevention of juvenile delinquency contributed to a decrease in the level of juvenile delinquency. According to court statistics, 605 juveniles were convicted of various crimes in 2020 (727 in 2019, a 16.8% decrease in juvenile criminal records). Importantly, 157 of them committed crimes while under the influence of alcohol (135 in 2019), 11 committed crimes while under the influence of drugs (16 in 2019.) A custodial sentence was imposed on 11.9% of those convicted [2].

Institutions that exercise social control play an important role in preventive work. These institutions include family, church, educational and labor collectives, government agencies, political parties, etc. The role of each of these institutions can increase and decrease depending on historical, political and sociocultural factors. For example, the role of the church in educating people can be diametrically different in secular and religious societies.

Social control itself should not be identified only with suppression and coercion. Social control should, on the one hand, prevent the spread of various forms of deviant behavior, and on the other, create conditions for the development of the personality. Therefore, the prevention of juvenile delinquency should be based on an effective work of the social control system and its institutions. The institutions themselves should receive support from society and the state. For example, support for the institution of the family should be a priority in the formation of the state's social policy.

In general, our country has developed a system for prevention of juvenile delinquency. However, it has a significant drawback. The fact is that the main burden of this work falls on state institutions, which are already overloaded, carrying out numerous tasks of protecting law and order, protecting and realizing the legitimate rights and interests of citizens. At the same time, civil society institutions (public organizations, parental committees, political parties, the church) are not sufficiently involved in this work. But it is them who could offer the society a variety of early prevention programs.

In the United States, for example, early intervention programs target juvenile delinquency. Early intervention programs focus on risk factors and therefore actually reduce crime rates. The value of early intervention programs is that

no child, even the most difficult, is left behind. In fact, the more risk factors a child has, the more additional support they will receive.

The best of these programs is built on the strengths of the family and children. Adults who are offered practical and social support can be better and more effective parents than parents who are stressed and excluded. Early intervention programs offer a system of support for parental involvement and learning that works to improve family functioning and therefore child functioning.

Conclusion. An analysis of the problems of combating juvenile delinquency shows that main directions of preventive work are the improvement of special legislation and the development of a system of social control and its institutions. The legislator should also examine the Western European experience of functioning of juvenile justice in the context of possibilities of its use in the administration of juvenile justice.

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THEORETICAL AND APPLIED ASPECTS OF PHYSICAL CULTURE, SPORT AND TOURISM

PHYSICAL DEVELOPMENT OF STUDENTS WITH INTELLECTUAL DISABILITIES

Elena Dyadichkina

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: physical development, height, weight, students with intellectual disabilities.

The rate of growth, the increase in body weight, the change in body proportions at each age stage, are mostly programmed hereditarily.

However, nutritional conditions, upbringing, diseases, social and other environmental factors may have a greater influence on the physical development of a child than genetic factors. Physical development, being one of the indicators of health, can change under the influence of various diseases.

Of scientific interest is the question of what happens to the physical development of children with disorders of the higher parts of the central nervous system.

Such children include students with moderate and severe intellectual disabilities studying in the second department of an auxiliary school.

Many children with intellectual disabilities have lower indicators of physical development and physical fitness than their healthy peers [1]. However, there are still few such studies concerning children with moderate and severe intellectual disability.

The purpose of the work is to study the features of physical development of children with a moderate and severe degree of intellectual disability (the second ward).

Material and methods. The indexes of physical development of boys and girls with moderate and severe intellectual disabilities (second branch) studying in auxiliary school No. 26 of Vitebsk were studied. The number of 299 pupils aged 6-17 years was studied. Children's height and weight indices were used from their medical records for several years of observation. Tables S.A. Lyalikov and S.D. Orekhov [2] were used for definition of levels of physical development. These tables evaluate the indicators of physical development of children with normal intelligence. Thus, the weight and height of children with intellectual disabilities were compared with those of ordinary children. Research methods: anthropometry, analysis, mathematical processing of the results.

Findings and their discussion. The results of the analysis of students' weight and height are presented in Table 1.

Table 1 – Levels of physical development of students in the second grade of an auxiliary school (age – 6-17 years, n = 299)

Levels of physical development	Gender (b, g)	Growth		Weight	
		n	%	n	%
Very tall, tall	b	6	7,6	17	19,8
	g	14	19,1	15	24,6
Above average	b	11	13,9	10	11,6
	g	6	8,2	9	14,8
Average	b	21	26,6	17	19,8
	g	20	27,4	13	21,3
Below average	b	24	30,4	16	18,6
	g	18	24,7	11	18
Low, very low	b	17	21,5	26	30,2
	g	15	20,5	13	21,3
	b	79	100	86	100
	g	73	100	61	100

The analysis of the physical development of auxiliary school students showed that the height of boys was most often at the level of "below average" (30.4% of boys), as well as «low» and «very low» (21.5%). The height of 27.4% of girls corresponded to «average» and 24.7% to «low», «very low» levels of development.

Weight indicators in boys more often corresponded to the levels of development: «below average» (18.6%) and «low», «very low» (30.2%). Girls (24.0%) had «high» and «very high» levels of this indicator. Almost as many girls (21.3%) had weights that corresponded to «low», «very low» levels of development. Both very high and very low levels of development of this indicator are deviations from the «norm».

Conclusion. Thus, the research showed that the height of 6-17-year-old boys and girls in the auxiliary school (second branch) corresponded to an «average developmental level» only in a third of those surveyed. More often this indicator of physical development has indicators lower than those which correspond to the «average» level of normally developing children. A significant number of boys (50%) and girls (45.9%) with moderate and severe intellectual disabilities correspond to «low», «very low», «high» and «very high» levels of development, which is also a deviation from the «norm».

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SPEED-POWER TRAINING OF WRESTLERS

Yuliya Esipova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: wrestling, speed-strength qualities, physical qualities, sports, physical exercises.

Modern world achievements in sports training of combatants are so great that without physical training from a young age, one cannot count on high results in the mature age of an athlete. Therefore, the training of young sportsmen-wrestlers is one of the main tasks in the preparation of the sports reserve and raising the prestige of sports wrestling in our country.

The issues related to the physical training of young athletes are the most relevant in the construction of the educational and training process, and the development of physical qualities of athletes, the process of developing technical skills and the further growth of sports and technical results depend on how rationally they are solved. The physical qualities of a wrestler, the peculiarities of their development in the age aspect are of great importance, since it is the foundation of all sportsmanship, the formation of the basic motor abilities for sports wrestling that is laid precisely in adolescence.

Features of the development of motor abilities are characteristic of each sport and are determined by motivation, goals, history of the development of the sport, rules of sports activity, etc.

It is necessary to methodically correctly implement and successfully organize the educational process at sports training, where it is necessary to possess knowledge of the patterns of development, formation and purposeful improvement of various aspects of the motor function of children and adolescents. The aim of the research is to reveal the peculiarities of the development of strength and speed-strength qualities of combat athletes.

Material and methods. In accordance with the research plan of the master's thesis, the study of existing and the development of new physical exercises and methods of speed-power training and sportsmen-universal fighters is carried out.

The research is carried out on young athletes 7-10 years old in groups of primary sports training. Sports wrestling is characterized by a significant amount of load carried out in difficult variable situations, which makes high demands on the speed of motor reactions and strength, on the ability of the wrestler to instantly make optimal decisions and perform effective technical and tactical actions with the maximum possible speed.

At the same time, the question arises of improving the speed-strength training of young athletes, aimed at achieving high sports results in competitive fights and a more successful conduct of both educational and training and competitive activities in general. In combat sports, for the development of speed-strength abilities, a number of authors propose the following methods: unlimited efforts, percussion, maximum efforts, variable, circular and repeated.

The method of unsatisfactory efforts is characterized by the performance of physical exercises not with maximum weight, but with maximum speed. This method solves the problem of developing the so-called "explosive strength", which is of great importance for achieving success in wrestling, since the execution of attacking, counterattacking and defensive actions is carried out within the framework of direct athletic combat with the enemy.

Findings and their discussion. Improvement of the ability to concentrate muscular efforts in conditions of compliance with the specificity of wrestling and, in particular, identity with the character and mode of work of muscle groups when performing technical motor actions; - special exercises. When training the speed-strength abilities of a combatant, his explosive qualities, it is necessary to use physical exercises with various types of weights.

However, the requirement should be common to all weights, in which, at each training session, the athlete must perform the number of physical exercises in which he is able to repeat the exercises with a given load without reducing speed. In this regard, when improving explosive strength and coordination abilities, it is advisable to use the alternation of weights: 1) weights are initially less, and then more competitive (the weight of weights is selected as a percentage of the athlete's maximum result); 2) the weights are higher at first, and then less competitive; 3) the weights are initially less, and then equal to the competition; 4) the weights are higher at first, and then equal to the competition.

The percussion method of developing the explosive qualities of the muscle groups of the legs consists in significant stimulation as a result of jumping from a certain height, as well as a combination of jumping off with a subsequent high or long jump. The resistance level is determined by the weight of its own speed-power training of sportsmen-universal fighters.

The optimal range of jumping depth is 0.75-1.15 m, for not quite prepared athletes it is advisable to use lower heights of 0.25-0.5 m. The speed of movement is the maximum possible, the number of repetitions is 5-10 in 3-4 minutes. With the repeated method, it is recommended to apply an effort of 50-80%, the effort carried out with maximum speed with a small number of repetitions - this is an explosive type of effort. In the practice of training combatants, efforts of 20-40% are usually associated with a relatively large number of repetitions and, as a result, to a greater extent develop strength endurance for high-speed work.

One of the private methodological techniques in the preparation of highly qualified athletes is a specialized exercise (technical motional action), performed on the result - test throws of a dummy. In the course of expressing speed-strength qualities, muscles will usually work with a combination of inferior and overcoming modes. However, there are situations when, in the inferior mode, significant stresses will be created in the muscles, due to which, with the overcoming work of such muscles, the magnitude of the expression of force will significantly increase.

For the development and improvement of speed-strength qualities, some coaches resort to wrestling on the ground, and this allows them to solve several

global problems of special speed-strength training. Wrestling in the prone position can be used when working with athletes of any level of fitness and at various stages of training, but techniques in the pit are most often performed in a power mode and only some elements have a speed-power orientation. A sufficiently significant influence on the development of a wrestler's explosive power is exerted by his ability to switch from one technical action to another, when the opponent's defenses prevent him from performing the first technique, that is, the wrestler's ability to use various combinations.

It is advisable: first of all, to improve the explosive abilities of individual muscle groups that carry the main load when performing attacking actions; then increase explosive strength in certain phases of attacking actions; thirdly, to improve the strength and speed of attacking actions in general.

Conclusion. So, to ensure the development of "explosive" force, you can use throwing and pushing various medicine balls, cannonballs, weights and stones from different positions with the greatest acceleration in the final part; activities with an ax and hammers; jerks and jerks of any barbell; as well as overcoming the inertia of one's body during strikes, during defense, during the transitions from defense to strikes and vice versa [2, p. 31-33].

A successful and frequently used exercise to ensure the development of strength of the extensor muscles of the arms, which carry the main load in percussion actions, are various push-ups in the supine position. No less attention should be paid to strengthening the abdominal muscles. In addition, various exercises on the crossbar, uneven bars, gymnastic wall, with shock absorbers and weights, with partners are also widely used for athletic training.

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COMPARATIVE ANALYSIS OF TRAINING LOAD PARAMETERS OF QUALIFIED BODY ATHLETES DEPENDING ON BODY MASS TAKING INTO ACCOUNT GENDER DIFFERENCES

Alexander Krasovsky

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: weightlifting, women, training load volume, tonnage, weight category.

Over the past few decades, women's weightlifting has received increasing attention around the world. Women's weightlifting has also grown in popularity thanks to its inclusion in the 2000 Olympic Games. The emergence of this kind

of sport indicated a number of problems in the preparation of female athletes for competitions, which ultimately contributed to the modernization of the entire system of competitive training of female athletes as a whole. According to experts, the training load of qualified weightlifters in the process of preparing for the competition should be planned taking into account the psychophysical and functional characteristics of the female body and significantly differ from the system of competitive training used in the training process of men. Since women's weightlifting is a relatively young sport, in the modern literature there is not enough information necessary for the effective planning of training loads for qualified female weightlifters (master of sports and master of sports of international class). It is well known that the most important criterion for a training load is its volume. And therefore, for effective planning of the training process in preparation for competitions, athletes and coaches need knowledge of quantitative and qualitative indicators of the optimal volumes of physical activity, which must be used in the training process at different time periods (during one training, microcycle, mesocycle, macrocycle, etc.). Consequently, the problem of planning the training load of female weightlifters is currently relevant, which determined the direction of our research.

Purpose of the study is to reveal the optimal parameters of the volumes of the training load of qualified weightlifters of various weight categories (taking into account gender differences).

Material and methods. The material for this article was obtained as a result of a pedagogical analysis of scientific and methodological literature, individual plans and diaries of qualified athletes, as well as personal experience of preparation and participation in competitions of various levels in weightlifting of the author of this article.

Findings and their discussion. The amount of the training load is a quantitative indicator of the physical work carried out during the period of performing an individual exercise, a series of exercises (training), for a microcycle, mesocycle and macrocycle. [2, p. 34-40] The most common criteria for the amount of work performed in weightlifting are:

- tonnage - an indicator that characterizes the amount of work performed in kilograms, tons [2, p. 24-40,5];

- the number of boom lifts - KPSH [2,3,5]. The amount of tonnage and KPS are related to each other, and also depend on the qualifications and weight category of athletes and female athletes. With an increase in the weight category, as a rule, the tonnage also increases. At the same time, the load expressed by KPSH among athletes of heavy weight categories is lower than among weightlifters of light and medium weight categories [3]. Table 1 and Table 2 provide recommendations for the monthly number of barbell lifts for qualified male and female weightlifters in various weight categories. Table 1 - Parameters of the volume of physical activity during the training mesocycle, recommended in

preparation for the competition of qualified women weightlifters (according to MM Abdulmedzhidov, 2012) [1, p. 66–68].

Table 1 – Parameters of physical load volumes during the training mesocycle

Weight categories, kg	Load volume in KPS (number of boom lifts)
Light and medium (45,49,55,59,64,71)	1823 ± 87
Heavy (76,81,87,87+)	1694 ± 130

Table 2 – Parameters of the volume of physical load during the training mesocycle, recommended in preparation for the competition of qualified male weightlifters (according to IP Sivokhin, 2016) [4, p. 75–86].

Weight categories, kg	Load volume in KPS (number of boom lifts)
Light and medium (55,61,67,73,81,89)	1718 ± 115
Heavy (96,102,109,109+)	1375 ± 158

Conclusion. The analysis of the indicators of the volumes of the training load of qualified weightlifters in preparation for the competition (Tables 1 and 2) showed that its levels, expressed in KPS, decrease with an increase in the weight category in both men and women. Comparative analysis of KPS indicators in heavy weight categories of men (1375 ± 158) and women (1694 ± 130) convinced us that women of these weight categories are recommended to have a greater load than men. In our opinion, this can be explained by differences in quantitative indicators (in kg.) Of heavy weight categories in women and men. In women, heavy weight classes range, as a rule, in the range from 76 kg to 87+. In weightlifting, athletes whose weight reaches 120-130 kg are extremely rare. In men, this weight range refers to the average weight. In addition, the higher indicator of the volume of the training load of women in heavy weight categories is also explained by the higher adaptive capabilities of the female body compared to men.

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FEATURES OF THE OLYMPIC GAMES IN THE CONDITIONS OF COVID-19

Egor Lagosh, Daniel Zabarovsky

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: covid-19, Olympic Games, athletes, sports problems.

The international Olympic movement, like any social phenomenon in the course of its formation and development, faces various obstacles. Global problems are caused by both internal and external contradictions. Among the internal ones, the most significant was the contradiction between the ideological and pedagogical basis of the Olympic movement and its dependence on the socio-economic and political conditions for the development of society. The result of this contradiction was clearly manifested in the second half of the twentieth century.

Among the external contradictions should be highlighted:

- the use of Olympic competitions as a means of political and economic pressure: "the policy of double standards" in relation to individual countries and participating teams;

- the use of doping in sports;

- negative impact on the ecology of the environment [1].

One of the unexpected and new factors at the present stage is the COVID-19 pandemic.

Material and methods. Analysis of literary sources, observation.

Findings and their discussion. In our research, we analyzed the latest Olympics: summer and winter. The XXXII Olympic Games were supposed to be held in 2020 in the Japanese capital Tokyo, but due to the COVID-19 epidemic, they were held in 2021. These were the first Olympic Games, postponed, not canceled due to extraordinary circumstances, as well as the first ever Olympic Games, held in an odd year, and the first held without spectators in stadiums. Foreign spectators were not admitted to the Olympic and Paralympic Games. The money for the previously purchased tickets was refunded. Local spectators were also not allowed to compete in Tokyo. Only 950 VIPs were admitted to the opening ceremony, including the heads of 15 states of the world and international organizations. The route of the Olympic torch relay through Japan was laid bypassing cities and without the admission of spectators. According to the decision of the International Anti-Doping Agency, Russian athletes will not be able to perform under the flag and anthem of Russia until December 16, 2022. The International Olympic Committee made a decision on the performance of Russian athletes in the national team of the Russian Olympic Committee. The best in the medal standings in Tokyo were American athletes, who on the last day of the competition managed to bypass the Chinese athletes who had been in the lead since the beginning of the Games. In total, the USA team has 113 awards

(39, 41, 33). In the second position in the medal standings, China - 88 medals (38, 32, 18), the third place among the hosts of the Games of Athletes of Japan - 58 awards (27, 14, 17). At the closing ceremony of the Games in Tokyo, the Olympic banner was presented to the Mayor of Paris, Anne Hidalgo. It is this city that will host the next XXXIII Summer Olympic Games in 2024.

The XXIV Olympic Winter Games will open in February 2022 in Beijing (China). Beijing will be the first city to host both the Winter and Summer Games. Spectators will be allowed in, but they will only be citizens of "mainland China" who meet the sanitary requirements of the Chinese authorities. Foreign spectators will not be allowed to attend the Winter Olympics and Paralympics.

On October 18, 2021, the Olympic Flame Lighting Ceremony took place at the Temple of Hera in Ancient Olympia. The ceremony was attended by Greek President Katerina Sakellaropoulou and IOC President Thomas Bach. Due to restrictions imposed by the COVID-19 pandemic, the ceremony was held without spectators.

Conclusion. By 1980, the holding of the Olympic Games became unprofitable for the host countries: the number of spectators sharply decreased, and interest in amateur achievements began to disappear. To save the situation, the President of the IOC, Marquis Juan Antonio Samaranch, commercialized the Olympic movement, which made it possible to preserve the independence and social essence of the Olympic movement, and made it possible for further development.

But in the conditions of COVID-19, the organizing countries and the entire world community are faced with global problems of the 21st century, to the solution of which all efforts are thrown to save the international Olympic movement.

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THE ROLE OF POWER TRAINING FOR TECHNICAL COLLEGE STUDENT PROFESSIONS

Daria Martusevich

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: profession, college, strength, specialty.

The educational institution "Vitebsk State Technical College" implements programs of secondary specialized and vocational education. The college today is educational buildings, training and production workshops, more than 80 classrooms and laboratories, dormitories, four sports halls, a library, a publishing center, and a canteen.

More than 2000 students study at the college in 4 departments: architecture and construction, technical and technological, industrial and technological, professional and technological.

The training of highly qualified specialists is carried out in various specialties: electric and gas welder, car repair mechanic, cladding tiler, turner, bricklayer, plasterer, etc. All of the above professions make high demands on specialists for physical fitness, in particular for the development of strength abilities. An important role in physical culture lessons belongs to the section "professionally applied physical training"[1].

Material and methods. Analysis of literary sources, observation, testing, methods of mathematical statistics. We conducted a study of the strength abilities of 32 boys and 15 girls of the 2nd year of the Vitebsk State Technical College.

Findings and their discussion. Applied professional physical training is one of the main directions of physical education in educational institutions. It forms applied physical qualities, abilities and skills necessary for those involved in their future professional activities. Applied skills and abilities ensure the rapid mastery of the necessary labor operations, safety in everyday life and when performing certain types.

We assessed the strength readiness of the students. The following tests were used in the study: pulling up from the hanging position on a high bar - boys, pulling up from the hanging position on a low bar - girls. It was found that 37% of girls perform the exercise by 10-8 points, 63% by 6 points and below. For boys, respectively - 68% and 32%. Thus, strength training among boys is much higher than among girls.

Conclusion. A high level of organization of the educational process in physical education, a good material and technical base, specially targeted physical exercises, will make it possible to carry out high-quality training of specialists of various professions.

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AGE-SPECIFIC ATTITUDES TOWARDS FLEXIBILITY EXERCISES AMONG SCHOOLCHILDREN

Alexandra Sharaeva

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: flexibility, age and gender peculiarities, pupils, physical training.

The interest and attitudes of different student populations towards the means of physical education and sport are of practical importance.

At present, interest in physical activity is reduced in many children. Physical activity in the daily routine is replaced by computer classes, learning activities, listening to music, etc. The changes taking place in the social life of society are reflected in children's attitudes to the surrounding reality. Their attitudes towards the subjects taught at school (e.g. physical education classes) are also changing. These attitudes also change with age [1,2]. Studying these issues is of great practical importance to school PE. This knowledge allows the teacher to rationally choose the tools for the lesson, objectively assess the pedagogical situations related to the attitude of students of different genders and ages to the exercises in the lesson.

Flexibility is one of the most important physical qualities of a person. In adults it is compared to the youthfulness of the musculoskeletal system.

Like many other physical qualities, flexibility is formed most intensively at school age. Exercises for flexibility should be actively used during all years of physical education. For the most effective choice of exercises for the development of flexibility in children teachers will use the scientific data of psychologists and teachers about the age-specific peculiarities of its development.

The aim of the study is to find out age and gender peculiarities of the attitude of pupils in comprehensive schools towards the exercises which are used to develop flexibility in physical education classes.

Material and methods. The research was conducted on the basis of the state educational institutions of secondary schools: № 29, № 30 and № 6 of Vitebsk. No. 30, No. 6 of Vitebsk. The respondents are 339 pupils (185 boys and 154 girls) of senior (10-11th forms), middle (6-8th forms) and junior (3-4th forms) school age. A. Korshunov was also involved in data collection and data processing.

The questionnaire contained 46 questions. It was necessary to rate from 1 to 10 points their attitude to different exercises. The trainees were required to fill in the questionnaire according to the instructions.

The following methods were used in the study: theoretical analysis, sociological survey and methods of mathematical statistics.

Findings and their discussion. The results of the mathematical processing of the data of the sociological survey of children of different school age yielded the following data.

The highest scores (points) of pupils' attitude to flexibility exercises were observed for boys – 7.35 ± 3.09 points and for girls – 8.17 ± 2.72 points at primary school age (grades 3-4). In terms of mean score, girls' attitudes towards flexibility exercises were more positive than boys', but no significant difference in this difference was found ($P > 0.05$).

In middle school age (grades 6-8) the interest in these exercises begins to diminish. The boys' interest in exercise is significantly lower than that of the girls, at 6.78 ± 2.6 points ($P < 0.05$).

The lowest index of attitude to these exercises is registered at senior school age (grades 10-11). For boys it is 6.29 ± 2.86 points, and for girls 7.42 ± 2.96 points. The established differences in scores are reliable ($P < 0.05$).

In general education schools teachers often use exercises on the gymnastics wall to develop flexibility. Similar to usual exercises for flexibility development girls and boys of primary school age (3rd-4th grades) showed the highest level of interest in these exercises, slightly lower in middle school students and even lower in high school students. Significant differences in the attitudes towards gymnastics exercises between genders were not revealed ($P > 0.05$).

Conclusion. Characterizing the attitudes of children of different school age and gender towards flexibility exercises, the study shows that in the primary school age an increased interest in flexibility exercises is observed in both boys and girls. In middle school age there is a gradual decline in interest in these exercises. However, girls' values are significantly higher than those of boys, as well as at younger ages. Significant reduction of interest in flexibility exercises occurs at high school age. At this age, boys and girls' attitudes to flexibility exercises do not differ significantly.

The results of the study are recommended for teachers to consider in the methodology of development of physical qualities in children of different school ages. They allow objective analysis and prediction of pedagogical situations and timely provision of appropriate techniques for activation of students at the lessons.

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THE FUNCTIONAL STATE OF THE VEGETATIVE NERVOUS SYSTEM OF THE TEACHERS

Tatiana Sokolova

VSU named after P.M. Masherov, Vitebsk, Belarus

Keywords: the functional state of the body, teachers, Kerdo index, the vegetative nervous system.

The functional state of the body is an integral characteristic of the state of the health which reflects the adaptive capabilities of the body and evaluated according to changes in functions and structures at the current moment with interacting with environmental factors [1, p. 155].

The functional state of the central nervous system plays an important role for the functioning of the organism, it is a link in the reaction of the organism, manifested in the form of a complex of functions that are caused by the activity of the brain, transforming the functional state for its implementation [2, p. 146].

It is advisable to keep in mind the presence of its two components - physiological and psychological states of the functional state [3, p. 94].

Physiological indicators of the functional state of the body – heart rate, blood pressure, Kerdo index, saturation, body mass index.

The vegetative Kerdo index (the VKI) is determined by two parameters: diastolic blood pressure (dBP) and heart rate (HR).

Hungarian doctor I. Kerdo has been developing for more than 10 years a theoretical justification of the effectiveness of the VKI to assess the balance between the tone of the sympathetic and parasympathetic nervous systems (SNS and PSNS) in the body, suggesting that the VKI directly depends on the predominance of the tone of the SNS over the tone of the PSNS and has an inverse relationship with an increase in the tone of the PSNS compared to the tone of the SNS. That is, the VKI has positive values for $dBP < HR$ and negative values for $dBP > HR$.

Kerdo believed that with sympathicotonia the heart rate increases and the dBP decreases. An increase in heart rate leads to an increase in minute blood volume (MBV) and systolic pressure. At the same time the average blood pressure remains constant due to a decrease in peripheral vascular resistance and dBP. With vagotonia the heart rate decreases which is accompanied by a decrease in the MBV, and in order to maintain the average pressure and blood flow, the dBP increases due to an increase in vascular resistance.

It can be assumed that such a mechanism of self-regulation of average pressure occurs with minor changes in heart rate and dBP in healthy people. But another process of blood pressure regulation is also possible.

In addition it is known that a simultaneous increase in heart rate, sBP and dBP occurs during physical and mental work, emotional stress and hypertension. A decrease in heart rate, sBP and dBP occurs during rest, deep sleep, collapse, hypotension [4, p. 31-33].

Therefore the purpose of our study is to analyze the effect of physical and breathing exercises on the vegetative nervous system of the teachers.

Material and methods. Teachers of the "Gymnasium No. 7 of Vitebsk" and teachers of the university named after P.M. Masherov took part in the research.

The research involved 30 people.

The OmronM2 basic tonometer (HEM-7121) was used to measure blood pressure and heart rate. Indicators of systolic (sBP) and diastolic (dBP) pressure were used to assess the vegetative status of the Kerdo index (the VKI, %).

The Kerdo index is calculated by the formula:

$$VIC = (1 - dBP/HR) * 100.$$

There are five tones of the vegetative nervous system:

1. Pronounced parasympathicotonia - predominance of parasympathetic tone, values of the VKI > -25 ;
2. Parasympathicotonia is an intermediate state between normal and parasympathetic tone, the VKI $= -16 \div -25$;
3. Normotonia - balance of sympathetic and parasympathetic influences, the VKI $= -15 \div +15$;
4. Sympathicotonia is an intermediate state between the norm and the sympathetic tone of the VKI $= 16 \div 25$;
5. Pronounced sympathicotonia – predominance of sympathetic tone, values of the VKI $> +25$.

Statistical data processing was carried out in the Excel program.

Findings and their discussion. It follows from tables 1 and 2 that before the exercises normotonics among women were 10%, among men 40%, after the exercises their number increased by 30% and 10%, respectively. Vagotonics and hypervagotonics after exercise became less by 20% and 10% respectively, and sympathotonics and hypersympathotonics among women became less by 10%, among men the indicator has not changed.

Table 1 – Distribution of the respondents into groups depending on the active department of the VNS

	Women (n = 20)	Men (n = 10)
normotonics	2 people (10 %)	4 people (40 %)
vagotonics + hypervagotonics *	8 + 3* people (55 %)	2 + 1* people (30 %)
sympathotonics + hypersympathotonics	5 + 2* people (35 %)	1 + 2* people (30 %)

Table 2 – Distribution of the respondents into groups depending on the active department of the VNS after exercises

	Women (n = 20)	Men (n = 10)
normotonics	8 people (40 %)	5 people (50 %)
vagotonics + hypervagotonics *	6 + 1* people (35 %)	1 + 1* people (20 %)
sympathotonics + hypersympathotonics	4 + 1* people (25 %)	3 people (30 %)

Conclusion. The vegetative nervous system has a direct effect on the activity of the heart. Therefore there are three groups of people with varying degrees of influence of the vagus nerve on the activity of the heart - vagotonics, normotonics and sympathotonics. Vagotonics have the greatest effect of vagus tone. With strong activation there is a reaction of paralysis, a reflex of imitation of death and metabolic activity decreases. In sympathotonics the activity of the vagus nerve nuclei is suppressed. There is an activation of the "fight or flight" behavior, the metabolism increases. In normotonics the influence of the sympathetic and parasympathetic systems is balanced.

Among women there was a predominance of the parasympathetic division of the vegetative nervous system, after respiratory and physical exercises, there was a shift towards normotonia. The number of respondents with pronounced sympathicotonia decreased among men.

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VEGETATIVE REGULATION OF THE HEART RATE OF ATHLETES WHEN PERFORMING A DYNAMIC TEST ON A STABILOPLATFORM

Nikolay Tishutin

Belarusian State University of Physical Culture, Minsk, Belarus

Keywords: vegetative regulation; dynamic test; stabiloplatfrom; athletes; heart rate variability.

The vertical posture of a person leaves a certain imprint on the work of all physiological systems of his body. On the other hand, for optimal maintenance of postural balance (PB), a certain level of functioning of these systems, as well as their systemic interaction, is required. In this regard, there is a lack of a single concept that would explain the development of somatic and autonomic reactions that create conditions for effective postural stability. Research on the problems of interaction between PB and autonomic functions seems to be especially important and relevant [1].

When performing motor actions, including passing a dynamic test (DT) in an upright stance, the autonomic nervous system (ANS) is a mobilizing and activating system. It ensures the activation of the activity of organs, physiological systems and the body as a whole, as well as the mobilization of energy resources necessary for adaptation. Also, she is responsible for the restoration of physiological parameters after physical work performed [2].

In this regard, the study of the peculiarities of the autonomic regulation of the heart rate during the performance of DT in athletes at the current moment seems to be very relevant.

The aim – to identify the features of autonomic regulation of the heart rate of athletes when performing a dynamic test on a stabiloplatfrom.

Material and methods. The study was carried out on the basis of the laboratory of the Department of Physiology and Biochemistry of the Belarusian State University of Physical Culture with the informed consent of the participants. The study involved 20 male athletes from cyclic sports. The average age of the athletes was 19.4 ± 1 years. Athletes were examined in the morning from 9.00 to 11.00. At the time of the examination, all subjects were practically healthy and did not suffer from acute respiratory and other diseases.

The study design was a synchronous recording of a dynamic test on a stabiloplatfom and heart rate variability (HRV). The dynamic test (DT) required the subject to direct the CP mark on the target circles within 60 seconds, which appeared after the necessary retention of the CP mark in the central circle [3, p. 15]. The tests were carried out using the ST-150 stabilometric platform with the STPL software (Mera-TSP LLC, Moscow).

To register HRV, we used a 12-channel cardiograph "Polyspektr-8" from "Neurosoft" (Ivanovo). The scatter of cardiointervals was recorded in the standing position throughout the entire process of the test.

Statistical data processing was carried out using Microsoft Excel 2010 and Statistica 12. The distribution normality was checked using the Shapiro-Wilk test. Normal distribution statistics are presented as $\bar{X} \pm Sst$. Deviation, and with an abnormal one in the form of a median (Me) and centiles (25%, 75%). To determine the level of significance of differences, the Mann-Whitney U-test (Pu) was used, and in the case of a normal distribution, the Student's t-test (Pt).

Findings and their discussion. Table 1 shows the HRV indicators of athletes when passing a dynamic test in groups above and below the average, distributed by the number of points scored.

The group with above average dynamic test results is characterized by higher stress index values (above average – 213, below average – 152), AMo (above average – 49%, below average – 40%), VLF (above average – 7.9 y.e., below average – 7.2 y.e.). In the wave spectrum of the heart rate in both groups, there is a predominance of low-frequency ones, however, the athletes who passed the test are more successful, characterized by a smaller contribution of % VLF (above average – 26%, below average – 32%) in regulation and a large % HF (above average – 30%, below average – 19%).

Thus, autonomic regulation, which is considered as one of the components of creating optimal conditions for passing a dynamic test in athletes who have completed it more successfully, is characterized by a high level of centralization of heart rate control. Also, against the background of high activity of the vasomotor center (% LF), the group with high results in the test has a smaller contribution of suprasegmental and metabolic influences (% VLF), and a greater activity of the parasympathetic division of the ANS (% HF).

Table 1 – The level of HRV of athletes who showed results in the dynamic test above and below the average (Me; 25%; 75%; Xav. \pm Sst.dev.)

Index	Above average (n=8)	Below average (n=12)	Credibility
ЧСС – heart rate	80,2 \pm 15	80,5 \pm 10	Pt=0,479
AMo – mode amplitude	49,3 \pm 14	39,8 \pm 9	Pt=0,044
ИИ – stress index	213 \pm 175	152 \pm 84	Pt=0,083
ВПР – vegetative rhythm index	7,9 \pm 5	7,2 \pm 3	Pt=0,359
TP – total power spectrum	1620 (1334; 3079)	3113 (1245; 4744)	Pu=0,425
%VLF – percentage contribution of very low frequency waves	26 \pm 12	32 \pm 18	Pt=0,191
%LF – percentage contribution of low frequency waves	44 \pm 19	49 \pm 15	Pt=0,283
%HF – percentage contribution of high frequency waves	30 \pm 14	19 \pm 12	Pt=0,038

Probably, for the optimal performance of the dynamic test and the simultaneous solution of cognitive tasks, a sufficiently high level of central regulation is required, which is ensured by the optimal ratio of the activity of the vasomotor center, as well as the sympathetic and parasympathetic divisions of the autonomic nervous system. In sports activity, a sufficiently high level of activation and mobilization of the body's resources is required, expressed in increased sympathotony and centralization of control, which, among other things, provides a background for effective postural balance. Its high level is extremely important for the performance of almost any technical action, and its suboptimality can act as a factor limiting sports results.

Conclusion. Thus, the features of the autonomic regulation of the heart rate of athletes were revealed when performing a dynamic test on a stabiloplatfrom. The features of the functioning of the autonomic nervous system can be considered as one of the components of creating optimal conditions for maintaining postural balance, including when performing a dynamic test. Moreover, athletes who passed them more successfully are characterized by a high level of centralization in heart rate control. Also, higher results in TD are combined with a predominance of low-frequency components of HRV in regulation and a high activity of the vasomotor center, a smaller contribution of the suprasegmental level of regulation and metabolic influences, and, on the contrary, a higher level of activity of the parasympathetic component of the ANS.

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DIAGNOSIS OF PHYSICAL FITNESS OF STUDENTS

Dina Venskovich

Belarusian State University of Physical Education, Minsk, Belarus

Keywords: students, preparedness, standards, level, physical culture.

According to the standard curriculum on physical culture, for institutions of higher education, the level of physical fitness of students is assessed at five levels. Such as, high, above average, medium, below average and low [1].

The purpose of the presented pedagogical research is to analyze the level of physical fitness of girls and boys studying at the educational institution «Vitebsk State University named after P.M. Masherov».

Material and methods. The material of our research was the data of test tests of girls and boys of the spring and autumn semesters of the 2020-2021 academic year.

Research methods: analysis, generalization, as well as statistical methods of processing the results obtained.

Findings and their discussion. 588 students took part in the study of the level of physical fitness of the autumn semester.

Out of 588 students, 405 (68.9%) girls and 183 (31.1%) boys passed the tests.

To determine the level of physical fitness, the results were processed according to 7 tests for girls: a long jump from a place, a forward tilt, bending and unbending of the arms in a prone position, lifting the trunk from a supine position in 60s, shuttle running 4x9m, running 30m, running 1500 m.

For young men, the results of the level of physical fitness were processed according to 8 tests: long jump from a place, leaning forward, bending and unbending the arms in a prone position, lifting the trunk from a supine position in 60 seconds, pulling up on a high crossbar, shuttle running 4x9m, running 30m, running 3000 m.

The level of physical fitness of girls according to the results of the tests has the following data•

- ✓ above average - 32 (7.90%) students passed,
- ✓ 93 (22.96%) female students passed the intermediate level,
- ✓ 202 (49.87%) female students passed the lower-average level,
- ✓ 78 (19.25%) female students passed the low level.

The level of physical fitness of young men according to the results of control testing is presented as follows•

- ✓ above average - 12 (6.55%) students,
- ✓ 81 (44.26%) students passed the intermediate level,
- ✓ 47 (25.68%) students passed the lower average level,
- ✓ 43 (23.49%) students passed the low level.

Taking into account the above, after passing the tests to determine the level of physical fitness of students of the autumn semester, we found that the first, second and third levels of physical fitness prevail among students in non-sports specialties. In our opinion, the predominance of the obtained levels of physical fitness of students is influenced by nutrition, heredity, ecology, the presence of chronic or acquired diseases, as well as the standard of living in general.

In the spring semester, 609 students took tests to identify their level of physical fitness. Analyzing the level of physical fitness of girls according to the results of the spring semester control test, we received the following data. So, 1 (0.23%) student completed the test tasks at a high level, 45 (10.51%) students passed the above-average level, 152 (35.51%) students passed the average level, 151 (35.28%) students passed the below-average level and 79 (18.70%) students passed the low level.

After passing tests to identify the level of physical fitness of young men, we received data. Thus, 25 (13.84%) students passed to the above-average level, 60 (33.14%) students passed to the average level, 72 (39.77%) students passed to the below-average level and 24 (13.25%) young men passed to the low level.

Conclusion. Thus, analyzing the data obtained by passing test tasks, in the institution of higher education, girls and boys have fairly low levels of physical fitness. This fact indicates that the health status of modern youth is deteriorating, which entails a deterioration in physical development, physical fitness, which will further affect the deterioration of the health of the entire population.

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THE MAIN MENTAL ASPECTS OF THE THROWS IN BASKETBALL

Aleksandra Vilchik

Belarusian State University of Physical Education, Minsk, Belarus

Keywords: basketball, basketball shots, psychological qualities, mental abilities, autocommunication.

Modern basketball is a very demanding sport in terms of physiology, fitness and biomechanics. The success of a basketball player's playing actions depends on a number of physical and psychological qualities: strength, coordination, technical, general and special endurance, psychological stability [1].

A throw in basketball is one of the most important technical elements, because it is the final goal of the attacking actions of the players, which in turn determines the result of the game. The accuracy of the throw is determined primarily by the correct, stable and brought to automatism technique. However, the

correct technique alone is not enough to make successful throws. In basketball, such psychological qualities and personality traits as mental abilities, courage, self-confidence and self-actions have fundamental importance. By paying sufficient attention to the development of these qualities and personality traits, it is possible to improve the effectiveness of throws [4].

Despite the similarity of physical skills and abilities, techniques and tactics, one player is distinguished from another by a way of thinking or mentality. This is what happens in the athlete's head and is expressed in the ability to focus, to fight at the limit of strength, to consistently achieve goals. All thoughts are born in the head, which serve as a source of such emotional reactions as anxiety, pressure, the intention to reach heights and not admit defeat.

Materials and methods. The inner diameter of the basketball ring according to the official FIBA rules is not less than 450 mm and not more than 459 mm. That is, three and a half balls can fit into the ring at the same time. This fact surprises many players and gives them more confidence. Every time when a player makes a throw, he must be confident in his actions. Confidence, among other things, largely depends on the knowledge gained about the technical element. Studying theoretical materials and practical experience of domestic and foreign specialists, it is possible to identify some fundamental aspects of making shots:

1. a high level of concentration of attention to achieve high performance of throws. The player needs to concentrate on several technical elements of the throw at the same time;

2. good vision is one of the useful tools in the arsenal of any player. The athlete needs to see the ring, fix his gaze over the front of the ring when making any throws, except for throws with a rebound from the shield. Concentration helps to get rid of distractions. The athlete should abstract himself from everything around, focus his attention only on the ring and be determined to make a successful throw;

3. Body balance is the next important aspect of the game. It allows you to control the strength and rhythm of the throw. The player's position and the position of the feet on the floor are the basis of balance. Mandatory and constant control over your stance ensures a good balance of the player; 44. the use of autocommunication or positive internal dialogue.

And if everything is relatively clear about concentration, good vision and body balance, then the use of positive inner dialogue should be given special attention.

Autocommunication is a process of communication, which is a form of communication between a person and himself [3].

Results and their discussion. The word is definitely the most important tool in training. Usually trainers use encouraging words or phrases that, as a rule, have a positive effect on the athlete.

Working with the players and watching them, quite often trainers had to hear from them or their teammates various motivational words that set up and give confidence in a special way.

In the process of training throws, players should pay special attention to the so-called signal words-assistants. Accurate execution of throws requires a correct understanding of the structure of the action itself, a combination of positive thinking and correct technique. A positive internal dialogue is one of the means of their combination. Positive internal dialogue means the use of signal helper words to improve the performance of certain actions (throws). The player needs to choose the words individually that will create the right associations with the right technique, rhythm and confidence. As a rule, these words are monosyllabic, simple and short. For example: higher is the command to make a throw from the upper position, excluding lowering the ball; forward is the command to control the direction of the throwing arm; up is the command to indicate the trajectory of the ball; finger is the command to release the ball correctly with the index finger; legs are the command for proper footwork. The mental and consistent pronunciation of these words with the representation of the correct execution of the corresponding phases of the throw sets the necessary pace of the throw, developing the technique of its execution. The combination of these actions is practically realized in the training process.

To consolidate the image of a productive throw, players use key commands. For example: "ring", "yes", "to the end", "clean". The greatest effect is achieved by combining the use of signal helper words and key commands. The player individually selects a combination of two signal helper words. These are elements that he should especially work on or pay more attention to, and player consolidate them with one key command ("higher" - "finger" – "to the end"). Speaking out loud or to oneself contributes to a better automatism of actions when performing a throw [2, 4].

Many players get upset after a miss, react to it with negative way. By words or gestures, they are again setting themselves up to make a similar mistake in the future. It is necessary to learn to control yourself, your emotions and not allow mistakes to disrupt your spirit.

It's possible to evaluate the correctness of player's actions when he is working on the throw, with the help of the trainer's recommendations, when observing the contact of the ball with the ring and watching the video of his own throw, analyzing and correcting it in a work process.

Conclusion. When an athlete plays basketball, he uses all the possibilities of his body and intellect. Each action have several stages of analysis, decision-making, movements and efforts that lead them to implementation of certain actions.

Athletes as individuals are shaped by thinking (everything that happens in their head), emotions (everything they feel) and actions (this is a separate element of the game is certain context). And although all of the above are interre-

lated, thinking has the greatest power. Thus, it can be concluded that the players' thinking, their image and auto-communication are important tools in the training process.

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