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 IX International Conference for Students, Postgraduates and Young Scientists

Vitebsk, December 9, 2022

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MATHEMATICAL METHODS, MODELS AND MODERN PHYSICAL PROCESSES

COMPARATIVE REVIEW OF METHODS FOR IDENTIFICATION OF OBJECTS OF AUTONOMOUS INFORMATION PROCESSING SYSTEMS

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Keywords: object identification, mathematical modeling, autonomous systems, identification methods, classification by features.

The relevance of the development of identification methods is growing in close relationship with the complication of information processing systems. Our goal is to compare and analyze existing methods to further improve the mechanisms and algorithms for identifying objects of autonomous information processing systems.

Material and methods. In solving modeling problems, scientific activity is faced with the need to formalize processes, phenomena and objects. Building a model based on identification uses information obtained about the object in the course of its operation according to its input and output data [1].

It is convenient to classify identification methods according to some criteria. According to the testing method, we single out active and passive identification methods. The active provide for a deliberate impact on the object, it can be deterministic or random. In the case of choosing passive methods, the object is in natural conditions of exposure to the environment.

By the nature of the signals used deterministic methods are possible only with active identification, as they imply a clearly defined effect on the object, excluding any interference; statistical methods work with the results of processing observations.

On the basis of time costs, during operational identification, data about the object are collected in real time, and the evaluation of the parameters of the model is supplemented immediately. With retrospective identification, all estimates are made after collecting and analyzing the entire array of data about the object [2].

Let us analyze the strengths and weaknesses of specific methods.

The naming method is based on assigning a name (term) to an object, which has a corresponding definition. The name identifying the object answers the question what it is and reflects its essence, it can be supplemented with a characteristic feature, as well as a proper name.

The method of digital numbers involves assigning an object a serial or serial-serial number.

The classification method is designed to detect a certain number of similar objects according to a selected feature.

The convention method combines several methods of identification, seeking to combine their advantages and minimize the amount of use of the number of characters, while uniquely identifying the object. Elements of serial numbers, as well as classification designations, can also be used here.

The reference method usually complements the method of names and conventions, providing additional information pointing to a specific database about the object.

The descriptive method does not name the object directly, but most fully lists a number of its characteristics. Like all speech methods, it is easy to use, but very time consuming.

The descriptive-reference method seeks to unload the descriptive method by transferring some of the secondary information about the object to a separate document or database.

The automatic identification method became possible with the development of technology and electronics, as it processes a large amount of information. It is used to identify objects by reading a set of minimally necessary data about the object in a form understandable for this device (bar codes, smart cards, sounds and signals, optically recognized characters).

In the context of the development of autonomous information processing systems, the biometrics method is the most relevant in our time and is of the greatest interest. The biometric method is aimed at identifying a person by his key characteristics using an electronic recognition device. Fingerprints, voice, retinal pattern, hand vein pattern, thermal images, face image are used.

Findings and their discussion. The naming method is the most understandable and intuitive to understand due to its proximity to the spoken language, but the disadvantage is a large number of characters used to identify the object. The classification number method is good in combination with methods that give information about the essence of the observed object. The advantages of the classification method are flexibility, the ability to apply according to various criteria, as well as the provision of information with a given accuracy about a large number of objects. However, the classification method is not designed to solve the problem of unique identification. The convention method combines several identification methods, presenting information in a short and convenient form. Reference, descriptive and descriptive-reference methods demonstrate the advantage of the completeness of the information provided and convenient access to it. The automatic identification method works quickly and on a technical basis, with little or no human intervention, processing a large amount of information. However, it requires a well-defined form of input data. The accuracy of identification by biometrics is a problematic area, since a person is a dynamic object, constantly changing in time and space, but the high demand for autonomous biometric identification systems makes it necessary to constantly increase the accuracy of the method with the help of scientific developments.

Conclusion. Based on the foregoing, we can conclude that the choice of the identification method is closely related to the form of representation of the mathematical model, almost never being universal. Together with the rapid development of technology, the existing identification methods are increasingly being changed, divided and supplemented, several of them are combined at once. There is a need for new approaches to identification, especially in the operation of autonomous data processing systems, which will be the focus of further scientific activity.

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USE OF NETWORK VIRTUAL SIMULATORS IN THE PROCESS OF TRAINING SPECIALISTS IN RADIO COMMUNICATIONS

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Keywords: network virtual simulator, training, practical exercises, special software.

This article proposes the use of network virtual simulators when training cadets of military educational institutions. The use of this approach will make it possible to bring the practice of trainees as close as possible to the conditions of a real organization and provision of radio communications without additional expenditure of material resources.

Material and methods. To improve the effectiveness of education and the quality of training of cadets of military universities, information and communication technologies and electronic means are now widely used.

Since the elements of a promising special-purpose communication network are modern digital means of communication (Figure 1), the actual task of training is to ensure the possibility of operation and maintenance by students of all types of radio stations and digital devices during practical exercises [1].

Figure 1 – Digital radio station R-181-50/50VU-2

A network virtual simulator is a complex of hardware and software that allows training communication specialists without the use of standard means [2].

The main tasks of the simulator are:

- theoretical training of specialists in the training program;
- familiarization with the procedure for setting up radio stations and digital devices;
- control over the assimilation of educational material;
- construction of a scheme of communication organization;
- ensuring the entry into communication and the implementation of negotiations (transmission of signals and commands) according to the rules of radio communication.

The simulator includes the following elements:

- automated workplace of the commander;

- automated workplace of the radio operator;
- Database server
- field switch P-215;
- microtelephone headsets.

The automated workplace (AWP) of the commander (head of the lesson) is designed to form radiograms to communication network operators, build a communication organization scheme, and provide control over the exchange of speech messages by digital communication network operators (Figure 2).

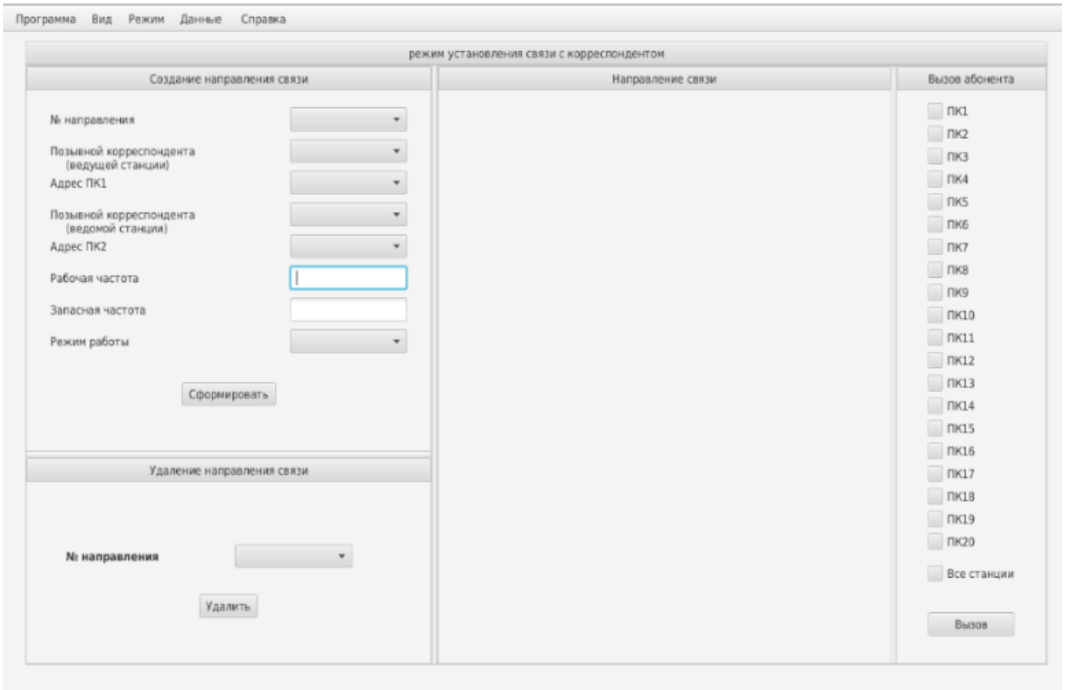

Figure 2 – Commander's Workstation (Lesson Leader)

Findings and their discussion. A feature of the network software (SPO), as well as the application of this workstation as a whole, is the ability to scale the network, develop and add new network elements through the use of modern approaches to the design of software [1, 2].

The data generated by the application is processed on the server, which is part of the complex.

The database implemented on the server part of the complex has a complex hierarchical structure and processes data from all workstations of the digital network.

The operator (student) workstation consists of the following elements (Figure 3):

- control, which is used to configure the radio station both with the mouse and with the keyboard of a personal computer;
- noli receiving adiogram used to display the data generated by the commander (for example, such as call signs, modes of operation of digital stations, operating and spare frequencies);
- a link diagram field that displays the current state of the communication organization in the communication directions. In case of incorrect configuration of radio equipment, this field indicates possible errors;

• noli spectrum from the signal of the selected mode of operation, which serves to display (visualize) the main characteristics of the signal (for example, when working out laboratory work).

In case of successful adjustment of the radio station in the direction of communication in the operator's application, the exchange of voice information according to the rules of radio communication is provided.

The data generated by the operator's application is processed on the database server.

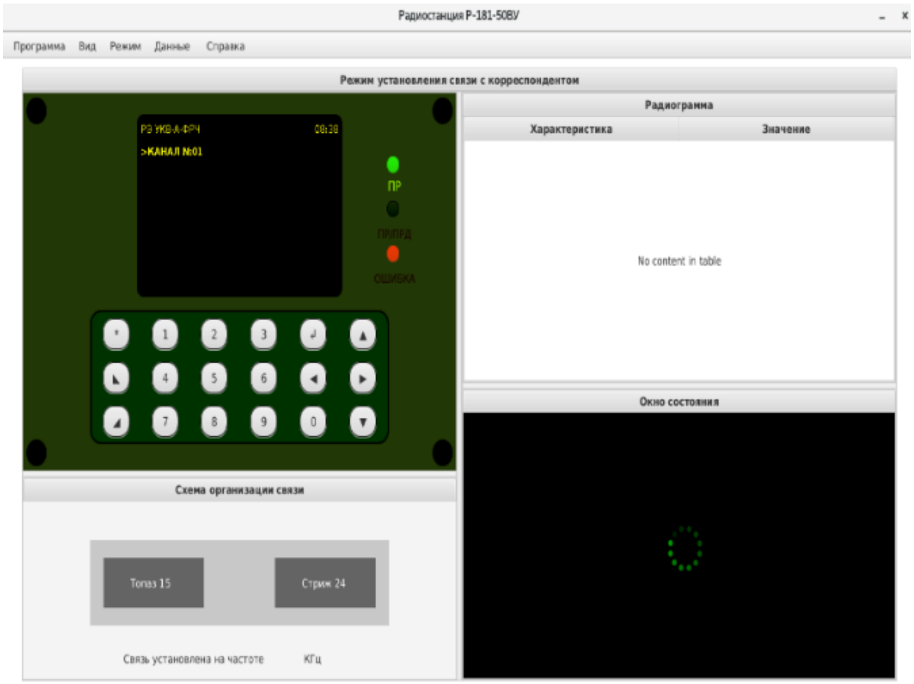

Figure 3 – Workstation of the operator (trainee).

The control panel allows you to fully configure the radio station in all modes of its operation (Figure 4).

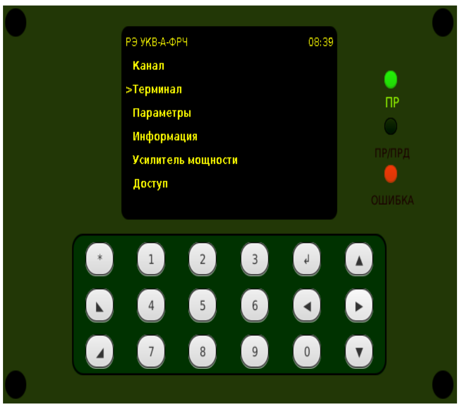

Figure 4 – Radio control panel

In addition to configuring the parameters of the radio station, the remote control provides setting of access parameters and adjustment of the device interface.

Conclusion. The use of network virtual simulators in the educational process during training will increase its effectiveness not only by ensuring the possibility of practicing practical issues by all students without using real samples of radio equipment, but also by bringing them as close as possible to the conditions of real organization and provision of radio communications [3].

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ALGORITHM FOR DETECTING AND MEASURING THE COORDINATES OF A GROUND OBJECT IN DIFFICULT PHONO TARGET CONDITIONS

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Keywords: algorithm, TV, temporal and spatial filtering, phonotarget condition.

The article proposes an algorithm based on temporal and spatial filtering for detecting ground objects in complex phonotarget conditions.

Currently, the use of video surveillance systems is used all the more widely, covering many about the nature of human activity. The most significant and relevant application of video surveillance systems are security systems. The disadvantage of using such systems is that the burden of processing information falls entirely on the operator and if the operator does not cope with the video data stream, the concept of working in real time ceases to operate, and we can only talk about analyzing the situation with a certain delay, which is unacceptable for security systems.

Material and methods. In [1], an algorithm for detecting an object was proposed, while the task of detection was set as the task of testing a hypothesis about whether the object is present in the image or not.

$$\max_{\alpha,\beta} F(\alpha,\beta) > \sqrt{\frac{2N_xN_y}{s_gs_h}\ln C\sigma_\xi}. \quad (1)$$

And the algorithm of detecting an object and measuring its coordinates consists in maximizing the criterion function and comparing the maximum value with the threshold.$F(\alpha,\beta)$

However, this algorithm is derived under the assumption of the constancy of the background component. In case that the background component is a changing process, this algorithm requires modification in which it can work effectively.

Therefore, it is proposed at the initial stage to filter the observed image in time according to the formula:

$$\hat{l}(i,j,n) = \gamma\hat{l}(i,j,n-1) + (1-\gamma)l(i,j,n), i = \overline{0,N_x-1}, j = \overline{0,N_y-1} \quad (2)$$

where is $\hat{l}(i,j,n), \hat{l}(i,j,n-1)$ – image anti-aliased in time to $n-$ му and $n-1$ frame, respectively;

γ – smoothing coefficient (in [3] recommendations for the choice of this coefficient are proposed).

Mathematically, the expression (2) is a formal description of an exponential filter. after the filtering procedure, it is suggested the difference $d_{\text{вр}}(i,j,n)$ between the observed image and the score $\hat{l}(i,j,n-1)$ be found:

$$d_{\text{вр}}(i,j,n) = \; l(i,j,n) - k_{st}\hat{l}(i,j,n-1) \tag{3}$$

where is k_{st} – some coefficient that takes values of 0 or 1. At $k_{st} = 0$ difference $d_{\text{вр}}(i,j,n) = l(i,j,n)$.

Application of formulas (2) and (3) in $k_{st} = 1$ allows you to increase the contrast of the changing areas of the observed image. Such changes are most often due to the movement of the object. However, the situation is complicated by the dynamically changing background component. Therefore, the use of mules (3) at a unit coefficient $k_{st} = 1$ can lead to a deterioration in the characteristics of the selection of objects (i.e. an increase in the likelihood of false positives). To provide a compromise between the advantages and disadvantages of time processing using formulas (2) and (3), the value of the coefficient is selected to be less than one. To estimate the residual background and suppress noise k_{st}after temporal filtering, the difference $d_{\text{вр}}(i,j,n)$ it is proposed to process with a linear filter having a mask w_1 dimension $q_{11} \times q_{12}$. In parallel with this, $d_{\text{вр}}(i,j,n)$ smoothed by a filter with a mask w_2 with dimension $q_{21} \times q_{22}$, and $q_{21} > q_{11}$, $q_{22} > q_{12}$:

$$\begin{gathered} f_1(i,j) = \sum_{m_x=-\frac{q_{11}-1}{2}}^{\frac{q_{11}-1}{2}} \sum_{m_y=-\frac{q_{12}-1}{2}}^{\frac{q_{12}-1}{2}} w_1\left(m_x,m_y\right) l\left(i-m_x, j-m_y\right), \\ f_2(i,j) = \sum_{m_x=-\frac{q_{21}-1}{2}}^{\frac{q_{21}-1}{2}} \sum_{m_y=-\frac{q_{22}-1}{2}}^{\frac{q_{22}-1}{2}} w_2\left(m_x,m_y\right) l\left(i-m_x, j-m_y\right) \\ i = \overline{0, N_x - 1}, j = \overline{0, N_y - 1} \end{gathered} \tag{4}$$

where is $f_1(i,j)$ и $f_2(i,j)$ – images obtained after filtering with masks w_1 and w_2 respectively. filter masks resemble the following.

Filter result $f_2(i,j)$ is an assessment of the background component of the observed image. subtracting filtered images results in a difference $d_{\text{пр}}(i,j) = f_1(i,j) - f_2(i,j)$.

$$w_1\left(m_x,m_y\right) = \frac{1}{q_{11}q_{12}}, \quad \begin{aligned} m_x &= \overline{-\frac{q_{11}-1}{2}, \frac{q_{11}-1}{2}}, \\ m_y &= \overline{-\frac{q_{12}-1}{2}, \frac{q_{12}-1}{2}}; \end{aligned}$$

$$w_2\left(m_x,m_y\right) = \begin{cases} 0, & \begin{aligned} m_x &= \overline{-\frac{q_{11}-1}{2}, \frac{q_{11}-1}{2}}, \\ m_y &= \overline{-\frac{q_{12}-1}{2}, \frac{q_{12}-1}{2}}, \end{aligned} \\ \frac{1}{q_{21}q_{22}-q_{11}q_{12}}, & other. \end{cases} \tag{5}$$

The decisive rule is:

$$\hat{r}(i,j) = \begin{cases} 1, \left|d_{\text{пр}}(i,j)\right| > k\sigma, \\ \quad 0, other, \end{cases} \tag{6}$$

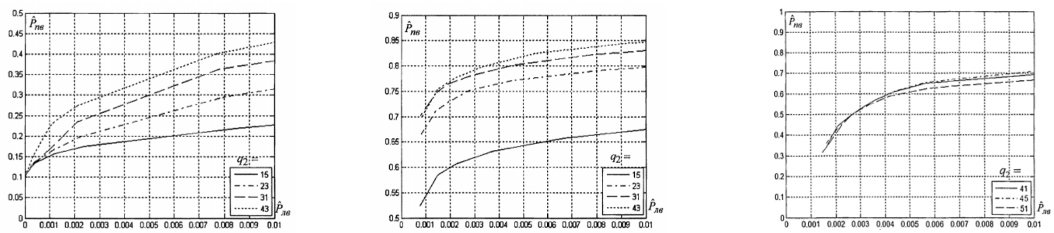
where is k – threshold coefficient; σ – SKO final noise.

Findings and their discussion. To conduct research, a number of videos were created in the TV range and containing images of a person (intruder), observed both on a homogeneous background and a contrasting background with sharp changes in brightness.

When studying the quality of the algorithm for detecting and isolating a ground object in complex phono-target conditions, the dependence of the frequency of correct isolation of the object on the frequency of false selection of the object was built, the analytical dependence of which can be determined by the formulas:

Figure 1 shows the dependency graphs $\hat{P}_{\text{пв}}$ от $\hat{P}_{\text{лв}}$, obtained for one of the plots at different given sizes of masks. The filter masks were considered square, i.e. $q_{11} = q_{12} = q_1$ and $q_{21} = q_{22} = q_2$, at odd s$k_{st} = 0$. At the same time, by coefficient q_2 a restriction was imposed $q_2 > 2q_1$.

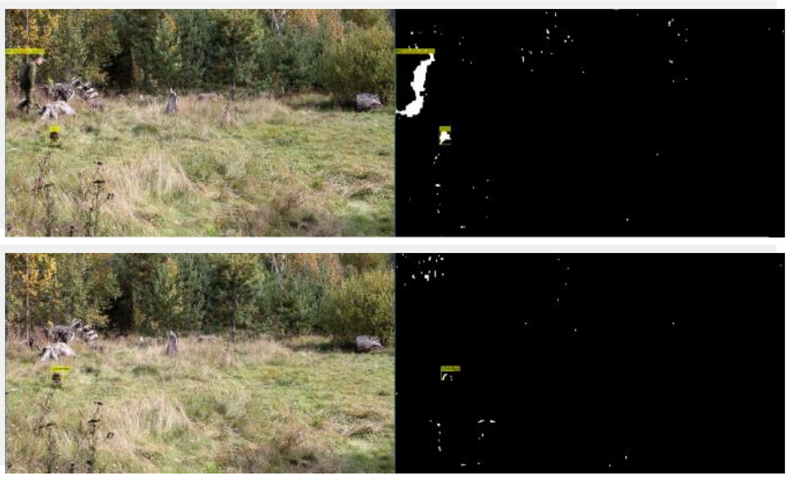
According to the results of the research, it can be concluded that the maximum value of the frequencies of the correct allocation of the ground object was obtained at the dimensions of the filters. $q_1 = 7$, $q_2 = 43$, which was0,70-0,82 at a false alarm frequency of 0.005 for the size of objects lying in the range from 10x10 to 50x50 resolution elements.



$q_1 = 1$ $\qquad$ $q_1 = 7$ $\qquad$ $q_1 = 23$

Figure 1 – Dependencies $\hat{P}_{\text{пв}}$ to $\hat{P}_{\text{лв}}$ at different set sizes of masks q_1 and q_2

Figure 2 shows a visual assessment of the operation of the detection and allocation algorithm tothe terrestrial object.



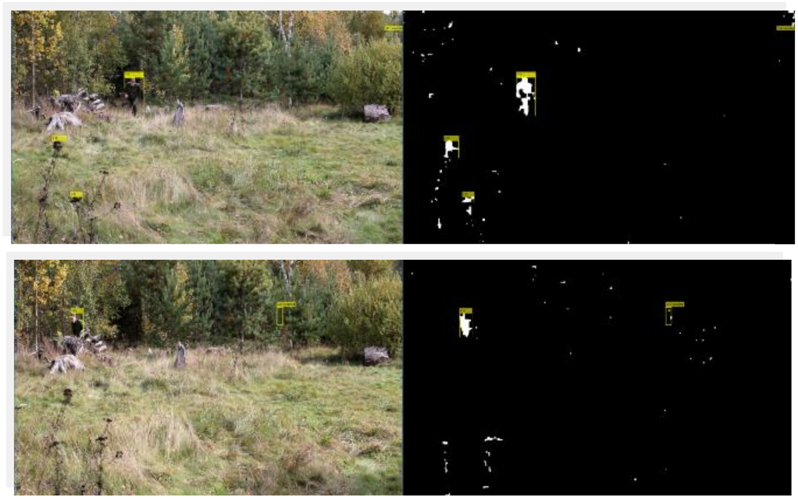


Figure 2 – Visual evaluation of the work of the developed algorithm

Conclusion. Thus, the proposed algorithm for detecting and measuring the coordinates of a ground object allows you to detect and highlight the object of observation in difficult phono-target conditions, but it is worth noting the presence of false positives caused by the flickering of the background. The elimination of false positives can be achieved in the future by subsequent recognition of the selected fragments.

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ON THE CHARACTERIZATION OF HALL-CLOSED FITTING CLASSES

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Keywords: Fitting class, Hall subgroups, Π-soluble groups, Π-closed class.

The paper considers only finite groups. In terminology and notation, we follow [1].

An actual problem in studing the structure of classes of groups is the characterisation of Fitting classes that are closed under taking Hall subgroups [2].

The purpose of the paper is the study of Hall-closed Fitting classes.

Material and methods. Methods of the study of the finite group theory are used as well as methods of the Fitting class finite group theory.

Findings and their discussion. A class of groups is a set of groups that along with each group contains an isomorphic group. The class of group $\mathfrak{F}$ is called a *Fitting class* if $\mathfrak{F}$ closed under taking normal subgroups and products of normal $\mathfrak{F}$-subgroups. A class

$\mathfrak{F}$ is called *normally hereditary class or class, closed under taking normal subgroups*, if the following condition is satisfied: if G ∈ $\mathfrak{F}$ and N $\trianglelefteq$ G then N ∈ $\mathfrak{F}$. A class $\mathfrak{F}$ is called *closed under taking products of normal $\mathfrak{F}$-subgroups* if the following condition is satisfied: if N_1 and $N_2 \lhd$ G, N_1 and $N_2 \in \mathfrak{F}$, then $N_1 N_2 \in \mathfrak{F}$ [1].

Definition. Let $\mathfrak{F}$ and $\mathfrak{H}$ be Fitting classes, then $\mathfrak{F} \vee \mathfrak{H}$ is a Fitting class generated by union $\mathfrak{F} \cup \mathfrak{H}$.

Let $\mathbb{P}$ be a set of all primes, $\pi \subseteq \mathbb{P}$, $\pi' = \mathbb{P} \setminus \pi$. The symbol π(n) denotes the set of all prime dividing *n*. Symbol π(G) = π(|G|) denotes a set of all prime devising of the order of the group G. Let $\sigma = \{\sigma_i | i \in I\}$ is a some partition of the set $\mathbb{P}$, that is, $\mathbb{P} = \bigcup_{i\in I} \sigma_i$ and intersection $\sigma_i \cap \sigma_j = \varnothing$ for all $i \neq j$. Let $\Pi \subseteq \sigma$ is a subset of σ, $\Pi' = \sigma \backslash \Pi$, $\sigma(n) = \{\sigma_i : \sigma_i \cap \pi(n) = \emptyset\}$ и $\sigma(\mathrm{G}) = \sigma(|G|)$. A number $n \in \mathbb{N}$ is called *Π-number* if $\pi(n) \subseteq \bigcup_{\sigma_i \in \Pi} \sigma_i$. A group G is called Π-group if σ(G) ⊆ Π. Subgroup H is called *Hall Π-subgroup* if |H| is a Π-number and index |G:H| is a Π′-number. A group G is called *Π-soluble*, if every chief factor of G is either a Π′-group or a σ_i-group for same $\sigma_i \in \Pi$ [3].

Let $\Pi \subseteq \sigma$. The symbol $\mathfrak{S}_\Pi$ denote class of all Π-soluble groups.

Definition. Let H is a Hall Π-subgroup of group G. The Fitting class $\mathfrak{F}$ we will called *Π-Hall closed* if from G ∈ $\mathfrak{F}$ follow that H ∈ $\mathfrak{F}$.

Let $\mathfrak{F}$ is a non-empty Fitting class. Then the class $\mathfrak{F}^*$ denote as a smallest of the Fitting classes containing $\mathfrak{F}$ that is $(G \times H)_{\mathfrak{F}^*} = G_{\mathfrak{F}^*} \times H_{\mathfrak{F}^*}$ for all groups G and H. The class $\mathfrak{F}_*$ denote as an intersection of all Fitting classes $\mathfrak{X}$ for which $\mathfrak{X}^* = \mathfrak{F}^*$ [4].

Let $\mathfrak{F}$ is a Fitting class. The symbol $\mathrm{K}_\Pi(\mathfrak{F})$ denote class of all Π-soluble groups whose Hall Π-subgroups belong to the class $\mathfrak{F}$.

Is the proved

Theorem. Fitting class $\mathfrak{F}$ is a Hall Π-closed if and only if

$$\mathfrak{F} = (\mathfrak{S}_\Pi \cap \mathfrak{F}) \vee (\mathrm{K}_\Pi(\mathfrak{F}_*) \cap \mathfrak{F})$$

Conclusion. In this paper obtained new characterization Hall Π-closed Fitting classes.

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DEFINITION OF ANOMALIES IN SCIENCE AND TECHNOLOGY

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Keywords: anomaly detection method, matrix decomposition, anomaly value.

The problem of automating the process of detecting anomalous values of a data array is important in engineering practice. It is known that anomalous values can significantly distort the functioning of mathematical models for data analysis, which can lead to a decrease in reliability and incorrect operation of the entire system.

Material and methods. As a computer system for organizing the process of automating the process of determining anomalous values, we have chosen the Wolfram Mathematica system. It allows you to apply machine learning methods to solve this problem.

When processing data in modern measuring systems, the signals are distorted by noise of various nature. To solve the problem of identifying a component of the process, various filtering algorithms are used, which makes it possible to identify anomalous values and remove them [1].

Anomaly detection refers to finding unexpected values in data. Under the anomaly we will understand the deviation of the behavior of the analyzed information-measuring system from some standard expected behavior of the system [2].

In philosophy, the anomaly is understood as a deviation from the norm, rules, from the general pattern, irregularity [3].

There are three main types of scientists' attitudes towards anomalies. The first approach is that the detected anomaly can be practically ignored, i.e. move to the "periphery" of scientific knowledge, for a certain period without having a significant impact on the state and development of science. While successfully developing, the accepted theory constantly retains a conceptual and practical-applied perspective, the value of which in the minds of scientists immeasurably exceeds the value.

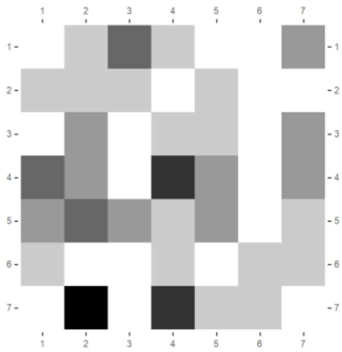
The second approach of scientists considers the anomaly as a “puzzle”, requiring a modification of the accepted theory: the introduction of additional assumptions, the improvement of the mathematical apparatus, etc. This approach is often used in physics.

According to the third approach, the anomaly can be recognized as a counterexample, indicating the falsity or limitations of the theory, the impossibility of the research program.

Findings and their discussion. The main idea of the outlier detection method based on matrix decomposition is to use the singular value decomposition of the original data matrix.

Let's assume that the original data set looks like this, as shown in Fig.1(a).

$$\begin{pmatrix} 1 & 1 & -2 & 3 & 2 & 1 & 3 \\ 0 & 1 & 0 & 2 & 3 & 1 & 1 \\ 2 & 1 & 1 & 2 & 4 & 1 & 4 \\ 5 & 1 & 1 & 7 & 1 & 1 & 0 \\ 1 & 1 & 3 & 5 & 6 & 1 & 2 \\ 0 & 1 & 1 & 2 & 1 & 1 & 2 \\ 4 & 10 & 2 & 1 & 4 & 1 & 3 \end{pmatrix}$$



a b

Figure 1 – Initial sample. Anomalous values highlighted in dark

The best matrix is obtained from the singular value decomposition of the matrix M by the formula:

$$M=ULV^T,$$

L is an mxn matrix with non-negative entries, whose entries on the main diagonal are the singular values of the matrix U and V are two unitary matrices consisting of left and right singular vectors, respectively.

In Wolfram Mathematica, the singular value decomposition can be obtained using the following formula:

{u,l,v}=SingularValueDecomposition[M1];

Approximate matrix

$$M_k=U_kL_kV_k^T,$$

U_k, L_k, V_k are obtained from singular value matrices by cutting off up to k first columns. The ArrayPlot [Abs [M1-M2] //Chop] command allows you to graphically highlight the anomalous values of the matrix (Fig. 1b).

Elements that are very different from the corresponding elements of a matrix of small rank will be considered anomalous.

Conclusion. The process of anomaly detection is a very important issue in predicting equipment breakdowns, identifying abnormal demand for consumed products.

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DETERMINING THE GOALS OF THE GREENHOUSE SYSTEM ON THE BASIS OF THE SYSTEM-ANALYTICAL APPROACH

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Keywords: greenhouse, system analysis, system modeling, goal tree.

The emergence of automatically controlled greenhouses and conservatories has revolutionized agriculture, increasing the efficiency of growing heat-loving plants in cold climates. At the heart of any automatic greenhouse are sensors, actuators, monitoring and control systems, which makes it possible to optimize many factors and conditions for the growth of crops. In most cases, greenhouses are used in conditions where efficiency should approach the maximum. With the minimum expenditure of resources, it is necessary to obtain as much yield as possible [1, p. 91].

Maximum efficiency with minimal human involvement can be achieved by developing a decision-making algorithm for the greenhouse management system. To develop such an algorithm, it was decided to apply the methods of system analysis. As a result of structural and functional decomposition, derivation of goals, system synthesis, modeling, development and testing of the algorithm on virtual and real models, it is planned to develop a greenhouse control algorithm based on decision-making, on the analysis of previous states and pre-calculated models.

Modeling of systems according to the methods of system analysis should be carried out after the structural and functional analysis of the system and the allocation of the goal of the system. This article will consider the process of identifying a goal for a greenhouse system that has passed the stage of structural and functional analysis, based on a system-analytical approach.

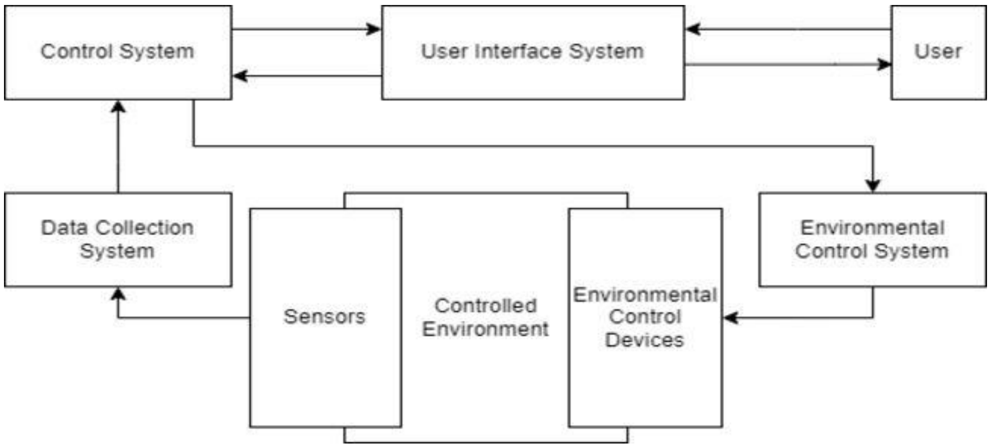

Figure 1 – Functional scheme of automatic greenhouse system

Material and methods. The greenhouse system is studied after the stages of structural and functional analysis using methods of system analysis. It is assumed that the selection of the goals of the entire system and subsystems will greatly simplify the modeling. The concept of goal is considered, a tree of goals is built for the system under consideration.

Findings and their discussion. One of the many definitions of a system is “the system is a way to achieve the goal” [2]. Any system must have a goal, otherwise it ceases to be a system according to the expediency criterion.

As follows from the expediency criterion the composition and structure of the system are subordinate to the goal. For artificial systems, this property can be regarded as fundamental. In the considered system the main goal is to maintain the parameters of the controlled environment, all parts of the system exist to achieve this goal, therefore the system can be considered expedient.

The concept of “goal” is worth defining. Consider the set of states of the controlled environment of the system (Y) as “satisfactory” – “Yt” and “unsatisfactory” – “Yf”. Thus, for a greenhouse system, the goal can be the state of the environment in the subset Yt, and the process of transition from Yf to Yt can be the achievement of the goal. Since the transition from one state to another cannot be instantaneous, they should be considered with reference to time. From the foregoing it follows that the process of achieving the goal itself can be represented as a graph of Y* from time [3].

Therefore, the main goal for building a goal tree can be considered the achievement of satisfactory environmental conditions. Let’s determine what each of the subsystems at a given level of decomposition can do for this:

- “User Interface System” (UIS) - processes information from the user and transfer it to the control system.
- “Control System” (CS) - generates a control signal that transfers the system from the current state to the target state in the shortest possible time.
- “Data Collection System” (DCS) - collects data from sensors.
- “Environmental Control System” (ECS) - changes environment using devices.

The “User Interface System” is excluded from further decomposition and building of the goal tree. Since its further decomposition for this goal does not give any results.

Further structural and functional decomposition of the “DCS” and “ECS” leads us to sensors, devices for the regulation of various parameters, and controlling devices for each system. In real systems, there may be a different number of parameters and regulation devices. However, for research purposes, we only consider parameters such as air temperature, substrate temperature, irrigation liquid temperature, substrate moisture, air humidity and CO2 level. Each of the parameters can be adjusted using special regulation devices.

Thus, the main goals of these systems at this level will be providing data (sensors), regulation of parameters (regulation devices) and maintaining communication with the “Control System” (communication device).

The “Control System”, upon further decomposition, is decomposed into a model analyzer and a decision maker algorithm. The first one, based on the analysis of models, generates control signals. The second one, based on the current readings of the sensors, corrects the analyzer signals and makes decisions on switching the environment regulation devices.

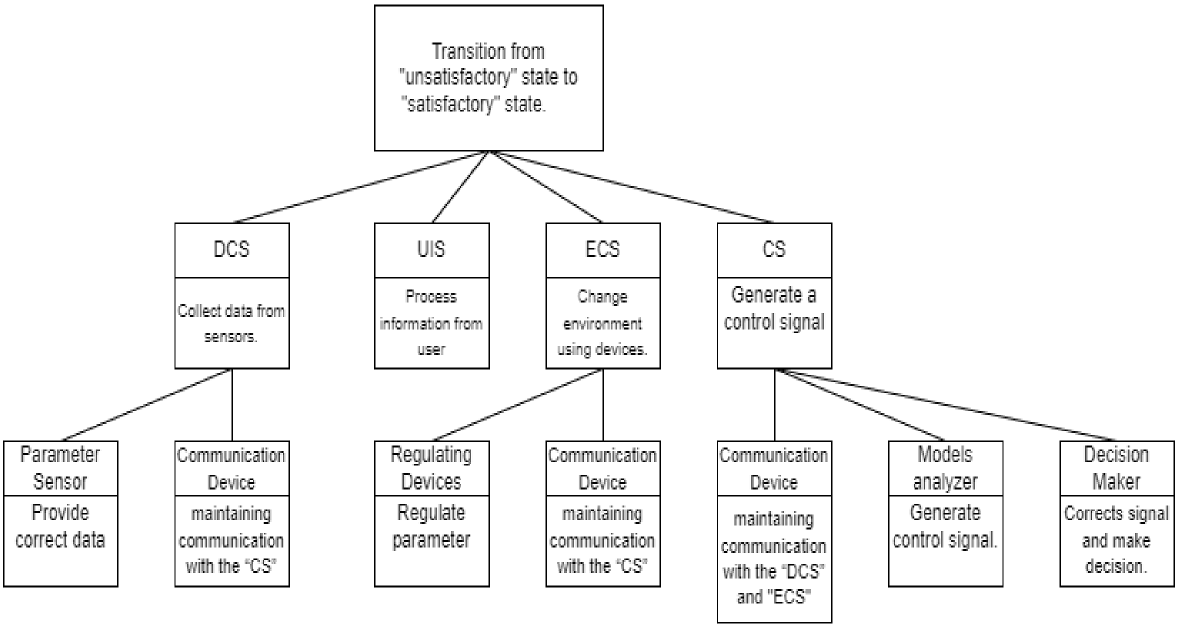

Figure 2 – Goal tree for three levels of decomposition

Clarification of the concept of a goal in relation to a greenhouse climate control system makes it possible to more accurately identify the goals of the system and subsystems, including using the goal tree method. The goal tree is used to obtain the structure of decision making within the system. Further research can be aimed at building computer and mathematical models that allow the control system to find the most effective combinations of control actions.

Conclusion. As a result of the study, a tree of goals was constructed, which makes it possible to simplify the mathematical and computer modeling of the system under consideration in further research.

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ON THE CHARACTERIZATION σ-LOCAL FITTING CLASS

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Keywords: Fitting class, class of groups, formation, radical, σ-local Fitting class.

The paper considers only finite groups. In terminology and notation, we follow [1, 2]. In the theory of classes of finite groups, the result of the Bryce-Cossey [3] is known that the local formation solvable groups are hereditary if and only if every value of the canonical formation function is hereditary. In connection with above, the following dual question of Bryce-Cossey Theorem naturally arises: is it true that a local Fitting class is hereditary if and only if every value of the canonical local function is hereditary? A positive solution of this question for generically local Fitting classes (in particular local Fitting classes) is the main goal of this paper.

Material and methods. The methods of the theory of groups and their classes are used in the paper. In particular case methods of the theory of formations of groups and Fitting classes of groups.

Findings and their discussions. *Class of groups* is a set of groups that, along with each group, contains an isomorphic a group. The class of groups $\mathfrak{F}$ is called *a formation* if $\mathfrak{F}$ closed under taking factor groups and subdirect products, $\mathfrak{F}$ is called *Fitting class* if $\mathfrak{F}$ closed under taking normal subgroups and products of normal $\mathfrak{F}$-subgroups. The Fitting class $\mathfrak{F}$ is called *hereditary* if it is closed under taking subgroups, i.e. from the conditions $G \in \mathfrak{F}$ and H $\leq$ G follows $H \in \mathfrak{F}$.

If $\mathfrak{F}$ is a nonempty Fitting class, then there is the largest normal $\mathfrak{F}$-subgroup in every group. It is denoted by $G_{\mathfrak{F}}$ and is called the $\mathfrak{F}$-radical G. Let $\mathfrak{F}$ and $\mathfrak{H}$ be Fitting classes. Then the class of groups $\mathfrak{F}\mathfrak{H} = (G: G/G_{\mathfrak{F}} \in \mathfrak{H})$ called *the product of Fitting classes* $\mathfrak{F}$ *and* $\mathfrak{H}$. It is well known that the product of Fitting classes is a Fitting class and the operation of multiplying Fitting classes is associative. (see [1, theorem X.1.12]).

For the characterization of the generalized local Fitting classes, we will use the Skiba σ-method of studying groups and formations proposed in paper [4], which was dualized in paper [2] and consists of the following. Let $\mathbb{P}$ be a set of all primes, $\pi \subseteq \mathbb{P}$ and $\pi' = \mathbb{P} \backslash \pi$. If n is a primes, then the symbols $\pi(n)$ denote the set of all prime divisors n and $\pi(G) = \pi(|G|)$ the set of all prime divisors of the order of the group G. Ley σ is some partition of the set $\mathbb{P}$, that is, $\sigma = \{\sigma_i : i \in I\}$, where $\mathbb{P} = \cup_{i \in I} \sigma_i$ and for all $i \neq j$ intersection $\sigma_i \cap \sigma_j = \emptyset$. Then the symbols $\sigma(n)$ denote the set $\{\sigma_i : \sigma_i \cap \pi(n) \neq \emptyset\}$ и $\sigma(G) = \sigma(|G|)$.

Let $\Pi \subseteq \sigma$. The symbol $\mathfrak{E}_\Pi$ we will denote the class of all Π-groups. In particular the symbols $\mathfrak{E}_{\sigma_i}$ and $\mathfrak{E}_{\sigma_{i'}}$ denote the classes of all σ_i-groups and $\sigma_{i'}$-groups respectively.

Let $\emptyset \neq \sigma \subseteq \mathbb{P}$. Following [2], a function $f : \sigma \to \{Fitting\ classes\}$ is called a Hartley σ-function or simply H_σ-function. Set $Supp(f) = \{\sigma_i : f(\sigma_i) \neq \emptyset\}$ the support of H_σ-function f.

Let $\Pi = Supp(f)$ and class $LR_\sigma(f) = \mathfrak{E}_\Pi \cap (\cap_{\sigma_i \in \Pi} f(\sigma_i)\mathfrak{E}_{\sigma_i}\mathfrak{E}_{\sigma_{i'}})$.

Definition. A Fitting class $\mathfrak{F}$ is called *σ-local* if $\mathfrak{F} = LR_\sigma(f)$ for some H_σ-function f.

If $\sigma^1 = \{\{p\}, \{q\}, \dots\}$ is a minimal partition of the set $\mathbb{P}$ and $\mathfrak{F} = LR_{\sigma^1}(f)$, then class $\mathfrak{F}$ is called *a local Fitting class* and the H_{σ^1}-function f will be called H-function $\mathfrak{F}$.

Following [2], every σ-local Fitting class $\mathfrak{F}$ can be defined by a H_σ-function f such that $F(\sigma_i) = F(\sigma_i)\mathfrak{E}_{\sigma_{i'}} \subseteq \mathfrak{F}$ and $F(\sigma_i)$ is a Lockett class for all $i \in I$. Note that $F(\sigma_i)$ is a Lockett class, i.e. $(G \times H)_{F(\sigma_i)} = G_{F(\sigma_i)} \times H_{F(\sigma_i)}$ for all groups G and H. A function F called *the canonical* H_σ-function Fitting class $\mathfrak{F}$.

The main result of the paper, which dualized the above of Bryce-Cossey Theorem from [3], is the proved

Theorem. *An σ-local Fitting class $\mathfrak{F}$ is hereditary if and only if every value of the canonical H_σ- function of F is hereditary.*

In the case when $\sigma = \sigma^1$ is a minimal partition of the set $\mathbb{P}$, a result of the theorem is the following characterization of local Fitting class, obtained by Guo Wenbin and S.N. Vorob'ev in [5].

Corollary. A local Fitting class $\mathfrak{F}$ is hereditary if and only if all values of the canonical Hartley function are hereditary.

Conclusion. In thus paper obtained new characterization of hereditary of σ-local (in particular local) Fitting classes.

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ON THE BEHAVIOR OF THE SOLUTION OF THE CAUCHY PROBLEM FOR A NONLINEAR PSEUDOPARABOLIC EQUATION AS $|x| \to \infty$

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Keywords: pseudoparabolic equation, stabilization, the Cauchy problem.

In this work we describe the behavior of the solution of the Cauchy problem for a nonlinear pseudoparabolic equation for large values of a spatial variable.

Material and methods. Methods of the theory of partial differential equations.

Findings and their discussion. We consider the Cauchy problem for the nonlinear pseudoparabolic equation

$$\begin{cases} u_t = \Delta u_t + \Delta(u + u^2) - u^2, \quad x \in R^n, \ t > 0, \\ u(x,0) = u_0(x), \quad x \in R^n. \end{cases} \tag{1}$$

We suppose that the initial function $u_0(x)$ has the following properties:

$$u_0(x) \in C^2(R^n), \quad 0 \le u_0(x) \le M, \quad \lim_{|x|\to\infty} u_0(x) = M.$$

The existence and uniqueness of the solution $u(x,t)$ of problem (1) in the layer $R^n \times [0,T]$ (for any $T > 0$) is established in [1, 2].

We introduce an auxiliary problem for an ordinary differential equation

$$\begin{cases} v'(t) = -v^2(t), \quad t > 0, \\ v(0) = M. \end{cases} \tag{2}$$

Note, if $u_0(x) \equiv M, x \in R^n,$ then the solution of problem (2) is the solution of problem (1). According to the Picard's theorem problem (1) has unique solution, and $v(t)$ can be written in an explicit form

$$v(t) = \frac{M}{Mt+1}.$$

Put $u_0(x,t) = v(t)$. We define the sequence $u_n(x,t)$ $(n = 1,2,\dots)$ as follows:

$$u_n(x,t) = u_0(x) - \int_0^t (u_{n-1}(x,\tau) + u_{n-1}^2(x,\tau))\, d\tau + \int_0^t \int_{R^n} \varepsilon(x-\xi) u_{n-1}(\xi,\tau)\, d\xi\, d\tau,$$

where $\varepsilon(x-\xi)$ is the fundamental solution of the operator $I - \Delta$ of R^n.

Lemma 1. The sequence $u_n(x,t)$ converges uniformly to $u(x,t)$ in the layer $R^n \times [0,T]$.

Lemma 2. For $n = 0,1,2,\dots$ we have

$$u_n(x,t) \to v(t) \text{ as } |x| \to \infty$$

uniformly in $t \in [0,T]$.

Lemmas 1 and 2 imply the following statement.

Theorem. Let $u(x,t)$ be a solution of problem (1) and $v(t)$ be the solution of problem (2). Then we have

$$u(x,t) \to v(t) \text{ as } |x| \to \infty$$

uniformly in $t \in [0,T]$.

Conclusion. For the Cauchy problem for the nonlinear pseudoparabolic equation, we show the stabilization of the solution to the solution of the Cauchy problem for an ordinary differential equation constructed according to the original equation.

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AUTOSIMILARITIES OF THE FOUR-DIMENSIONAL LORENTZIAN LIE ALGEBRA E(2)⊕*R*

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Keywords: Lie algebra, automorphism, Lorentz scalar product, autosimilarity.

Let the Euclidean or Lorentz scalar product be given in the Lie algebra *G*. A linear transformation $f\colon \mathcal{G}\to\mathcal{G}$ is called an autosimilarity, if it is both an automorphism of the Lie algebra and a similarity with respect to the given inner product. The purpose of this paper is to find such the Lorentz scalar product on the four-dimensional Lie algebra $\mathcal{E}(2)\oplus\mathcal{R}$, for which this Lie algebra admits a one-parameter autosimilarity group.

Material and methods. We consider the four-dimensional Lie algebra $\mathcal{E}(2)\oplus\mathcal{R}$ equipped with the Lorentz scalar product. The methods of linear algebra and the theory of Lie algebras are used.

Findings and their discussion. The problem of finding self-similar homogeneous manifolds of a Lie group *G* equipped with the Riemannian or Lorentzian metric g involves initially solving the problem of finding one-parameter autosimilarity groups of the corresponding Lie algebra [1]. If such one-parameter groups exist, then the Lie algebra is also called self-similar.

Let $\mathcal{E}(2)$ – be the Lie algebra of the group of motions of the Euclidean plane. It was proved in [2], that this Lie algebra does not admit autosimilarity for any way of specifying the Lorentz scalar product on it. Consider the four-dimensional Lie algebra $\mathcal{G}_4=\mathcal{E}(2)\oplus\mathcal{R}$. In a suitable basis (E_1, E_2, E_3, E_4), the commutation relations are given by the equalities:

$$[E_1, E_2] = E_3,\ [E_1, E_3] = -E_2,$$

and the rest of the brackets are equal to the zero vector. Such a basis will be called canonical. In this paper, we will show that this Lie algebra can be self-similar, if the Lorentz scalar product is appropriately specified in it.

The Lie algebra $\mathcal{G}_4$ is solvable. It contains the three-dimensional commutative ideal $\mathcal{H}=\langle E_2, E_3, E_4\rangle$, one-dimensional center $\boldsymbol{R}E_4$, and the derived Lie algebra is two-dimensional: $\mathcal{G}_4^{(2)}=\mathcal{L}=\langle E_2, E_3\rangle$. In [3] a complete group of automorphisms of the considered Lie algebra was found and it was proved that it cannot be self-similar for any way of specifying a Euclidean scalar product on it.

Theorem. *Let the Lorentz scalar product in the Lie algebra* $\mathcal{G}_4 = \mathcal{E}(2)\oplus\mathcal{R}$ *be given using the Gram matrix in the canonical basis:*

$$\Gamma = \begin{pmatrix} 0 & 0 & 0 & 1 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & 0 \\ 1 & 0 & 0 & 0 \end{pmatrix}. \tag{1}$$

Then the given Lie algebra admits a one-parameter similarity group whose action in the canonical basis is given by the matrix

$$F(t) = \begin{pmatrix} 1 & 0 & 0 & 0 \\ 0 & e^{\nu t}\cos t & -e^{\nu t}\sin t & 0 \\ 0 & e^{\nu t}\sin t & e^{\nu t}\cos t & 0 \\ 0 & 0 & 0 & e^{2\nu t} \end{pmatrix}, \ \nu > 0, t \in \boldsymbol{R}. \tag{2}$$

The location of the basis vectors relative to the cone of isotropic vectors is shown in Figure 1.

Proof. According to [3], the transformations $f_t : \mathcal{G}_4 \to \mathcal{G}_4$, which are given by matrix (2) in the canonical basis, are indeed automorphisms of the Lie algebra.

We can verify by direct calculation that

$$F^T(t)\Gamma F(t) = e^{2\nu t}\Gamma .$$

Thus, the transformations f_t are similarities with respect to the Lorentz scalar product, which is given by the matrix (1). It is easy to verify that the transformations f_t form a one-parameter group.

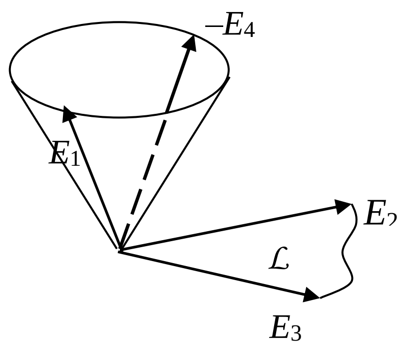

Figure 1

Conclusion. We proved that the Lie algebra $\mathcal{E}(2)\oplus\mathcal{R}$ equipped with the Lorentz scalar product can be self-similar and wrote out a matrix, that defines a one-parameter autosimilarity group in the canonical basis. The aim of the next research is to construct a self-similar homogeneous manifold of the Lie group $\mathcal{SE}(2)\times\mathcal{R}$, equipped with a left-invariant Lorentzian metric, and the found one-parameter autosimilarity group of the Lie algebra $\mathcal{E}(2)\oplus\mathcal{R}$ plays a decisive role in this. Moreover, we will try to construct a non-simply connected manifold, which belongs to the class of manifolds considered in [4].

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THE USE OF A GENETIC ALGORITHM TO SOLVE THE PROBLEM OF DISTRIBUTION OF WORKLOAD

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Keywords: genetic algorithm, crossing, selection, mutation, generation.

One of the topical tasks of the organization of the educational process in a higher educational institution is the task of automated formation of the workload at the departments. Competent workload distribution ensures uniform loading of the teaching staff, which provides training for young specialists [1–2].

The purpose of the work is to create an automated system for workload planning, simplifying the process of its formation, based on the analysis of the existing total workload of the department and the established restrictions using a genetic algorithm.

Material and methods. The data of the academic workload of the department of applied and system programming were used as initial data. The main research method was a genetic algorithm.

A genetic algorithm is a heuristic algorithm that allows you to find a solution or a combination of solutions to a given problem by randomly selecting results. This algorithm consists of several stages:

- "scatter" – the stage at which the first generation is randomly compiled;
- selection, as well as so-called data analysis;
- formation of a new generation (allows to generate the following individuals by crossing more adapted ones);
- mutation.

The essence of the algorithm is that after a certain number of iterations, an optimal solution to the problem will be found that satisfies certain criteria. The evaluation of the received solutions takes place at the stage of selection. The most important criteria by which the analysis of the received solutions will take place are highlighted. Further, the next generation is created, which will be subjected to the same operations until we come to a result that satisfies all the criteria set.

Since the genetic algorithm refers to heuristic algorithms, we cannot specify exactly the stages of solving the problem in a general way. There is often a modification of certain steps and the inclusion of a mutation operation. Mutation is the selection of individuals with some probability and the introduction of changes specific to a given task. This operation is used to transform subsequent results. Crossing allows you to change the usual course of iterations and find the optimal solution in a shorter time.

Findings and their discussion. In this research, the possibility of using a genetic algorithm for workload distribution is investigated. The task of finding the optimal workload distribution using a genetic algorithm is to set criteria by which we will evaluate our possible solutions. The program is implemented in the object-oriented programming language C++ in the Visual Studio development environment.

Two classes were created in the program: teacher and discipline. With the help of these classes, two arrays were filled, consisting of individuals with information about teachers and disciplines, as well as lists were created in one and the other class, in which information was recorded after the creation of the first generation and references to objects were stored.

Further, the conditions under which the individual was unable to pass into the next generation were identified. An abstract class was created with a single purely virtual method called function(), which implements the selection stage. In derived classes this method was redefined and the quality of the resulting solution was evaluated. The first condition checked whether the received number of hours was included in the interval of the minimum and maximum of the teacher, while the second took into account the ability of this teacher to teach certain disciplines.

Conclusion. As a result of the research, an automated system has been developed to generate the workload of the teaching staff using a genetic algorithm. We have shown that at the initial stage of solving the problem, the genetic algorithm allows you to quickly "scatter" the data, and the criteria provide information about correctness, which will help to make up the next generation.

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DEVELOPMENT OF A CONNECTING LINE USING A FIBER-OPTIC COMMUNICATION LINE

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Keywords: optical technologies, fiber optic cable, communication line, primary digital stream, transmission system, regeneration section.

Today, communication plays a major role in our world. And if earlier copper cables and wires were used to transmit information, now the time has come for optical technologies and fiber-optic cables [1, 2].

The bandwidth of optical channels is an order of magnitude higher than that of information lines based on copper cable. Optical fiber is considered the most perfect medium for transmitting large amounts of information over long distances. In addition, optical fiber is immune to electromagnetic fields, which eliminates some of the typical problems of copper communication systems [3].

The purpose of the work is to calculate the optimal parameters and develop a communication organization scheme for a fiber-optic transmission system using a fiber optic modem (MOF) E1x32 modem.

Material and methods. The material of the study is an optical cable of the optical cable trunk and intrazone type, the parameters and properties of a fiber-optic connecting line, as well as the main characteristics of the MOF E1x32 fiber-optic transmission system. The work was based on computational-analytical and comparative methods of research.

To select the necessary transmission system, the method of calculating the primary digital streams (PDS) on certain transmission paths was used:

$$N_{PDS} = \frac{N_{FC}}{q_{PDS}} + N'_{PDS},$$

here N_{FC} – the number of voice frequency channels on a certain trajectory;
q_{PDS} – bandwidth of primary digital streams in voice frequency channels;
N'_{PDS} – a given number of primary digital streams between stations.

Findings and their discussion. The main condition when choosing a transmission system is the need to cover the numerical distribution and multicast digital streams on certain trajectories, as well as the availability of a reserve for expansion. As a result of calculations and identification of types of analysis of various fiber optic modems, an export optical transmission system MOF E1x32 with the corresponding switching stations was determined.

One of the main parameters of a fiber-optic communication line is the regeneration section – this is the entire section of the line through which the signal will be transmitted only in the form of optical radiation [4]. The attenuation of the regeneration sections must be within the limits: 5 dB $\leq A_{reg.site} \leq$ 31 dB. As a result of the study, the permissible length and parameters of regeneration sections in the MOF E1x32 transmission system were determined and it was concluded that the attenuation is within the normal range and, therefore, additional regenerators will not be used on transmission lines.

The quality of digital communication was calculated by the probability of occurrence of errors, which, in accordance with the standards of the division of the International Telecommunication Union, at a maximum distance cannot be more than $0.001 \cdot 10^{-3}$. From the above value, a probability of $0.0002 \cdot 10^{-3}$ is allocated to the section of the international network and $0.0004 \cdot 10^{-3}$ to national networks. Using comparative methods of processing the results of calculations, it can be argued that the expected probability of the appearance of distortions in all areas under consideration will be equal to 10^{-17}, which is an excellent indicator.

Before creating the connection organization scheme, the initial data were taken into account and the composition of the equipment we needed was determined. Since initially we worked with three digital stations and one analog one, in the connection organization scheme for switching between digital and analog equipment, analog-to-digital interface units (BADCs) were used, which allow one digital stream to be formed from 30 voice frequency channels [5]. The required number of fiber-optic modems in all directions was also calculated, while realizing that the considered MOF E1x32 transmission system allows distributing up to 32 primary digital streams. Figure 1 shows the found number of transmission systems (one system in all directions) and the placement of fiber-optic modems in directions.

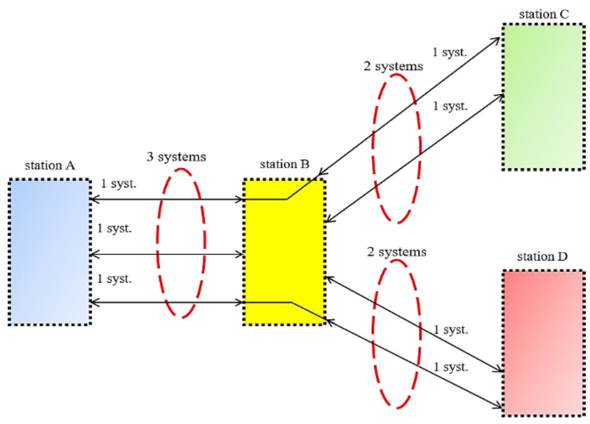

Figure 1 – Layout of fiber optic modems

Conclusion. As a result of the study, the basic principles of fiber-optic technologies were considered, the type of the MOF E1x32 fiber-optic transmission system was determined, and a communication organization scheme was developed taking into account the types of stations under consideration and the technical capabilities of the studied E1x32 MOF transmission system. In addition, it was concluded that the expected probability of distortion does not exceed the allowable value, which means that the connection will fully comply with all fiber optic standards.

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WEB RESOURCE OF FOLK CRAFTS

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Keywords: web application, folk crafts, information systems, internet platform, electronic trading platform.

Nowadays it is difficult to find a platform on which you can quickly, and most importantly, conveniently register as a participant in an exhibition. This web resource is just designed to organize, promote handicrafts and their manufacturers. The site has a nice design, a news section, as well as extensive functionality for moderating and administering content.

Material and methods. The main technologies and methods used to create this system were HTML, CSS, JS, PHP, Laravel, MariaDB. The entire visual part for the development of the interface is made using HTML, CSS, JS. The server part is implemented in PHP, Laravel [1]. MariaDB is used as the database management system.

Findings and their discussion. The developed application has extensive functionality and capabilities. When entering the system, the possibility of authorization is provided (Figure 1).

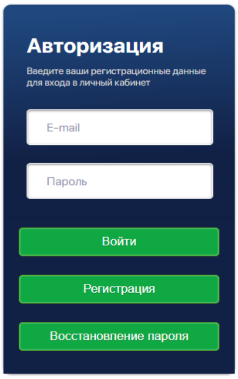

Figure 1 – System page with registration

When working with this system, any user has the opportunity to register for the exhibition as a participant, view the latest news. When registering, the user is prompted to choose their status: individual, legal entity.

It is also possible to register a user as a participant in an exhibition or fair announced by the organizers (Figure 2).

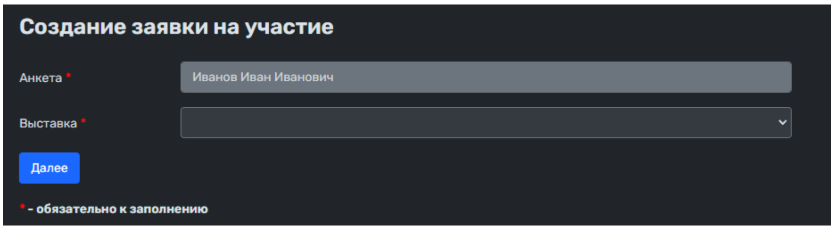

Figure 2 – The page for creating an application for participation

This web resource provides registered manufacturers or artisans with the ability to manage information about their products. This can be implemented through the working rooms of the participants of the exhibition or fair created for this purpose (Figure 3). Here, in addition to your personal data, which can be declared either as an individual or as a legal entity, you can also see the status of the submitted application for participation in the event.

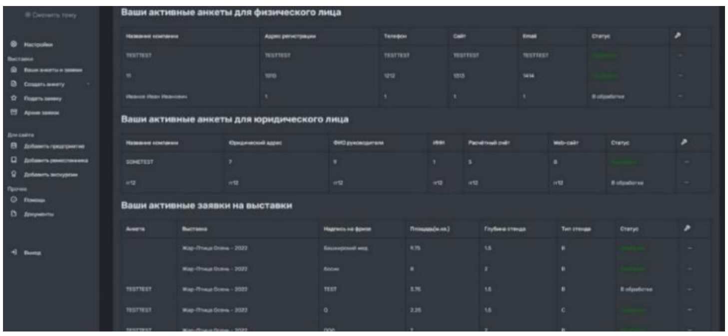

Figure 3 – Personal account interface

Conclusion. The technologies and software tools listed above for developing a web application were chosen because they are proven, secure, and have extensive documentation. In particular, the Laravel web framework, in addition to having extensive documentation, also has access to a huge number of additional modules, which improves the quality of software and speeds up its creation. The database management system was chosen due to the fact that it is safe and easy to use.

The practical application of the considered web resource can be found as an additional functionality on sites for the promotion of goods and services related not only to the field of folk craft, but also in any companies organizing exhibitions and fairs. In addition, the successful practice of using such applications in the educational process in practical classes for students of both IT specialties [2–3] and specialties related to the management of any goods and services [3–4] is known.

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SPECTRAL ELLIPSOMETRY OF NICKEL OXIDE FILMS

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Keywords: spectral ellipsometry, optical constants, thin films, nickel oxide.

Nickel oxide (NiO) is used to create photovoltaic solar cells, which has unique optical and electrical properties, as well as good chemical stability. It is necessary to develop technological regimes for obtaining thin NiO films with optimal characteristics for their use in photovoltaics. The optical characteristics of the films (the refractive indices n(λ) and absorption k(λ)), determined by the method of spectral ellipsometry, are studied. The spectra $\mathrm{tg}\Psi(\lambda)$ and $\cos\Delta(\lambda)$ were measured on an ES-2 spectral ellipsometer [1] of the studied nickel oxide films on silicon and glass substrates at radiation incidence angles of 75°, 70°, 65°, and 60° in the spectral range – 400–1000 nm zone.

Material and methods. In order to determine the dispersion of the refractive indices $n(\lambda)$ and absorption $k(\lambda)$ of the films under study, an algorithm was developed for solving the inverse problem of spectral ellipsometry for the model of a two-layer wedge on a semi-infinite substrate (Fig. 1).

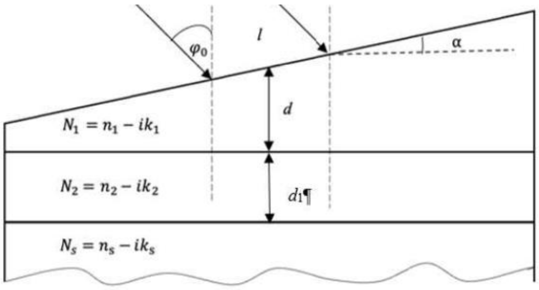

Figure 1 – Two-layer model of a wedge-shaped film on a semi-infinite substrate:
α – the angular thickness of the wedge, N_1, N_2 and N_3 – the complex refractive index of the film, transition layer and semi-infinite substrate, respectively;
φ_0 – angle of incidence of radiation.

The solution of the inverse problem of the spectral ellipsometry was obtained for the experimental spectra of polarization angles at 4 angles of incidence of radiation, while the dispersion of the optical characteristics of the substrates was given as known [2], the transition layer was described as binary by the Maxwell – Garnett model [3], and the dispersion optical characteristics of the layer were set by the simplified Sellmeier model [1]

$$n(\lambda)^2 = n_0^2 + \frac{1}{(1-\frac{\lambda_0^2}{\lambda^2})},\ k(\lambda) = k_m e^{\frac{\lambda_m-\lambda}{\lambda_1}},$$

where n_0 – is the value of the refractive index at an infinite wavelength; λ_0 is the wavelength at which $n \rightarrow \infty$, λ_m = 550 nm; n_m – is the value of the refractive index at wavelength λ_m, k_m is the value of the absorption index k at wavelength λ_m, λ_1 is the wavelength interval at which k changes by a factor of e.

Results and its discussion. Analysis of the obtained solutions of the inverse problem of spectral ellipsometry showed the following. Firstly, thin films deposited on silicon substrates have a higher refractive index compared to films on glass substrates (Fig. 2).

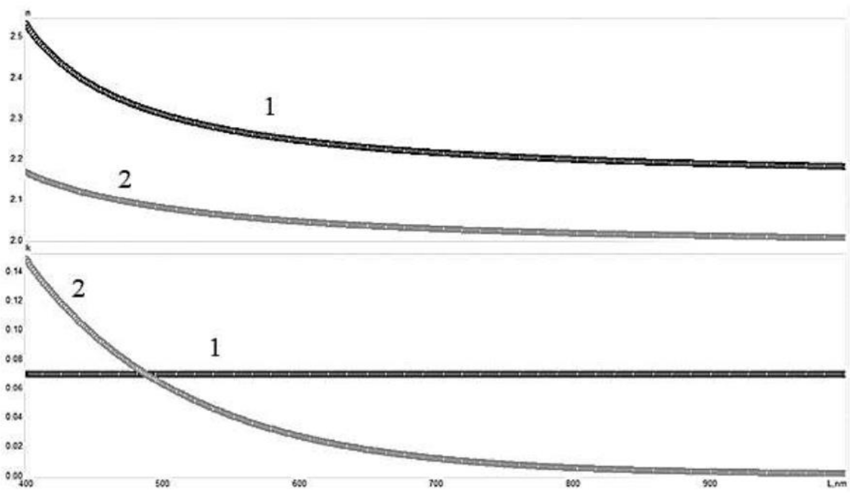

Figure 2 – Calculated dispersion dependences of the refractive indices $n(\lambda)$ and absorption $k(\lambda)$ of samples 1 and 2

Secondly, calculated refractive index spectrum of such films (Fig. 2, spectrum 2) is much lower than the analogous spectrum *n*(λ) (Fig. 2, spectrum 1) of the stoichiometric NiO film, and the transparency of the NiO_x (x<1) film is much higher in the region $\lambda > 500$ nm.

Conclusion. To develop the optimal modes of high frequency magnetron sputtering of thin nickel oxide films used in photovoltaics, we analyzed the optical characteristics of a series of nickel oxide films deposited on silicon and glass substrates. It was found that the main factors influencing the dispersion of the refractive indices *n*(λ) and absorption *k*(λ) of NiO films are the substrate type. Films deposited on silicon substrates have the most optimal properties for use in photovoltaic cells.

The results of the study can be used to correct the conditions for the deposition of nickel oxide films on silicon and glass substrates by high frequency magnetron sputtering with optimal conditions for use in photovoltaics.

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ON THE MINIMAL DEFINITIONS OF QUASILOCAL FITTING CLASSES

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Keywords: σ-quasilocal Fitting classes, normal-hereditary H_{Q_σ}-function.

Throughout this paper, all groups are finite. In terminology and notation, we follow monograph [1]. In the theory of classes of finite group, the idea of localization is fundamental. A local method for studying finite solvable groups using radicals and Fitting classes was proposed by Hartley [2].

The idea of Hartley localization consists of study group classes in terms of *p*-groups and radicals defined by mapping (local H-functions or Hartley functions) of the set of all primes $\mathbb{P}$ into sets of Fitting classes.

The σ-method for studying local formation of groups was proposed and the concept of a σ-local formation was introduced in the series of works by Skiba A.N. [3–5]. The method was dualized in the theory of Fitting classes by Vorob'ev N.T. [6].

A natural problem is to generalize the definition of a σ-local Fitting class and its properties obtained in [6]. In particular, the result of Vorob'ev N.T. and Zagurski V.N. on quasilocal Fitting classes, defining the notion of σ-quasilocal Fitting class.

The main goal of this work is to generalize the notion of σ-local Fitting classes and to study the structural properties of generalized quasilocal Fitting classes.

Material and methods. In this paper, localization methods are used in the study of Fitting classes. In particular, methods of the theory of local Fitting classes.

Findings and their discussions. *Class of groups* is a set of groups that, along with each group, contains an isomorphic group. The class of group is called *a formation* if closed under taking factor groups and subdirect products. Class group $\mathfrak{X}$ is called *Fitting class* if closed under taking normal subgroups and products of normal $\mathfrak{X}$-subgroups.

Let $\mathfrak{F}$ is a formation and G is a group. For a non-empty formation $\mathfrak{F}$, every group G has the smallest normal subgroup whose quotient is in $\mathfrak{F}$ which is called *the $\mathfrak{F}$-residual of G* and denotes by $G^{\mathfrak{F}}$.

Let $\mathbb{P}$ is the set of all primes, $\pi \in \mathbb{P}$ and $\pi' = \mathbb{P} \backslash \pi$. If n is an integer, the symbol $\pi(n)$ denotes the set of all primes dividing n. In particular, $\pi(G) = \pi(|G|)$, the set of all primes dividing the order of G. Let σ is some partition of $\mathbb{P}$, that is, $\sigma = \{\sigma_i : i \in I\}$, where $\mathbb{P} = \cup_{i \in I} \sigma_i, \sigma_i \cap \sigma_j = \emptyset$ for all $i \neq j$, $\sigma(n) = \{\sigma_i : \sigma_i \cap \pi(n) \neq \emptyset\}$.

We call any function f on the form $f : \sigma \to \{\text{group classes}\}$ a *Hartley σ-quasilocal function or simply H_{Q_σ}-function*. Denote the set $\Pi = Supp(f) = \{\sigma_i \in \sigma : f(\sigma_i) \neq \emptyset\}$. Let group class $QLR_\sigma(f) = \mathfrak{E}_\Pi \cap (\cap_{\sigma_i \in \Pi} f(\sigma_i)\mathfrak{E}_{\sigma_i}\mathfrak{E}_{\sigma_i'})$, where $\mathfrak{E}_\Pi$ is the class of all Π-group, $\mathfrak{E}_{\sigma_i}$ and $\mathfrak{E}_{\sigma_i'}$ are classes of all σ_i-groups and σ_i'-groups, respectively.

Definition. A Fitting class is called σ-*quasilocal*, if there is an H_{Q_σ}-function f such that $\mathfrak{F} = QLR_\sigma(f)$. [7]

Note that with minimal partition σ, i.e. $\sigma^1 = \{\{2\},\{3\},\ldots\}$, σ-quasilocal Fitting class is quasilocal, which was first defined in the work by Vorob'ev N.T. and Zagurski V.N. [7]. Besides, if H_{Q_σ}-function f such that $\sigma = \sigma^1$ and $f : \mathbb{P} \to \{\text{Fitting classes}\}$, then $H_{Q_{\sigma^1}}$-function is the Hartley function or simply H-function.

The properties of σ-quasilocal Fitting classes and methods of their construction represent the following theorems.

Theorem 1. The intersection of any set of σ-quasilocal Fitting classes is a σ-quasilocal Fitting class.

Theorem 2. Let $\mathfrak{F} = QLR_\sigma(\varphi)$ for some normal-hereditary quasilocal H_{Q_σ}-function φ and $\Pi = Supp(\varphi)$. Then $\mathfrak{F}$ has a unique minimal normal-hereditary quasilocal H_{Q_σ}-function f_0 such that

$$f_0(\sigma_i) = \begin{cases} S_n(G \in \mathfrak{F} : G \cong X^{\mathfrak{E}_{\sigma_i}\mathfrak{E}_{\sigma_i'}}(X \in \mathfrak{F})), \text{if } \sigma_i \in \Pi, \\ \emptyset, \text{if } \sigma_i \in \Pi'. \end{cases}$$

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RATIONAL USE OF NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION

ALKALOID COMPOSITION OF SOME MEDICINAL PLANTS OF TURKMENISTAN

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Keywords: alkaloids, medicinal plants, chemical composition, medicinal properties.

The chemical composition of medicinal plants is extremely complex, and the substances contained in plant tissues are very diverse. It is known that the composition of herbal medicinal raw materials includes various biologically active substances with various pharmacological effects, including alkaloids, which are used in the treatment of certain diseases [1, p. 28].

The purpose of the study is to study the alkaloid composition of some medicinal plants of Turkmenistan, as well as their use in the treatment of diseases.

Material and methods. Medicinal plants of Turkmenistan served as the research material. The method of accounting for data records, analysis, comparison was used.

Findings and their discussion. Alkaloids are organic nitrogen-containing compounds with basic properties. Many types of plant materials contain, as a rule, not one, but several alkaloids, often of different effects, but one of them predominates quantitatively, which determines the predominant nature of the effectiveness of the use of a medicinal plant and total preparations from it.

Of the medicinal plants studied by us, the following species containing alkaloids were identified: common harmala (*Peganum harmala* L.), Turkmen mandrake (*Mandragora turcomanica* L.), dark brown nonea (*Nonea pulla* L.).

Studying the alkaloid composition of medicinal plants of Turkmenistan, we found that common harmala (*Peganum harmala* L.) contains the following alkaloids accumulated by the plant: harmaline, harmine, harmalol, peganine, pegamine.

Harmala alkalids have a relaxing effect on smooth and striated (including cardiac) muscles. Garmin has a psychosomatic effect, causing euphoria, visual hallucinations, "body schema" disorder and optic-vestibular phenomena (feeling of lowering and vibration of one's own body; swaying of surrounding objects). Harmine contained in the plant has an exciting effect on the motor centers of the cerebral cortex (like camphor) and has an exciting effect on the central nervous system, lowers blood pressure, speeds up breathing, relaxes the muscles of the intestines, uterus, heart and expands peripheral vessels. But in large doses it can cause convulsions.

The alkaloid peganin (peganin hydrochloride) acts as an anticholinesterase agent, i.e., stimulates the smooth muscles of the uterus and intestines, increases the amount of bile secreted, has a bronchospastic effect, has a negative inotropic effect on the heart and lowers the amount of blood in the coronary vessels, and is also used as a laxative remedy for constipation and intestinal atony.

Turkmen mandrake (*Mandragora turcomanica* L.). The roots, fruits and seeds of mandrake contain tropane alkaloids – scopolamine (0,04%) and hyoscyamine (0,17–0,36%), as well as the anticholinergic alkaloid atropine and the little-studied alkaloid mandragorine, which is found only in plants of this genus [2]. Mandragora is rich in tropane alkaloids such as hyoscyamine, atropine and scopolamine.

These alkaloids are well studied and have narrow therapeutic applications. In small doses, preparations based on them often turn out to be ineffective, and if the dose is increased, the risk of unwanted side effects increases many times over. With the right dosage, the alkaloids that make up the mandrake officinalis can lower internal secretion, gastric and intestinal activity, reduce acidity, and relieve spasm. They have a depressing effect on the central nervous system, providing a hypnotic and sedative effect.

Nonea dark brown (*Nonea pulla* L.). Alkaloids were found in the composition of the dark brown nonea herb. It has been experimentally proved in experiments on animals that nonea therapeutic agents (decoctions, infusions) have pronounced anticoagulant properties and are able to slow down blood clotting. Anticoagulant from dark brown nonea has a special effect on the stages that precede thrombosis, as well as on the final stage of the blood coagulation process [3, p. 73].

Nonea dark brown is not used in official medicine, but has found wide application in traditional medicine. *Nonea pulla* L. is used as an antibacterial, analgesic and anti-inflammatory agent. It is herb in the form of infusions and decoctions has a pronounced anticoagulant effect – it slows down blood clotting. Decoctions and infusions from this plant are used for circulatory disorders, in particular with increased blood clotting, are used for preventive and therapeutic purposes with the risk of thrombosis of blood vessels (ischemic strokes), with thrombophlebitis, high levels of cholesterol plaques in the blood, hypertension, malaria.

Conclusion. In the course of the study, it was revealed that 3 types of medicinal plants of Turkmenistan contain alkaloids in their chemical composition, which have certain properties. These types of medicinal plants people use to treat certain diseases.

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BIOINDICATION OF THE CONDITION OF THE COUNTRYSIDE WITH THE HELP OF THE TEST "FLUCTUATED LEAF ASYMMETRY"

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Keywords: bioindication, fluctuating asymmetry, drooping birch, countryside, birch leaf.

The assessment of the quality of the environment in the area of the village of Staroe Selo by the fluctuating asymmetry of the birch leaf plate makes it possible to determine the quality of the state of the environment by applying a method that does not require large financial costs [3]. It is also worth noting the speed of obtaining materials for research, the simplicity of calculating the value of the stability indicator for the development of the object under study, according to which the assessment of the state of the environment is carried out. The choice of silver birch (*Bétula péndula*) as a bioindicator is due to the fact that it is characterized by high ecological plasticity, intensive growth and durability, and also has high dust and gas trapping properties. In addition, this research work clearly reflects the fact that the state of the environment directly depends on the level of anthropogenic pressure on it [2].

The purpose of the work is to assess the quality of the environment in terms of fluctuating asymmetry of drooping birch leaves in the area of the village of Staroe Selo.

Material and methods. The collection of material and the calculation of the fluctuating asymmetry index were carried out according to the method of V. Zakharov [1]. Five measurements were taken from each leaf on both sides of the leaf: the width of the half of the leaf, the length of the second vein from the base of the leaf of the second order, the distance between the bases of the first and second veins of the second order, the distance between the ends of these veins, the angle between the main vein and the second from the base of the leaf with a vein of the second order. Indicators 1-4 are determined using a ruler, and 5 – using a protractor. The research was carried out at the school site, near the intersection of highways and in the forest near the village of Staroe Selo, Vitebsk region. 10 leaves were collected from each tree. In total, 15 trees were examined, 150 leaves were collected, and 750 measurements were made. Statistical data processing was carried out using the "Analysis Package" in the program "Microsoft Office Excel".

Findings and their discussion. In addition to determining the level of fluctuating asymmetry, a correlation analysis was carried out in order to study the relationship between the right and left sides of the leaf according to five features. All values of the correlation coefficient turned out to be positive (table). This means that following the increase in the indicators on one side of the sheet, the indicators on the other side of the sheet also increased. As a result, the following results were obtained: in the school district, the first sign has a value of 0.82, the second – 0.95, the third – 0.66, the fourth – 0.59, the fifth – 0.56; near the intersection, the following correlation indicators are observed: for the first sign – 0.89, for the second – 0.96, for the third – 0.39, for the fourth – 0.65 and for the fifth – 0.63; in the forest, the first characteristic is characterized by a value of 0.75, for the second 0.91, for the third – 0.65, for the fourth and fifth 0.45 and 0.66, respectively.

Table – Correlation coefficients of sheet plate parameters

Explored points	Investigated signs				
	1	2	3	4	5
School district	0,82	0,95	0,66	0,59	0,56
Near the intersection	0,89	0,96	0,39	0,65	0,63
Forest	0,75	0,91	0,65	0,45	0,66

So the degree of relationship between the right and left sides of the leaf in the school area ranges from significant to very high; near the intersection and in the forest – from moderate to very high.

Turning to the results of calculating the fluctuating asymmetry, we observe the following: in the school area, the value of FA is 0.04, near the intersection of roads – 0.049, in the forest – 0.038. Thus, we see that the highest value of fluctuating asymmetry is observed near the intersection, where the state of the medium is characterized as polluted and corresponds to 3 points on the scale for assessing fluctuating asymmetry deviations.

Now, based on the foregoing, we can assess the state of the environment in the area of the village of Staroe Selo. Having found the arithmetic mean of the fluctuating asymmetry of silver birch leaves in three places of the study, we see that the average value is 0.042±0.002. Turning to the scale for assessing deviations in terms of the value of the fluctuating asymmetry, we can say that this value lies in the range of 0.040 – 0.044 (2 points). This indicates that the village of Staroe Selo is characterized by a weak influence of unfavorable factors.

Conclusion. The degree of correlation between the right and left sides of the drooping birch leaf varies from moderate to very high (0.39-0.96). Statistically unconfirmed differences in the fluctuating asymmetry index were established, which tends to decrease at the study points: forest (0.038) – school site (0.04) – road intersection (0.049). The average index of fluctuating asymmetry of the drooping birch leaf in the study area was 0.042±0.002, which indicates favorable conditions and a weak influence of anthropogenic load.

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“GREEN” STUDENT AUDIENCE

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Keywords: “green” economy, “green” office, save, resources, planet, society.

There are more than 8 billion people living on the planet Earth. We use nature for our own purposes, because of what it suffers. Population and consumption are growing, and little attention is paid to environmental protection. This leads to an increase in production, waste, new landfills and a decrease in the quality of life [1]. In order not to harm nature and ourselves in the future, we need to protect nature and its resources.

The resources of the Earth are not infinite. People should understand that they are limited and it is necessary to use them rationally and look for ways to recycle. This is important not only for people now, but also for future generations. In order for the future generation to enjoy clean air, clean seas, forests and everything else beautiful on our planet, we must start today with ourselves to protect resources. Taking responsibility for the place where we live is the right decision for everyone now and in the future and for the planet.

Material and methods. In modern society, the expressions «green» economy, «green» office, «green» workplace are becoming more and more common. The «green» economy is a set of actions aimed at improving the well-being of society, preserving resources, and reducing the negative impact on the environment.

The goal of the «green» economy is to find a balance between social policy, economics and ecology [2]. This is the right way to preserve the planet Earth for present and future people, to provide everyone with clean water, air and a healthy and long life in general. The quality of our food and life depends on the place where we live. So first of all, we need to protect and protect where we live.

The leading countries of the «green» economy: South Korea, USA, China, Germany, Sweden, Switzerland [1].

Resolution of the Council of Ministers of December 10, 2021 № 710 approved the National Action Plan for the development of the «green» economy in the Republic of Belarus for 2021-2025. The strategic goal of the approved plan is the development of an inclusive, smart and digital «green» economy promotes economic growth. The development of the «green» economy in the Republic of Belarus is based on the principles of: sustainable development, inclusiveness, intersectorality, innovation, scientific, eco-efficiency and sufficiency, resource conservation, waste management as resources, transparency, increasing competitiveness and strengthening positions on world markets, taking into account global trends in greening, international cooperation and responsibility [3].

There is such a thing as a «green» office. This concept implies a comprehensive program that includes technical and motivational and educational activities designed to help companies develop internal environmental policies and learn how to take care of office resources [3]. Each such office will make investments in the «green» economy, thereby greatly helping society and the planet. If a person spends most of the day in the office, then he begins to «take» many habits home, for example, separate waste collection. In this sense, the environmentally responsible position of the owner contributes to the promotion of responsible behavior [4].

Environmental factors of «green» workplaces are those that reduce energy and raw materials consumption, limit emissions and waste of pollutants into the environment.

In this regard, the organization of students' workplaces (future employees of «green» workplaces), carrying out work on «greening» the student audience becomes relevant. The formation of an ecological worldview at the university is an important component of a future specialist.

Findings and their discussion. The purpose of our work was to study the actions of fellow students in classrooms and at home regarding energy saving and waste management.

A survey was conducted among students of the Faculty of Economics of the MITSO International University. 34% of students of the Faculty of Economics sort garbage and 66% do not. To the question of cleaning after themselves after a picnic in nature, 97% of students answered that they clean and 3% that they do not clean. 86% of students use plastic bags and 14% do not use. 63% of students save water and light, 37% do not save. 93% of students of the Faculty of Economics do not litter on the street and 7% of students honestly admitted that they do so. The survey showed that there are people who are not serious about the problem of environmental pollution. Such people need to be reminded of this more often, because it is not difficult, just to maintain order where you live. It is necessary to accustom yourself to environmental protection from school, and preferably as early as possible. First, one person will start saving, for example, water and light, then his friends, then colleagues at work, then the whole office will become a «green» office, then there will be such in the city, then in the country, then the whole country will be green and so the neighboring countries will gradually join and so on. All countries should understand that this is a common problem. It is necessary to cope in unity. After all, only together we can protect our common and only habitat.

To accustom yourself to such simple actions as: sorting garbage, cleaning up after yourself at a picnic in nature, saving light and water, throwing garbage past the trash, proper waste disposal, and so on; not difficult, but very useful. The society should do environmental education of the population and tell each other about the importance of these actions.

The «green» economy plays a significant role in preserving our beautiful habitat. All people and businesses should move in this direction. After all, this is the only way the harmony of nature and society will exist on the planet Earth.

Conclusion. The results of a survey conducted among students on energy saving and waste management showed that serious educational and educational work should be carried out in the student audience to form their ecological worldview.

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THE PROBLEM OF THE VAPING SPREAD AMONG YOUNG PEOPLE

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Keywords: lifestyle, vaping, questionnaire survey, smoking prevention, health preservation.

More than ten years ago vaping devices appeared on the shelves. They were promoted as a safe alternative to conventional cigarettes. The devices come in a variety of designs and sizes: in the form of boxes with a nozzle or long cylinders. In addition to e-cigarettes, vape liquids with different flavours are sold. There are plenty of them; you'll find cherry, coffee, lemon, marmalade, banana mousse, strawberry and cream and even biscuits with lemon and vanilla cream.

A vape is similar to an inhaler: the liquid inside is heated and boiled, resulting in steam for inhalation [1, 2]. The new type of smoker has become known as a vaper (from the English word "vaping") and a new trend has emerged. Competitions are held among electronic cigarette lovers, specialised venues are opened for them and the devices themselves are produced in exclusive design.

In the nearly two decades since e-cigarettes were first introduced in China, scientists have conducted a number of experiments in various fields. The concentration of substances in the e-cigarette liquid can vary greatly depending on the type of e-cigarettes:

– 55 to 62% propylene glycol;
– 30 to 35% glycerine;
– 0 to 3,6% nicotine;
– 2 to 4% flavourings;
– water in an appropriate concentration.

The content of the harmful substances in the refill cartridges is entirely the responsibility of the manufacturers. According to studies by Western scientists, electronic cigarettes are not a safe alternative to conventional cigarettes because they contain more nicotine than declared and are often made in Chinese factories with violations of safety standards.

Vapour inhalation devices are becoming more and more popular among teenagers and young people every year, so the study of this problem is relevant. The aim is to analyze the level of knowledge of pupils (15-20 years old) about the effects of vaping on the body.

Material and methods. The material was an analysis of the data on the use of vaping by students in educational institutions. The natural-pedagogical experiment, which allows timely identification of the problem areas in the organization of the youth health preservation activity, was conducted on the basis of 4 educational institutions of Vitebsk region. The research was conducted in the form of a questionnaire survey, which was attended by 95 pupils aged 15-20.

The work included the following stages: selection of diagnostic tools and subjects; preparation of stimulus material; processing and drawing up the results. The questionnaire contained 18 questions. The control parameters were gender, age, frequency of healthy lifestyles, attitudes towards weypics, smoking, drugs, etc.

Findings and their discussion. Among respondents in all age and social groups female sex prevailed, which corresponds to the general demographic situation in Vitebsk region. The social status of the respondent's family was also taken into account in the data analysis. Respondents answered the question "Your social status" as follows: 37,3% were from a family with mixed social status; 32% were from a family of workers; 13,3% were from a family of teachers, doctors, scientists, engineers; 3,3% were from a family of agricultural workers; 4% were from a family of service workers; 6,6% were from a family of entrepreneurs; 4% were from a family of civil servants.

Analysis of answers to question "Have you ever tried vaping or electronic cigarettes?" shows that the majority of respondents (47,8%) deny "vaping" and are not going to try it, 19% do not exclude such a possibility, and almost a third of respondents (33,2%) have already tried vaping.

To the question "Who shapes your personal attitude (positive or negative) towards vaping and toxic substances?" respondents answered: Internet (32,7%), family (27,3%), educational institution (14,7%), friends (12,3%), own beliefs (7%), mass media (6%).

To the question "Do you consider vaping dangerous for your health?" an absolute majority of respondents (72%) answered that vaping is practically safe for health and only 28% believe that it can have a strong negative impact on health.

Almost half of those surveyed believe that vaping and e-cigarettes can be used to quit smoking (51%), about 15% are undecided and only 34% of those surveyed know that vaping is not helpful.

When asked "Where can I vape?" most respondents (53%), answered anywhere if it is not against the law, only 40% are against vaping in public places.

Thus we can conclude that a very large percentage of students have tried e-cigarettes and consider them less dangerous or are not fully aware of it.

Conclusion. Anyone should not be influenced by fashion or delusions that e-cigarettes will keep their addiction alive and will not harm their health. After all, no matter in what form toxic substances get into the body, they cause irreparable harm: affect the cardiovascular system, cause kidney, liver, lung and bronchial diseases, irritate the mucous membrane of the eyes, destroy teeth and immune system.

We must remember that vaping is just another mechanism to increase profits for businesses. And only by the joint efforts of the scientific world, the authorities and the public can we provide a powerful counteraction to this subculture, the prospect of which can be very negative for the health of young people.

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INVENTORY OF WOODY VEGETATION ALONG VITEBSK HIGHWAYS UNDER DIFFERENT ANTHROPOGENIC LOAD

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Keywords: woody vegetation, urban environment, inventory, vital state of plants.

Tree plantations in residential areas are exposed to extreme negative loads, most often associated with air pollution. Under the influence of pollution, plants are weakened, sensitive species die off. All this leads to a decrease in their environmental protection functions. The most general expression of the level of compliance of a plant organism with a set of environmental conditions can be considered its general habitus – the state of life. This is one of the indicators that reflects the degree of plant resistance during growth and development [1]. Diagnostics of the state of woody plants is an important component of monitoring, which allows substantiating recommendations for the use of the most productive and durable green spaces in urban gardening.

The purpose of our work is to assess the vital state of roadside trees and shrubs in an urban environment.

Material and methods. The research was carried out in Vitebsk using the route method. Four routes have been laid down: on the street. Leningradskaya (route length 1,00 km), st. Chapaeva (1,03 km), st. Uritsky and Communist (439,3 m), in the period August-July 2020–2021. The object of the study was tree and shrub vegetation. The assessment of the vital state was carried out according to the method [2]. As a result, it was calculated: on the street. Leningradskaya – 301 trees and 8 shrubs, and also the area of 4 flower beds was taken into account; on st. Chapaev – 314 trees, 29 shrubs, 31 flower beds; on st. Uritsky – 81 trees, 5 shrubs, 3 flower beds; on st. Communist – 27 trees.

Findings and their discussion. In the course of the study, the species composition of woody vegetation was determined. As can be seen from Table 1, the largest number of species was found along the roadway of the street. Chapaev and amounted to 22 species, the dominant species were: small-leaved linden (Tilia cordata) – 18,3%, horse chestnut (Aesculus hippocastanum) – 17,8%. The smallest number of species – 11, found on the street. Uritsky and st. Communist. The dominant species were drooping birch (Betula pendula) – 21%; large-leaved linden (Tilia platyphyllos) – 21%; small-leaved linden (Tilia cordata) – 19%; horse chestnut (Aesculus hippocastanum) – 17%.

On st. Leningradskaya, the average diameter of the forest stand was 19.62±1.08 cm, the height was 11,92±0,59 m; on st. Chapaev 21,55 ± 0,82 cm and 12,41 ± 0,45 m, respectively; on st. Uritsky and st. Communist 30.06±1.17 cm and 20,12±0,78, respectively.

Table 1 – Inventory of trees and shrubs

Street name	Total number of species	Dominant species, %
st. Leningradskaya (two-way traffic)	13	Fraxinus excelsior – 30,42%; Betula pendula – 24,92%
st. Chapaeva (two-way traffic)	22	Tilia cordata – 18,3% Aesculus hippocastanum – 17,8%
st. Uritsky and st. Communist (One Way)	11	Betula pendula – 21%; Tilia platyphyllos – 21%; Tilia cordata – 19%; Aesculus hippocastanum – 17%.

Table 2 reflects the data on the assessment of the vital state of woody vegetation on the streets under study. In all cases, along the roadways both with two-way traffic (Leningradskaya St. and Chapaev St.) and with one-way traffic (Uritskogo St. and Kommunisticheskaya St.), the vital condition index was 86–87, which corresponds to the category of healthy trees with signs of weakening.

Table 2 – Data from the study of the vital state of the forest stand, %

Stand characteristics	st. Leningradskaya	st. Chapaeva	st. Uritsky and st. Communist
Healthy	80,1	75,8	75
Weakened	8,6	12,4	13
Severely weakened	5,7	7	5,6
Shrinking	5	3,5	6,5
Deadwood	0,7	1,3	–
Life condition index	86,6	87,5	86,6
Life condition category	Healthy with signs of weakening	Healthy with signs of weakening	Healthy with signs of weakening

On Leningradskaya Street, the predominant age group of trees is the middle-aged generative one – 35,9% (108 trees); the smallest is virginal with 8,6% (26 trees). On Chapaev Street, the predominant age group of trees is the middle-aged generative one – 46,5% (146 trees); the smallest is virginal with 9,6% (30 trees). On the streets of Uritsky and Kommunisticheskaya, the predominant age group of trees is the middle-aged generative one – 88% (95 trees); the smallest is immature with 2,5% (2 trees).

Conclusion. In the course of the study, an inventory of woody vegetation on some streets of Vitebsk was carried out, the index of the vital state of the studied forest stand was determined, averaging 86,5±0,82. All three sites are characterized by the predominance of healthy trees – 80,1%, 75,8%, 75%, respectively. The percentage of dead wood is insignificant 0,3% on Leningradskaya street and 1,3% on the street. Chapaev. On the studied streets, the trees correspond to the category “healthy with signs of weakening”.

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DRIP IRRIGATION AS A GUARANTEE OF FOOD SECURITY OF THE REPUBLIC OF BELARUS

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Keywords: drip irrigation, food security, vegetables, productivity.

The most important criteria for efficient production in the most developed countries of the world today are the specific costs of resources and indicators of environmental safety.

One of the promising areas for increasing productivity in crop production is the development and implementation of technologies for artificial irrigation of crops to create zones of guaranteed production of vegetables and other crops, since only the use of technologies adapted to natural conditions will increase the amount of agricultural products, semi- desired per unit area, reduce its cost and improve quality.

Material and methods. Field experiments were laid on the experimental irrigated field of the UO BSHA "Tushkovo-1" of the Goretsky district of the Mogilev region. The experimental field is located on an area with leveled terrain, having a slight slope in the south-west direction. Groundwater lies at a depth of more than 8 m. The main source of the formation of moisture reserves is precipitation, the insufficient amount of which and the uneven precipitation during the growing season do not provide high productivity of crops, which determines the need for irrigation. The soils are sod-podzolic loamy. Observations of meteorological indicators were carried out directly at the experimental site using an equipped meteorological post located to the north at a distance of 150 m.

Findings and their discussion. Vegetables are an integral part of a complete diet that provides a person with vital chemical components that are completely or partially absent in many animal products.

According to the Institute of Nutrition of the Academy of Medical Sciences of the Russian Federation, vegetables can satisfy a person's need for proteins by 15–25%, carbohydrates by 50–60% and vitamins and minerals by 60–80%. [one]

The results of studies on the assessment of national food security indicate that in 2019 the volume of agricultural production per capita corresponded to the level of developed countries.

The level of own production of vegetables was sufficient to meet the needs of the domestic market of the republic and amounted to 104,1%. [2]

The task of the State Program for 2016–2020 for the production of vegetables was completed – 9,2 million tons (114,5%). The growth of gross crop production for 2016–2020 compared to 2015 amounted to 18,3 percent.

In 2020, compared to 2015, the production of vegetables was increased in farms of all categories (growth rate – 103,8 percent), and the growth rate of gross vegetable production was reduced to the level of 2019 of 1,8 million tons (94,4%). [3]

In the same year, vegetable production per capita amounted to 187 kg, the yield was 277 centners per hectare, and the gross harvest was 1,751 thousand tons.

On irrigated lands, these indicators amounted to 39,9 centners per hectare, the gross harvest was 34,5 thousand tons.

In the Mogilev region, the gross harvest of vegetables amounted to 196,5 thousand tons, the yield was 262 q/ha.

As of 2020, the sown area for vegetables amounted to 59,3 thousand hectares, in the Mogilev region this figure is – 7,1 thousand hectares.

The sown area of vegetables on irrigated lands is 0,4 thousand hectares. [4]

At present, the Republic of Belarus has reached a certain level of development of crop production, which makes it possible to provide the country's consumer market with vegetables.

The main directions for the development of crop production are provided for by the state program "Agricultural Business" for 2021–2025.

The implementation of this program will help ensure the production of vegetables. The indicator of development is the production by the end of 2025 of vegetables in the amount of 1,9 million tons in farms of all categories, of which in the public sector – 0,6 million tons with an average yield of 335 centners per hectare, the area sown with vegetables in open ground – 14,8 thousand hectares. [3]

To achieve the set indicators, it becomes necessary to introduce innovative and resource-saving technologies in the production of vegetable products. One way to increase the yield of vegetables is irrigation

In countries with developed vegetable growing methods and modes of irrigation, irrigation equipment are constantly being improved. In addition to the traditional methods of irrigation (sprinkling), such a progressive method of irrigation as drip irrigation is developing. For vegetable crops, it is the most effective, as it can be used for fertilizing. This method is widely used in the USA, Israel and allows saving up to 50–70% of the volume of irrigation water and up to 50% of fertilizers in comparison with their spreading. [1]

In this regard, within the framework of the dissertation research, the influence of the drip irrigation regime on the yield of vegetable crops grown in open ground on soddy-podzolic soils in the northeastern part of the Republic of Belarus is being studied.

Research is being carried out in the Gorki region on the experimental fields of the BE BSAA. The experimental plot is located on lands typical for the regions of the Mogilev region in terms of geomorphological, geological, hydrological and other natural conditions.

The soil of the experimental site is loamy. The content of humus in the arable layer of 0–30 cm is 1,51%. The topsoil is characterized by an alkaline reaction, the pH of the water is 5,65. The content of mobile phosphorus is 284 mg/kg, and exchangeable potassium is 353 mg/kg.

The soil bulk density in the 0–30 cm layer is 1,305 g/cm^3, in the lower layers there is an increase in the bulk density up to 1,40–1,6 g/cm^3.

Studies have shown the effectiveness of this method to increase the yield of vegetables. The yield in areas with drip irrigation at an irrigation rate of 80% of the NV was: onion – 44,67 t/ha, radish – 36,56 t/ha, lettuce – 7,96 t/ha.

Conclusion. Despite the fact that drip irrigation is inferior to sprinkling in comparative quantitative indicators, with its local application on highly profitable vegetable crops, the greatest production and economic results are achieved with full payback in the first year of operation.

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THE ACTIVITY OF CATALASE IN THE TISSUES OF HYDROBIONTS OF THE VITEBSK REGION

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Keywords: catalase activity, pulmonary mollusks, coil horn, hepatopancreas, Vitebsk region.

At the present time for assessing the status of ecosystems using the methods of biological indication. While great attention is paid to the use for these purposes of live objects. As such objects, using freshwater mussels. Working with them is less time consuming and the most expedient in economic terms. The study of biochemical parameters of these organisms give us a theoretical basis for the qualitative assessment of the system under investigation [1]. Widely used one of the most common types of pulmonary mollusks – coil horn (*Planorbarius corneus*).

The aim of this work was to determine activity of catalase in hepatopancreas *Planorbarius corneus* depending on season and habitat.

Material and methods. The experiments were conducted on 162 individuals of *Planorbarius corneus*. Molluscs were gathered in the spring (april-may), summer (july) and autumn (september-october) from reservoirs in six districts of the Vitebsk region (table 1). The water bodies of selected districts were at a distance of no more than 30-40 km from the regional center. In each study subgroup was kept for 9 clams.

Table 1 – sampling sites of water, soil and shellfish.

District shellfish molluscs	Gathering place	Pond
Vitebsk district	Vitebsk	the river Vitba
Dubrovensky district	the village Lyady	lake Mordovia
Beshenkovichi district	the village Sokorove	Small lake
Ushachi district	the village Dubrovka	lake Dubrovskoe
Shumilino district	a/g Tower	lake Budapest
Senno district	Senno	lake Sennenskoe

The catalase activity of hepatopancreas were determined by spectrophotometric method. The hepatopancreas homogenate was centrifuged for 20 minutes at 3000 rpm (4^0C) and diluted to a dilution of 1:150 (40 μl of homogenate+160 μl 0,025 Tris-HCl buffer), to 0.2 ml homogenate were added to 2.0 ml of 0.03% H_2O_2. Incubated 10 min at room temperature. Was added 1.0 ml of molybdate ammonium. Measured optical density at a wavelength of 410 nm against distilled water. Control sample contained everything except the homogenate, which was used instead of 0.2 ml of distilled water [2]. Mathematical processing of obtained results was carried out by methods of parametric and nonparametric statistics using statistical software package Microsoft Excel 2003, STATISTICA 6.0.

Findings and their discussion. After the study *Planorbarius corneus* collected at different times of the year shellfish, indicators are aggregated and listed in table 2.

Table 2 – Activity of catalase activity (μmol/g) in hepatopancreas tissue of pulmonary mollusks of the genus *Planorbarius corneus* (*M±m)*

District shellfish district	The season of the year		
	Spring (n=9)	Summer (n=9)	Autumn (n=9)
Vitebsk district	$82,4\pm1,4^{1,2}$	31,2±1,2	$52,3\pm1,3^{1}$
Dubrovensky district	$64,5\pm2,1^{1,2}$	27,4±1,4	$48,6\pm1,7^{1}$
Beshenkovichi district	$70,9\pm2,3^{1,2}$	29,5±1,3	$57,3\pm2,0^{1}$
Ushachi district	$78,7\pm7,6^{1,2}$	29,7±1,8	$49,8\pm2,4^{1}$
Shumilino district	$67,4\pm2,8^{1,2}$	26,7±3,8	$47,8\pm1,7^{1}$
Senno district	$69,5\pm1,6^{1,2}$	28,7±1,2	$48,8\pm1,4^{1}$

Note – ^{1}P<0,05 in comparison with summer period, shellfish gathering; ^{2}P<0,05 in comparison with the autumn period, shellfish gathering

In comparison with the summer period of collection of the shellfish increased activity of catalase in the spring 2,64% Vitebsk district, 2,35 times the dubrovensky district, 2,41 times the Beshenkovichi district, 2.65 times Ushachi district, 2,52 times Shumilinsky district, 2,42 times Senno district. In comparison with the summer period of collection of the shellfish increased activity of catalase in the autumn 1,68% Vitebsk district, 1,77 times the dubrovensky district, of 1.94 times the Beshenkovichi district, 1,68 times Ushachi district, 1,79 times Shumilinsky district, 1.7 times Senno district. Compared with the autumn period of activity of catalase coil horn with a spring period of statistically significant differences obtained in the Vitebsk region 1.58 times, Dubrovno district of 1,33 times, Beshenkovichi district 1.24 Shumilinskiy area of 1,41 times in Ushachi 1,58 times, Sunanskom district 1,42 times (table 2).

Conclusion. The study identified a pattern. Namely: catalase activity prevails in the cold season. Catalase is an enzyme that destroys free radicals of the peroxide of hydrogen produced during the different oxidation processes. Therefore, in the cold season the clams are experiencing oxidative stress, in which stands out an excessive amount of hydrogen peroxide, the neutralization of which occur due to the increase of catalase activity.

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ENVIRONMENTAL ACTIVITIES AND STUDENT VOLUNTEERSHIP

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Keywords: nature protection, volunteering, students.

Volunteering is an important part of modern society. It helps to reveal the socially significant qualities of the individual. Volunteering is of particular relevance in our time. Volunteer detachments, organizations and movements are being created in our country. Volunteering includes various areas: social, sports, medical, environmental and others. Student youth play an important role in the development of volunteering; volunteer activities are being developed in many educational institutions and volunteer teams of various directions have been created. On the basis of the Faculty of Chemical, Biological and Geographical Sciences of VSU named after P.M. Masherov, the Ecological Patrol volunteer detachment operates, of which I have been a member since 2020 [1, p. 39]. The main direction of the work of the detachment is environmental volunteering, participation in environmental activities and involving the general population in it.

The purpose of the work is to study the main directions of environmental protection activities of the student volunteer group "Ecological Patrol".

Material and methods. The work uses analytical, comparative and descriptive research methods. The analysis of these reports and published materials of the work of the Ecological Patrol volunteer detachment over the past five years was carried out [1, 2]. The experience of personal participation in the work of a volunteer team is systematized and described. The main directions and forms of work in the field of nature protection are determined.

Findings and their discussion. Student brigade "Environmental Patrol" in the period from 2017 to 2022. took part in a number of environmental events: annual environmental campaigns; environmental campaigns for cleaning and improvement of the territory of Vitebsk and its environs; participation in seminars, round tables, exhibitions on ecology and nature protection; participation in competitions on ecology and nature protection; research work and participation in scientific and practical conferences; participation in the work of the Public Coordinating Ecological Council under the Vitebsk Regional Committee of Natural Resources and Environmental Protection; internship in public ecologists on the basis of the Vitebsk city inspection of natural resources and environmental protection; dissemination of environmental information, presentation of reports to the population of the city; carrying out environmental events and joint participation in environmental events with students of schools and gymnasiums. A detailed description of some areas and individual activities are given in the Table.

Table – The main areas of environmental protection activities of the volunteer detachment Ecological Patrol

Areas of work	Main activities (see Figure)
Annual environmental campaigns.	Forest Week", "Let's Do It", "Bird Day", "Car Free Day", "Earth Hour", environmental action, within the framework of the global environmental campaign "Let's equip our small homeland".
Participation in competitions on ecology and nature protection.	Republican competition "Youth for the cleanliness of cities and villages"; Border Youth Festival “Where does the Motherland begin?”; action-competition "Ecology of the soul and the image of a young man of the 21st century".
Ecological campaigns for cleaning and improvement of the territory of Vitebsk and its environs.	Together with the Vitebsk City Inspectorate, the PRIEP took part in restoring order on the territory of the street. Gagarin, st. Frunze, near the Korona shopping center, the Belarus shopping center, the Frunze park, the coastal zone of Lake Beloe, the forest park zone near the Luchesa River, the Yuryeva Gorka area, the territory of the Dnieper and Orshitsa Rivers, Orsha.
Participation in seminars, round tables, exhibitions on ecology and nature protection.	Seminar-meeting on the issues of separate collection of waste on the basis of the Republican Center for Ecology and Local History in Minsk; International Volunteer Forum "Dobroforum", St. Petersburg, 1st International Specialized Exhibition "Ecology Expo – 2021", XVI Republican Ecological Forum.
Participation in the work of the Public Coordinating Ecological Council under the Vitebsk Regional Committee of Natural Resources and Environmental Protection.	Participation in the work of the council, presentation with reports on the main directions of the work of the detachment.

Internship in public ecologists on the basis of the Vitebsk City Inspectorate.	Acquaintance of students with the tasks of the inspection, assistance in the preparation and maintenance of documents drawn up in the inspection, participation in field events.
Research work and participation in scientific and practical conferences.	Research is being carried out to collect and analyze material within the framework of the work of the student research laboratory "Ecology of the Urban Environment", 24 abstracts have been published based on the results of conference materials.

In total, over the past five years, students have taken part in more than 60 events (see Figure), received diplomas and certificates for participating in the volunteer movement, certificates of public ecologists.

a

b

c

d

Figure – Participation of student volunteers in environmental events

a – the action "We care" together with the Republican Center for Ecology and Local History, the Coca-Cola Beverages Belorussia enterprise, b – cleaning the shoreline of Lake Beloye together with the Vitebsk Regional Committee of EPEP; c – educational seminar-meeting on the issues of separate waste collection, d – planting trees on the Day of National Unity, the bank of the Vitba River

Conclusion. Volunteering is an integral part of our lives and plays a huge role in our spiritual development. The work of the student volunteer team in the field of environmental protection is diverse and related to the interests of students. It gives the opportunity to gain experience in communication with like-minded people, the opportunity to practice professional environmental skills, work in a creative team. Over the past five years, students of the squad have participated in more than 60 events at various levels.

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PROBLEMS OF REPRODUCTION OF LABOR RESOURCES RURAL TERRITORIES OF THE VITEBSK REGION

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Keywords: labor resources, rural area, Vitebsk region.

For a long period, there has been a steady decline in the population in the rural areas of the Vitebsk region of Belarus. The working-age population is of great importance for the economic development of the region. The formation of labor resources and their use in various sectors of the national economy of the region have their own characteristics. In agriculture, the number of workers directly involved in the production of products is decreasing. Given the current situation, the growth of the able-bodied population, which makes up the bulk of the workforce, is problematic and their sources in rural areas are problematic. Therefore, taking into account the peculiarities of agricultural production, economic growth in agriculture (the main area of application of the labor of the rural population) can only be ensured on the basis of an increase in labor productivity [1].

The purpose of the study: to analyze the quantitative composition of the labor force in rural areas of the Vitebsk region.

Material and methods. The information base of the study was the data of the results of the population censuses of the Republic of Belarus for 2009 and 2019 and the National Statistical Committee of the Republic of Belarus [2, 3]. Comparative geographic, statistical and analytical methods were used.

Findings and their discussion. In 2019, the rural population of the Vitebsk region was 22%, and its share is constantly decreasing (27% in 2009). Natural and migration decline leads to a stable reduction and aging of the rural population and significantly affects the dynamics of all major demographic processes.

The reduction in the working-age population leads, first of all, to a reduction in the labor force, as well as to an increase in the proportion of people in old age. If in 2009 the post-working population accounted for 31.9%, then in 2019 this share increased to 34.1%. The demographic burden on the working-age population is increasing all the time: 597 pensioners in 2009 and 672 in 2019. All this increases the cost of pensions, medical services and social assistance for the elderly.

Analyzing the structure of the rural population by sex in working age, there is a noticeable excess of men. The exodus of young women from rural areas leads to a disproportionate sex ratio and, most often, this has an economic basis. In rural areas it is difficult to find a decent and prestigious job for young people, there are no alternative places of employment, places of leisure, poor transport accessibility and security, lack of preschool (and not only) institutions, so more mobile young women and men leave the village.

An analysis of the structure of the rural population of the Vitebsk region by age showed an absolute and relative decrease in the able-bodied rural population. From 2009 to 2019, the rural population of working age decreased from 178.7 thousand people up to 132.0 thousand people or by 26.1% over 10 years (Fig.).

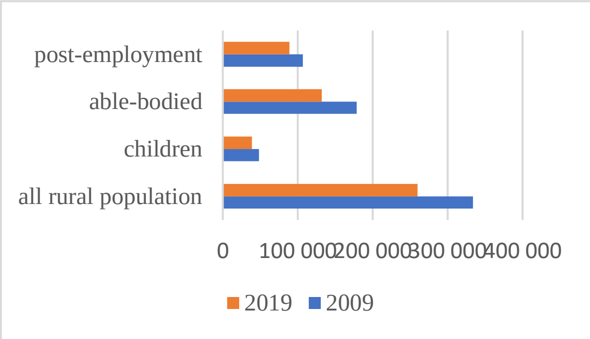

Figure – The structure of the rural population of the Vitebsk region by age groups in 2009 and 2019 years

After working age, there is a clear advantage in the number of women over men, and in rural areas, settlements turn out to be in fact settlements and villages of elderly women, widows and pensioners.

Conclusion. As the statistics show, the population peak in Belarus has already been passed. The population, especially the rural population, will decrease every year. If the rate of decline does not change, then according to the demographic forecast, in 2019-2029 the formation of labor resources of the rural population of the Vitebsk region will be influenced by the absolute reduction of the able-bodied population and may decrease by about 30–35%.

The transformation of modern rural society requires a qualitatively new level of formation of rural labor resources. To solve this problem, effective socio-economic programs are needed, otherwise there will be even more empty towns and villages by the next census [4].

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DYNAMICS OF SOME SPECIES OF WOODY PLANTS IN THE BOTANICAL GARDEN AT VSU NAMED AFTER P.M. MASHEROV FOR THE PERIOD FROM 1999 TO 2022

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Keywords: dynamics, botanical garden, woody plants, monitoring.

Plant communities play a significant role in the life and development of mankind. Their diversity determines the versatile life of everything that exists on the planet. The famous Soviet botanist I.G. Serebryakov classified all plants into groups: woody, semi-woody, terrestrial and aquatic. Each group has its own essential meaning, but in everyday life a person often interacts with woody plants. When landscaping cities and other settlements, various types and varieties of woody plants are often used. Breeders every year bring out more and more new varieties of most woody plants for various purposes. When landscaping, many characteristics of plants are taken into account, both decorative and resistant to gases and various pollution, therefore it is woody plants that most fully meet these goals.

The task of the botanical garden is to study plants and vegetation in order to manage and create new forms that are beneficial to man. To solve this problem, acclimatization and introduction of plants from different regions of growth are carried out in gardens. Thus, the flora is enriched with new valuable species. Therefore, collections of living plants are an integral part of the botanical garden. The collection of woody plants itself is the key and oldest. The purpose of this work is to study part of this collection and compare it with the current situation. The relevance lies in the fact that the collection is constantly changing in view of various situations (cutting down, malicious actions, death of plants, etc.), therefore, it is important to monitor the species and quantitative composition of the plant collection.

Material and methods. We studied the species composition of woody plants and the belonging of species to a particular family. The route method, the method of recording data records, the method of photographing were used.

Findings and their discussion. Quantitative data of some species of woody plants of the botanical garden during the study are presented in Table 1.

Table 1

Family Ericaceae		
View	By 1999	By 2022
Dahurian rhododendron	1	1
Rhododendron yellow	1	1
Rhododendron marigold	1	
Sikhotinsky rhododendron	1	11
Family Fabaceae		
View	By 1999	By 2022
Amorpha shrub	1	1

Bobovnik anagirovidny	1	1
Gorse dyeing	1	2
Caragana treelike	4	3
Caragana arborescens pendula	2	2
Karagana shrub	2	2
Robinia false acacia	2	8
Family Rutaceae		
View	By 1999	By 2022
Amur velvet	19	15
Pteleya three- leafed	1	3
Family Pinaceae		
View	By 1999	By 2022
Prickly spruce	6	6
Spruce Glauka	8	9
Norway spruce	3	3
Korean cedar	4	3
American larch	3	3
European larch	21	21
Siberian larch	14	15
Balsam fir	2	4
White fir	2	2
Vicha Fir	1	2
White fir	4	5
Siberian fir	3	2
Whole-leaved fir		1
Pseudotsuzh Menzies	2	1
Pseudotsuzh Menzies glauka	1	2
Weymouth pine		1
Mountain pine	2	3
Scotch pine		3
Pine Siberian cedar	1	4
Yew berry	3	5

The table shows that the species of the Pine family have been preserved in the same number as in 1999. In some places, a slight difference in species is noticeable, but it is small and therefore not significant. It should be noted that several new species have appeared in this family (solid-leaved fir, Scotch pine, Weymouth pine). A similar situation can be seen in other families, in particular the Rutaceae family and the Legume family. However, in the Legume family there is a species (Robinia false acacia), the growth of which amounted to 6 copies. This increase is explained by the fact that Robinia false acacia is very unpretentious, grows rapidly and reproduces well [3]. In the Heather family, a decrease in the number of some types of rhododendron is noticeable, since this crop is difficult to grow and demanding on soils. The number of Sikhotinsky rhododendron is so large because it is very decorative during flowering and in the botanical garden this species is included in a decorative planting along the border.

Conclusion. As a result of the work carried out, an inventory of some species of the collection of woody plants of the Botanical Garden of VSU named after P.M. Masherov for the period from 1999 to 2022. The quantitative dynamics of these species is shown. New species have also been noted.

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NON-ENZYMATIC ANTIOXIDATIC SYSTEM B EARLY-FLOWERING PLANTS GROWING IN THE CONDITIONS OF THE BOTANICAL GARDEN OF VSU OF P.M. MASHEROV

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Keywords: non-enzymatic antioxidatic system, early-flowering plants, Állium ursínum, Prímula véris, Állium schoenoprásum.

Application of curative herbs and pharmaceutical collecting on their basis in traditional and traditional medicine is especially relevant now that is caused by essential advantage of plants in comparison with chemical medicamentous medicines. The main thing from them – lack of the ghost effects and complex impact on an organism [1].

Early-flowering plants well grow and develop under the poor weather conditions that is bound to their antioxidatic system. Therefore it is important to investigate at these plants the maintenance of indexes of enzymatic and non-enzymatic antioxidatic system for further application on biological objects [2].

The work purpose – to define the maintenance of indexes of non-enzymatic antioxidatic system in water extracts (1:10) leaves of early-flowering plants.

Material and methods. Objects of a research are water extracts of leaves (1:10) early-flowering plants Állium ursínum, Prímula véris, Állium schoenoprásum. Exemplars of plants were selected in groups, growing in the conditions of the Botanical garden of VSU of P.M. Masherov and forest area of Vitebsk.

The antioxidatic activity and activity of enzymes were determined by standard biochemical methods [3].

Mathematical processing of the received results was carried out by methods of parametrical and nonparametric statistics with use of a package of the statistical Microsoft Excel 2003, STATISTICA 6.0 programs.

Findings and their discussion. As appears from table 1, the largest content of the sum of phenolic connections, Acidum ascorbinicum is noted in extract of leaves of Prímula véris (ELPV). The activity of peroxide oxidation of lipids is reduced in ELPV in comparison with water extract of leaves of Állium ursínum (ELAU) twice.

In comparison with ELAU in ELPV the maintenance of the following indexes is increased: the sum of phenolic connections – by 2,16 time, Acidum ascorbinicum – by 3,32 times. In comparison with extract of leaves of Állium schoenoprásum (ELAS) in ELPV the maintenance of the following indexes is increased: the sum of phenolic connections – by 2,07 time, Acidum ascorbinicum – by 6,92 times.

The largest content of pigments of the photosynthetic device of plants is observed in ELPV: in comparison with ELAU the maintenance of a chlorophyll by 1,5 times, carotenoids – by 3 times is increased, in comparison with ELAS the maintenance of a chlorophyll is 4,36 times more, carotenoids – by 7,29 times.

Table 1 – The maintenance of indexes of non-enzymatic antioxidatic system in water extracts (1:10) leaves of early-flowering plants (M±m)

Index	Water extract (1:10)		
	ELAU	ELPV	ELAS
Diene conjugates, µmol/g	0,29±0,011^{2}	0,46±0,013^{1}	0,28±0,003^{2}
TBA, nmol/g	7,92±0,35^{2}	3,82±0,18^{1}	1,73±0,32^{11,2}
Sum of phenolic connections, mg/g	8,98 ± 1,52^{2}	19,36 ± 1,82 ^{1}	9,36 ± 0,74^{1,2}
Sum of flavonoids, mg/g	0,32±0,02	0,28 ± 0,03^{1}	0,47 ± 0,04^{2}
Acidum ascorbinicum, mg/g	18,77±0,18^{2}	62,45±0,69^{1}	9,02±0,13^{1,2}
Chlorophyll, mg/g	0,32±0,010	0,48±0,002^{1}	0,11±0,002^{1,2}
Carotenoids, mg/g	0,17±0,012^{2}	0,51±0,010^{1}	0,07±0,001^{1,2}

The Note – $^{1}P < 0,05$ in comparison with ELAU; $^{2}P < 0,05$ 05 in comparison with ELPV.

The largest content of pigments of the photosynthetic device of plants is observed in ELPV: in comparison with ELAU the maintenance of a chlorophyll by 1,5 times, carotenoids – by 3 times is increased, in comparison with ELAS the maintenance of a chlorophyll is 4,36 times more, carotenoids – by 7,29 times.

Thus, on the content of endogenic antioxidants and a condition of the assimilatory device, the greatest antioxidatic the activity also has potential to counteract consequences of an oxidizing stress ELPV.

Conclusion. Thus, water extracts of early-flowering plants (1:10) have good antioxidatic system and can be used for increase resistance to stress of biological objects to adverse environmental factors.

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PHYSICO-CHEMICAL INDICATORS COSMETIC CREAMS FOR THE SKIN

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Keywords: cosmetic creams, physico-chemical parameters, pH values, stability.

The relevance of the physicochemical parameters of cosmetics, including skin creams, is determined by their widespread use. It is important to know the chemical composition, biological activity and toxicity of all ingredients of cosmetic creams.

Not all cosmetic creams sold in the trade system meet the requirements of quality standards. Studies conducted in recent years show that many ingredients of perfumery and cosmetic products, previously considered inert to the skin, can significantly affect the biochemical processes in the epidermis, lipids and skin proteins [1]. Detailed research is especially important now, when there are many environmental factors in the world that adversely affect health. New data obtained as a result of the study of creams can be used in human ecology. These data can also form the basis for taking measures to improve the production of an environmentally friendly cream.

The purpose of the work is to check samples of cosmetic face or hand creams for compliance with the requirements of technical documents declared by manufacturers.

Material and methods. The object of the experimental study was eight samples of cosmetic creams for the face and/or hands, nails, which contain certain forms of vitamins E, A and "vitamin F". The creams were previously purchased from a commercial network for personal use and were usually already opened prior to analysis. All creams were analyzed within their expiration date.

1. "Regenerating Moisturizer". Manufacturer: "Evelinecosmetics" (Poland). 2. "Nourishing cream with aloe vera and whitanium". Manufacturer: "HimalayaHerbals" (India). 3. "Face cream protection from cold and frost". Manufacturer: "Belita – Vitex" (Minsk). 4. "Intensely moisturizing cream with natural vitamin E". Manufacturer: Himalaya Herbals (India). 5. "Night face cream". Manufacturer: "Black Pearl" (Russia). 6. "Cream for hands". Manufacturer: "MaryKay" (USA). 7. "Fatty cream with" vitamin F". Manufacturer: "CAVIALE" (Russia). 8. "Super Moisturizing Serum Hand Cream". Manufacturer: "Belita – Vitex" (Minsk).

Research method – physical and chemical testing of cosmetic creams for compliance with the requirements of GOST.

Determination of the pH value of cosmetic creams having an emulsion consistency is carried out in an aqueous extract. 1g of the test product is placed in a glass, adding 99 ml of distilled water, heated with stirring to a temperature of 80℃, until the emulsion is completely destroyed, i.e. separation of the oil layer. Then, it is cooled down to (20±2)℃, followed by separation of the water layer. The prepared solution is placed in a glass with a capacity of 50 cm^3, the ends of the electrodes are immersed in the liquid under study. The electrodes should not touch the walls and bottom of the glass. The pH values are taken on the instrument scale [2].

To test the thermal stability of oil/water cosmetic creams, cylinders with a capacity of 25 cm^3 are used, filling them 2/3 of the volume with the test emulsion, making sure that no air bubbles remain in the emulsion. The cylinders are closed with stoppers and placed in a thermostat with a temperature of 40-42℃ for 24 hours.

When determining the thermal stability of an emulsion of the water / oil type, the contents of the cylinders after 1 hour of thermostating are carefully mixed with a glass rod to remove air. The emulsions are kept in a thermostat for 24 hours and then the stability is determined [3].

Findings and their discussion. Based on the results of testing for the determination of the pH value, the indicators presented in Table 1 were obtained.

Table 1 – Physico-chemical parameters of cosmetic creams

Cream samples	pH values
Regenerating Moisturizer	5,6
Nourishing cream with aloe vera and withania	7,9
Face cream protection from cold and frost	8,4
Intensely moisturizing cream with natural vitamin E	6,3
Night face cream	7,3
Hand cream	7,4
Fat cream with "vitamin F"	5,4
Super moisturizing hand cream-serum	6,1

In the course of obtaining pH measurements of the creams "Evelinecosmetics", "Nourishing cream with aloe vera and vitania", "Belita – Vitex", "Intensively moisturizing cream with natural vitamin E", "Black pearl", "MaryKay", "CAVIALE", "Super moisturizing cream-serum for hands", the pH values of creams containing herbal extracts, fruit acids and their derivatives were obtained, the norm of which is allowed within 3,0-9,0. Based on the indicators presented in the table, it follows that the pH values of the studied cream samples correspond to the permissible limits of the pH value.

As a result of determining the stability of the creams "Evelinecosmetics", "Nourishing cream with aloe vera and vitania", "Belita-Vitex", "Intensively moisturizing cream with natural vitamin E", "Black pearl", "MaryKay", "CAVIALE", "Super moisturizing cream-serum for hands" after thermostating in test tubes of the studied samples, no separation of a layer of water or oil phases was observed, which indicates the stability of the studied creams.

Conclusion. Physical and chemical analysis of cosmetic creams "Regenerating Moisturizing Cream", "Nourishing Cream with Aloe Vera and Vitania", "Face Cream Protection from Cold and Frost", "Intensive Moisturizing Cream with Natural Vitamin E", "Face Night Cream", "Hand cream", "Fatty cream with "vitamin F", "Super-moisturizing cream-serum for hands" confirmed their compliance with GOST requirements.

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SOCIAL MEDIA MARKETING (SMM) IN CHEMISTRY TEACHING

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Keywords: teaching chemistry, digital technologies, Social Media Marketing, SMM.

The educational process has always been communicative, as it was based on communication, it assumed a connection between its participants. As information networks develop, communication channels expand, influencing all stages and forms of continuous chemical education [1].

At this stage in the development of society, social networks are of great importance in the digital technology market. According to the Digital 2022 Global Overview Report, an annual global survey of the state of the digital sphere (Digital 2022 Global Overview Report), which is conducted by the creative agency We Are Social and the service for SMM Hootsuite in 2021, the number of social media users grew by more than 10% and totals 4,62 billion – that's 58,4% of the total world population. In 2021, 424 million users joined social networks, averaging over 1 million people per day, or about 13 new users every second. This dynamics shows that the future lies with social networks [3]. The task of Internet promotion is becoming relevant for educational institutions.

The purpose of this study is to determine the role of social media marketing (SMM) in the system of chemistry education.

Material and methods. The material of the study is managers and social media resources of a chemical orientation and the content of the course "Chemistry" in the system of general secondary and higher education [2]. The following methods were used in the research process: theoretical (analysis, synthesis, generalization); diagnostic (content analysis), empirical (studying the experience of educational institutions, pedagogical observation).

Findings and their discussion. To date, there are no comprehensive scientific works in Belarusian sociology that reveal the impact of social networks on education. Social Media Marketing (SMM) is seen as an economic resource in promoting a certain product in the market. Social networks have become a powerful tool for career guidance. We analyzed the social network Instagram accounts of chemical content. Based on this, it was concluded that most of them are taught by chemistry tutors. The rest is conducted mainly at the chemical faculties of higher educational institutions.

In order to identify the effectiveness of the work of social networks of educational institutions, we analyzed Instagram accounts of the chemical content of the Republic of Belarus. The main criteria for the analysis were: the frequency of publications, the number of subscribers, activity in the profile, storytelling, the presence of headings, a single style. We determined the principle of choosing accounts based on search queries on Instagram. We relied on the knowledge that the most popular profiles the search engine shows first.

Account of the Department of Chemistry and Natural Science Education, VSU named after P.M. Masherov (*@vsu_chemistry*) has 1364 followers on her account. Conducted since 2020. The predominant content is entertaining chemical experiments, photo reports about ongoing events. Previously, the news of chemical science was actively published. Among the shortcomings, one could note the lack of a single design style, a small number of hashtags, and a high percentage of borrowed material.

Chemistry tutor from Baranovichi (*@karina_himia_by*) has 2089 followers. Her account is distinguished by the unity of style, high-quality visual content. Stories are regularly posted that tell about solving computational problems in chemistry and centralized testing.

Chemistry tutor from Minsk (@ *himia_repetitor)* also assigns a special role in his account to the analysis of centralized testing in chemistry. The first photo of each of the posts contains a short name of its subject, making it more comfortable and convenient to be in the profile. There is a link in the profile header to a personal YouTube-channel. There are problems with a single style, the regularity of publications. Headings are defined in the actual ones, but there is no regularity of filling with new information. The possibilities of stories and reels are used.

Based on the data we processed, the main published content in the analyzed Instagram accounts of secondary schools and universities are photo reports of events, achievements of students. The profiles do not pay attention to a single style, do not focus on interaction with their audience. Many accounts, despite the large number of subscribers, have low profile activity: few “likes” and comments.

The advantage of Instagram is that you can create a loyal community around your account, it is easy to use and allows you to attract a new audience, it is possible to interact with potential and real users. Accounts of companies and organizations have the following benefits:

1. Convenient statistics that allow you to build a successful content strategy. Using the Instagram feature Insights, you can track which posts are viewed more often, at what time more users view the page.

2. Subscribers can see the address, phone number, e-mail, links to the site. There are additional features on the page, such as the "contact" button.

3. You can use the possibility of free promotion through direct messages, work with hashtags and reviews.

The parameter for evaluating the effectiveness of SMM promotion is c i ER (Engagament Rate) is the engagement rate of the community audience and its interaction with the content [4]. To determine it, you need to divide the total number of reactions (likes, clicks on the "Share" button and comments) by the number of subscribers and multiply by one hundred percent. Thus, the degree of user activity in the distribution and evaluation of content is analyzed.

Conclusion. We analyzed the strengths and weaknesses of the promotion of chemical Instagram accounts. Recommendations were formulated for the promotion of secondary education institutions through this social network. Well-organized work with social networks will solve several important tasks for any educational institution: increasing the audience (attracting new students), increasing the recognition of an educational institution that was not previously familiar with it, increasing loyalty among the existing audience, feedback from the target audience.

It should be noted that the organization of feedback from subscribers is important in order for publications to get into the popularity ratings of the network. The number of subscribers is not important, their activity is needed: likes and comments under the post. The comments are of particular value. Polls, contests, posts, the content of which ends with a question, contribute to the growth of engagement.

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FINDING EFFECTIVE USE OF TEXTILE WASTE OF CARPET PRODUCTION

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Keywords: textile waste, recycling efficiency, secondary raw materials.

Environmental protection and rational use of waste is one of the important tasks solved by textile enterprises of Belarus at the present stage. The technological processes of textile enterprises have always been characterized by the formation of a large amount of waste from the main production. Their use and disposal are often a big problems for the enterprises.

Besides, some kinds of waste represent valuable secondary raw materials, not only for the textile enterprise, but also for many other branches of industry. The problem of limited resources is one of the global problems of mankind. Therefore, the rational use of waste has been raised to the national level in the Republic of Belarus.

In order to preserve the maximum production value of waste it is necessary to properly organize the collection, storage and sale of secondary raw materials.

The aim of the work is to find effective ways of using textile waste from carpet production.

Material and methods. The normative and technical documentation of open joint stock company "Vitebsk carpets", as well as publications on the subject of the research [1–4] were used as the research material. Research methods: analysis and synthesis.

Findings and their discussion. At the open joint-stock company "Vitebsk carpets" the types of waste, which are formed at the main stages of the production of embroidered (tafted) carpets have been analyzed (Table 1).

Essentially, textile waste consists of valuable chemical fibers and threads: polypropylene film threads forming the ground fabric itself, pile of polyamide or polypropylene threads, polypropylene or polyester nonwoven fabric as a substrate [1].

All of the above-mentioned fibre wastes are non-recyclable. The traditional handling of these types of textile waste is as follows: they are bagged or baled, a very small portion is sold to the public and other businesses. A large part of this waste is taken to landfill sites, polluting the environment with non-rotting synthetic waste. Or it is incinerated which leads to atmospheric pollution with toxic products of combustion. And yet these are valuable secondary raw materials – chemical fibres and yarns.

Table 1 – Main steps in the production of stitched carpet products and the types of waste that are generated during these steps

The stages of production	Type of waste
Forming a severe stitched carpet product	Cross cutting of primer fabric, ends of polyamide and polypropylene yarns
Printed pattern on a carpet product on a printing machine	Cross cutting of harsh carpet products
Applying an applicator compound to the carpet. Gluing the duplicating material	Cross cutting of harsh carpet products, edge trimmings of ground cloth and duplicating material
Final finishing	Cutting and weighted flap of stitched carpet products

As part of the search for sustainable use of these types of waste, the works [1–4] were studied and analyzed. As a result, it has been established that the most perspective directions of carpet wastes utilization are

– obtaining of nonwoven textile materials by knitting and stitching method;

– obtaining nonwoven textile materials by hot-pressing method.

These nonwovens can be used in the apparel and construction industries. For example, as insulation and soundproofing materials. However, in this case the textile waste requires careful pretreatment and special equipment.

In addition, these types of waste are recommended to be used (and without pre-treatment) to reinforce earth embankments in earthworks, for fencing areas, in fruit and vegetable farms.

Conclusion. Thus, the proper collection, preparation and sale of textile waste can provide additional profit for the company and prevent the environmental impact of incinerating textile waste or depositing it in a landfill.

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HISTORICAL DYNAMICS AND SPIRITUAL CULTURE OF SOCIETY IN THE FRAMEWORK OF REGIONAL AND GLOBAL CONTEXTS

SINO-GERMAN EDUCATIONAL EXCHANGE AND COOPERATION IN THE ERA OF STRATEGIC PARTNERSHIP (2004–2020)

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Keywords: educational cooperation, China, Germany, bilateral relation, strategic partnership.

Since the Sino-German partnership for global responsibility was established under the framework of the China-EU comprehensive strategic partnership, cooperation and exchanges between the two countries in variety fields have increased. Educational cooperation is an important component of bilateral relations, enhancing the level of humanistic exchanges and promoting the growth of bilateral ties. This paper's main goal is to elaborate and summarize the content of Sino-German educational exchanges and cooperation during this time period. Furthermore, the paper concludes that there is still a significant opportunity for future development of educational exchanges and cooperation between China and Germany based on an analysis of the field's future direction.

Material and methods. The research material in this paper is primarily drawn from Chinese and German sources, including official documents issued by both governments, statistical data, and official media news. The paper is based on the principles of historism, objectiveness and value approach. Both general scientific and special historical methods are used.

Findings and their discussion. Germany has long been an important partner in China's international educational cooperation. With the comprehensive development of Sino-German relations, particularly since the turn of the century, education cooperation between the two countries has reached a new level. In November 2005, two countries signed a new cultural cooperation agreement in Berlin. Both sides agreed to deepen their understanding of the other country's culture, to expand cultural cooperation and partnership in all fields and at all levels, and to assist each other in as many areas as possible, including culture and art, education, sports, and museums [1]. In the 1st round of Sino-German inter-governmental consultations in 2011, both sides expressed their intention to deepen cooperation in the field of vocational education by establishing a "Sino-German Alliance for Cooperation in Vocational Education," and in the field of higher education by establishing a Sino-German model partnership [2]. During Chinese Premier Li Keqiang's visit to Germany in October 2014, the two countries issued a joint program of action on cooperation with the theme of shaping innovation together. Both sides emphasize the importance of education for both countries' social and economic development, as well as the positive role of cultural exchanges in enhancing mutual understanding and promoting bilateral relations [3]. Since the establishment of the China-Germany High-level People-to-People Exchange and Dialogue Mechanisms in 2017, three major aspects of Sino-German relations have emerged: people-to-people exchanges, economic-trade cooperation, and political mutual trust [4, p. 11]. In July 2018, China and Germany signed the "Joint Declaration of Intent on Deepening Cooperation in Higher Education and Vocational Education" during the 5th round of Sino-German inter-government consultations. The declaration is a landmark document for the deep integration and development of educational cooperation between China and Germany, pointing out the direction for cooperation in higher education and vocational education between the two countries from a top-level design perspective [5].

Cooperation and exchanges in the field of education between China and Germany are primarily focused on higher education and vocational education, but also extend to basic education and early childhood education [6, p. 219]. For more than two decades, Chinese students have ranked first at German universities. The number of Chinese students in Germany in the 2020/21 winter semester was 40,122, accounting for 12,4% of all international students, a 9% increase over the 2017/18 winter semester. In 2019, there were 8079 German students studying in China [7]. More than 1,300 cooperative projects have been implemented by Chinese and German universities, with cross-border school running becoming a new growth point of cooperation between the two countries. German universities in China have established more than 60 Sino-foreign cooperative education projects [8].

In the field of vocational education, China and Germany have successfully carried out a number of cooperation projects. The two governments have also promoted policy cooperation in the field, establishing the "Sino-German Alliance for Cooperation in Vocational Education." With the integration of two side science and technology policies, the in-depth cooperation model between schools and businesses has emerged as a new direction for Sino-German vocational education cooperation.

Since the epidemic, Sino-German educational cooperation and exchanges have continued through adaptable and varied communication channels, including concrete examples of cooperation like online courses and academic conferences. In the future, China and Germany will further expand cooperation in the fields of education digitalization, green transformation, youth exchanges, etc., and contribute to the promotion of bilateral relations between China and Germany.

Conclusion. At the moment, Sino-German educational exchange and cooperation have become increasingly close, the forms and contents have become increasingly rich, and the degree of cooperation has continued to deepen. With the rise of uncertain factors in the international community, strengthening educational exchanges and cooperation is an unavoidable option for both sides in order to improve their respective educational levels, strengthen their economic strength and cultural soft power, and compete in an increasingly fierce international environment.

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THE SOVIET-JAPANESE DECLARATION OF 1956 AND ITS SIGNIFICANCE

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Keywords: territorial problem, San Francisco Peace Treaty, Southern Sakhalin and the Kuril Islands, Habomai and Shikotan Islands, Joint Soviet-Japanese Declaration of 1956.

The Joint Declaration of the USSR and Japan of October 19, 1956 is a document providing for the voluntary transfer of two islands (Habomai and Shikotan) by the Soviet Union to Japan after the conclusion of a peace treaty. On the Soviet side, the Joint Declaration was signed by Chairman of the Council of Ministers of the USSR N. A. Bulganin and Minister of Foreign Affairs D. P. Shepilov, on the Japanese side – Prime Minister Hatoyama Ichiro, Minister of Agriculture and Forestry Kono Ichiro and MP Matsumoto Shunichi.

The purpose of the work is to examine the main provisions of the 1956 Joint Declaration of the USSR and Japan and to identify its significance.

Material and methods. The study was carried out on the basis of the texts of the San Francisco Peace Treaty and the Joint Declaration of the Union of Soviet Socialist Republics and Japan, signed on October 19, 1956 in the city of Moscow [6]. Particular attention was paid to the work "History of International Relations in the Far East" by M. S. Kapitsa [1]. When writing the work, such general scientific methods as description, analysis, synthesis, as well as the historical and systemic method of research were used.

Findings and their discussion. The policy of the Soviet Union towards post-war Japan was determined by the defeat of its armed forces and territorial acquisitions in accordance with the Yalta agreements of the Allied Powers. Resigned to defeat in the Pacific War, Japan viewed the war with the USSR as an "unfair action" against a state whose defeat had already been predetermined. Therefore, the task was not to recognize the results of the "unfair war" regarding the loss of territories [3, p. 63–94]. Japan sought to return the Kuril Islands and part of Sakhalin. According to the peace treaty between Japan and the Allies, signed in 1951 in San Francisco, Tokyo renounced all rights and claims to South Sakhalin and the Kuril Islands. It was at that time that the United States intervened in relations between the two countries.

In the context of the emerging bipolar order and the outbreak of the Cold War, the Southern Kuril Islands gradually began to gain importance for the Japanese government. This interest from its most promising ally in the Asia-Pacific region was actively encouraged by the United States. The 1951 San Francisco International Conference was the first diplomatic manifestation of Tokyo's formalizing territorial claims to the Southern Kuriles.

During the pressure of the United States and its allies at this conference, the Soviet delegation was isolated, which deprived the USSR of the opportunity to amend the text of the peace treaty and take part in its signing. Despite the fact that the treaty fixed Japan's refusal of all rights, legal grounds and claims to the Kuril Islands and the southern part of Sakhalin, it remained unclear under the sovereignty of which state they passed [2, p. 292–332].

At the same time, at the initiative of Japan and with the support of the United States, the concept of "northern territories" appeared in diplomatic circulation, which designated a special object that was not part of the Kuril Islands, and which first included Shikotan and Habomai, and later (since 1955) Iturup and Kunashir.

The question of the "northern territories" in Japan was raised earlier, only at the local level. In 1951, he became the subject of a parliamentary resolution and entered the national political agenda [4, p. 95–100].

After the end of the American occupation, the Japanese cabinet offered the USSR negotiations on the normalization of bilateral relations. The government of I. Hatoyama raised the issue of transferring the Habomai and Shikotan Islands to Japan, which were considered as a continuation of the island of Hokkaido. However, at the meetings of the parties launched in July 1955 under the influence of the United States and the domestic political struggle, the Japanese position repeatedly changed. Now the Japanese delegation insisted on the return of the islands of Iturup, Kunashir, Shikotan and Habomai. A question was also raised, which was proposed to be clarified through new negotiations between the allied powers, including the USSR and Japan, about the ownership of the rest of the Kuril Islands and southern Sakhalin. The Soviet side agreed in the form of the transfer of Shikotan and Habomai to Japan, securing the new Soviet-Japanese borders with a peace treaty [1, p. 236–240].

The proposal caused hesitation among the Japanese authorities. The United States demanded that Japan not give up claims to all the Kuril Islands. Otherwise, the United States threatened to leave the Ryukyu Islands under its sovereignty. Under such pressure, the Japanese government was forced to reject the Soviet proposal. As a result, Soviet-Japanese relations were partially normalized, without concluding a peace treaty, in the form of the Joint Declaration of October 19, 1956. The document proclaimed the consent of the parties to continue negotiations on a peace treaty [2, p. 318–321]. Article

9 of this document also stated that the USSR "agrees to the transfer to Japan of the Habomai and Shikotan Islands, however, that the actual transfer of these islands to Japan will be made after the conclusion of a peace treaty" [6].

The joint declaration provided for the end of the state of war and the restoration of diplomatic relations. The USSR also refused all reparations and claims against Japan and pledged to release and repatriate all its convicted citizens to Japan. In addition, the USSR pledged to support Japan's request to join the UN.

The Soviet-Japanese Declaration proclaimed the following: the war between the two powers ceases, further relations between the USSR and Japan should be based on friendship and mutual understanding; diplomatic relations are immediately restored in full; both countries in their foreign policy will be guided by documents issued by the UN; The USSR will make every effort to help Japan become a member of the UN; all Japanese prisoners of war and war in the USSR will be repatriated; The USSR refuses reparations; both countries will soon conclude all the necessary treaties on economic relations; the previously concluded agreements on fishing and assistance to persons in distress at sea come into force; after the conclusion of peace, the islands of Habomai and Shikotan will be returned to Japan [7, p. 257–260]. Regarding Article 9 of the Declaration of the USSR, she put forward an additional condition for its implementation - the withdrawal of all foreign troops from Japanese territory.

However, the latter condition was not met due to the intervention of Washington, which insisted that Japan should not give up claims to the rest of the rejected territories. In this situation, the USSR preferred to abandon the previous agreements [5].

On November 27, 1956, the House of Representatives of the Japanese parliament ratified the declaration, on December 5, the House of Advisers of Parliament did the same. The Presidium of the Supreme Soviet of the USSR ratified the declaration on December 8, 1956. The exchange of instruments of ratification was made in Tokyo on December 12, 1956.

Conclusion. The main provisions of the 1956 Joint Declaration of the USSR and Japan were the following:

– the state of war between the USSR and Japan ceased;

diplomatic and consular relations were – restored;

– the Soviet Union released and repatriated all Japanese citizens convicted in the USSR;

– the Soviet Union renounced all reparation claims against Japan;

The Soviet Union – supported Japan's request for admission to the United Nations.

Despite the fact that the peace treaty between the USSR and Japan could not be signed, according to the content of the 1956 Joint Declaration, it settled all those issues that are resolved by the peace treaty. The document contributed to the active development of Soviet-Japanese relations.

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THE MAIN MILESTONES IN THE DEVELOPMENT OF TEXTILE PRODUCTION IN THE RUSSIAN EMPIRE IN THE LATE XVIII – EARLY XX CENTURIES (ON THE EXAMPLE OF THE VILLAGE OF PAVLOVO, OF MOSCOW PROVINCE)

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Keywords: modernization, textile industry, revolution, industrialists, manufactory.

Because of a number of different factors the path of the native agrarian economy to create its own industrial sector was long and thorny. This path began from the status of a catching up country in Europe to one of the most powerful economies in the world. However, the origins of such modernization are hidden in the art of individual settlements. There are folk crafts, which were originally small handicraft manufacturing, turning into real factories. A demonstrative example of this is Pavlovsky Posad shawls, known all over the world today. So how did small manufacturing production manage to turn into a world-famous brand? The purpose of this research is to identify the factors that contributed to the growth of industry in the village of Pavlovo, Bogorodsky district, Moscow province. The research is relevant, since in the modern world, the experience of effective measures that have allowed native industry to embark on the path of effective development can show how to build a state policy regarding production in general and support for local enterprises.

Material and methods. The development of industry has become possible, first of all, through active measures of support from the state. On March 17, 1775, a manifesto on freedom of entrepreneurship was published by Empress Catherine II, which not only abolished a number of taxes, but also allowed absolutely all social categories to start "all kinds of mills and handcrafts" without having to register them with the Collegium of Manufacturing. Together with the decree of May 6, 1784 on the encouragement of local light industry, these measures created favourable conditions for the appearance on the territory of the village of Pavlovo in 1795 the peasant handkerchief enterprise of Ivan Dmitrievich Labzin. The "factory", at that time, was an attic, which used manual labour (about 10 people).

The foreign policy factor is worth mentioning The Treaties of Tilsit was concluded between Alexander I and Napoleon in 1807 and cut Russia's ties with English. This situation led to the fact that English textiles stopped coming to Russia. The loss of English manufacturers on the one hand required that national manufacturers should compensate for this sector of the market, and on the other hand reduced competition. The successful "response" to this "challenge" also contributed to the growth of industrial production in Russia.

The Patriotic War of 1812 itself had a positive impact on the development of textile production in the Eastern Moscow region. After the fire of 1812, about 600 small and large manufactures died in Moscow at once. The closing of factories caused an exodus of workers to the villages, primarily to those parts of the Moscow province that were not ravaged by the French. Another important factor promoting the development of the enterprise is its active owners. By the middle of the XIX century, the manufacture was headed by the great-grandson of the founder of the factory Yakov Ivanovich Labzin and his partner Vasily Ivanovich Gryaznov. Together they redirected the factory's production into a new channel. They started the production of wool shawls with printed patterns. This decision became a key one in the history of the factory. It is from this moment that the golden age of factory began. In 1881, Labzin received the title of purveyor to Grand Duchess Alexandra Petrovna. The factory's products received many awards at exhibitions. The emancipation reform of 1861 also played a role in the development of the factory, which provided the company with a drift of labour from villages not only nearby, but also quite remote, including the Ivanovo, Yaroslavl and Ryazan provinces. In his work "The Development of Capitalism in Russia" Lenin notes that about 2,750 people worked at the factory in 1892 [5]. It is not surprising that after the October Revolution of 1917, the company was nationalized.

Findings and their discussion. The path of the Labzin and Gryaznov factories were also followed by other factories of the city of Pavlovsky Posad, formed in 1845. Although the enterprises of Abramov, Shchukin, Sokolikov, Korneev were much smaller than the main enterprise of the city, but the Moscow Provincial Gazette had every right in 1845 to write about Pavlovsky Posad that almost all of its inhabitants were "either manufacturers, or merchants and craftsman" [1].

The fate of these factories in the revolutionary whirl of 1917 also turned out to be similar. The news of the February revolution reached Pavlovsky Posad on March 1, 1917. The struggle for authority between the bourgeoisie and factory workers began immediately. The reports of representatives of the workers' enterprises of Pavlovsky Posad noted the growing influence of the Bolsheviks among the working masses. It was said that the workers supported them and were ready for a decisive struggle.

After learning about the overthrow of the autocracy, factory workers stopped working, took to the streets and, raising red flags, moved to the central square of the city. On the way, the demonstrators stopped at the gates of one of the factories and threw a large double-headed eagle from the pediment to the cheers of the crowd. In the chronicle of the church of the "Holy Great Martyr Nikita" of the village of Byvalino we read a note made by Archpriest Mikhail Sadikov, who then served in the church: "I only think it necessary to conclude that the whole people were divided into two camps – for bourgeois and proletarians, and the latter were more than full rights citizens, and the former were less than slaves" [2].

On the evening of October 25, 1917, it became known in Pavlovsky Posad about the overthrow of the Provisional Government. On the same day, at an extraordinary meeting of the Pavlovo-Posad Soviet of Workers' Deputies, it was decided to transfer all power into the hands of the Soviet, to create a Red Guard headquarters to protect factories. It is also worth mentioning that the state program of the late XIX-early XX century to attract foreign capital to Russia was realized at the local level. A Russian-French anonymous society was operating on the territory of Pavlovsky Posad, which created a spinning, weaving and cotton enterprise in the city. At the same time, it was this enterprise that became the heart of the concentration of revolutionary ideas. During the revolution of 1905-1907, the workers at the factory created a Bolshevik guard, put forward demands, some of which were satisfied by the owners of the factory. In 1917, the workers declared their unwillingness to obey the French masters, and in 1918 the enterprise was nationalized.

Conclusion. Thus, the events that took place throughout the Russian Empire were echoed at the local level, stimulating industry and allowing small handicrafts to evolve into real enterprises. In this context, it is important to understand that the history described in a classbook does not stand apart from the history of a particular region, but is inextricably linked with it. The study of local history is impossible without referring to the historical experience of the entire state.

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GREEK PHRASES IN LITURGICAL TEXTS OF THE RUSSIAN ORTHODOX CHURCH

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Keywords: Church Slavonic, Greek language, liturgical language, Orthodox Church, translations, Greekisms, etymology.

The liturgical language of the Russian Orthodox Church is Church Slavonic. Today it is understandable only to those who study it and regularly use it, but during some services you can even hear phrases in Greek, which is even less understandable to parishioners. In this article, we will list the Greek inserts encountered during the Divine Liturgy, denote their meaning, and also explain why they remained without translation.

The purpose of this research is to study, systematize and translate the Greek linguistic elements used during the Divine Liturgy in the parishes of the Russian Orthodox Church, as well as the influence of these linguistic constructions on some words of the Russian language.

Material and methods. The research material was "Chinovnik arhierejskogo svyashchennosluzheniya". To gain the mentioned purpose we have used the following methods: descriptive method, method of classification and analysis, comparative.

Findings and their discussion. For this article we used "Chinovnik arhierejskogo svyashchennosluzheniya" (the book describing the course of episcopal services, in which we can find 5 Greek inserts during the episcopal Divine Liturgy of the Russian Orthodox Church: "Κύριε ἐλέησον" (Lord have mercy), "Εἰς πολλὰ ἔτη, δέσποτα" (For many years, master); "Τὸν Δεσπότην καὶ Ἀρχιερέα ἡμῶν, Κύριε, φύλαττε· εἰς πολλὰ ἔτη Δέσποτα" ("Preserve, O Lord, our Master and Hierarch. Many years to you, Master!"), "ἄξιος" (worthy) and "Ἅγιος ὁ Θεός, Ἅγιος ἰσχυρός, Ἅγιος ἀθάνατος, ἐλέησον ἡμᾶς" ("Holy God, Holy mighty, Holy immortal, have mercy on us").

Before considering each of the listed elements, it is worth explaining why they were left without translation. Singing in Greek is explained by the fact that the Russian Church was a metropolis for a long time, and until the middle of the XV century it was ruled by Greek metropolitans. Thus, the Greek inserts during the episcopal Liturgy can be just part of history.

It can be said that the episcopal Liturgy itself takes us back to the V–VII centuries of the Christian Church. Before the Little Entrance, the Liturgy goes in the usual order: the bishop is in the pulpit and secretly reads the prayers of the antiphons. After putting on the vestments the choir sings the first Greek element "Τὸν Δεσπότην καὶ Ἀρχιερέα ἡμῶν, Κύριε, φύλαττε· εἰς πολλὰ ἔτη Δέσποτα".

The bishop's entrance to the altar is performed more solemnly than the entrance during the ordinary Liturgy. Just after the Little Entrance, the bishop burns incense. From the 5th to the 7th centuries, this was the beginning of the service. At this time the choir sings "Εἰς πολλὰ ἔτη, δέσποτα".

The named Greek phrases are never used in Church Slavonic during the worship. However, the last one formed the basis of the Russian interjection "ispolat'" - praise, glory (in circulation).

Another Greek word is used only during the episcopal Liturgy. Before dressing a new clergyman, carrying one by one through the Sanctuary doors and showing the people the vestments of a newly ordained priest or deacon, the bishop says "ἄξιος". The choir responds to this on behalf of the audience three times with the same phrase, confirming that the person is worthy.

The following 2 phrases have their own translation and are used in the Church Slavonic version during the Liturgy conducted by a priest, but during the episcopal Divine Liturgy they are also duplicated in Greek.

Trisagion ("Ἅγιος ὁ Θεός, Ἅγιος ἰσχυρός, Ἅγιος ἀθάνατος, ἐλέησον ἡμᾶς") is not sung three times, as usual, but seven and a half times both in Church Slavonic and Greek languages.

The prayer "Κύριε ἐλέησον" also has its literal translation into Church Slavonic, but is used in its Greek version only during episcopal services. This phrase is repeated very often during the Liturgy. The Liturgical guidelines provides a one-time, three-time, twelve-time, and in some cases forty-time repetition of this prayer.

As we have already written, during the Christianization of Russia, the first priests were Greeks. At the same time, the Byzantine worship they performed was often alien and incomprehensible to ordinary people. In this regard, the frequently repeated "Κύριε ἐλέησον” influenced the appearance in the Russian language of the verb “kurolesit'” – that is, doing something meaningless and mysterious.

Conclusion. Thus, the study of Greek inserts in Church Slavonic worship allows us to come to the conclusion that they are part of history and remind us about the times when the Russian Church was ruled by Greek bishops. Due to the fact that these phrases were incomprehensible to ordinary people, some of them were translated into Church Slavonic for frequent use. Thanks to some of the listed Greek inserts, new Russian words appeared.

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“LITERARY INQUISITION” IN QING CHINA

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Keywords: “literary inquisition”, literature, censorship, ideology, Qing dynasty.

The Literary Inquisition is the official persecution of the intelligentsia for her works in the Chinese Empire. It was present in every ruling dynasty, however it was particularly widely practiced in Qing rule (1644–1911). Persecution could be carried out in one phrase or even a word that the ruler found offensive.

The purpose of the study is to identify the main methods of the "literary inquisition" in China during the reign of the Qing dynasty.

Material and methods. The main material was research on the Chinese perception of imperial ideology. During the study, both general scientific (analysis, synthesis, comparison, generalization, deductive, logical) and special historical methods were used. 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. Manchu rulers could not count their power in security without establishing severe control in the field of ideology. The Chinese patriots, having been defeated in the armed struggle, continued to fight against the Manchus by other means. Scholars, writers, simply educated people created works that contained anti-Manchu appeals, condemnation of foreign rule and free-thinking thoughts. Manchu emperors punished with death the champions of free thought, exiled their relatives, confiscated property. Many people were tortured, executed and exiled. Some had to spend their entire lives wandering to escape their pursuers. All this did not stop the flow of anti-Manchu works, although it made the authors more cautious and the language of their works allegorical.

In the XVIII century. under Qianlong, the persecution of Chinese authors reached a special sophistication. This emperor considered himself a poet and philanthropist, which did not prevent him from brutally cracking down on monuments of Chinese culture. On his orders, special commissions were drawn up, the duty of which was to revise all books. From the texts of ancient and new works, it was ordered to remove everything that might seem offensive to the Manchus or the conquerors of China of previous eras. They also crossed out what seemed to be an expression of free-thinking thoughts, reform requirements or did not correspond to Confucian morality. Works recognized as seditious were subject to burning. Living authors were subjected to cruel punishment, as were those who kept banned books. The "Literary Inquisition" and terror continued for about 20 years.

In the words of writer Lu Xin, Chinese writing was put behind bars. Chinese scholars and writers were intended to compile, rewrite and interpret old works, compile collections and dictionaries. As a result, Chinese writing, science, any area of knowledge remained at the same medieval level [1].

The mass executions of 1663 ended the high-profile "case" of the scholar-historian Zhuang Tinglong. The Manchus had just completed the conquest of China, and historians were at the forefront of the spiritual resistance to the "northern barbarians." It was they who raised their voices before others. With their true description of the bloody epic of the fall of the Ming empire and the formation of the rule of the Qing dynasty, historians seem to deprive the "northern barbarians" of the moral right to the Mandate of Heaven, that is, to the right to rule over the Middle State. Zhuang Tinglong's guilt was not only in the true description of events. The Manchus were most outraged by the fact that Zhuang Tinglong and his co-authors designated the persons of the Qing Bogdokhans not by the motto of rule, but by personal names, which meant that they were not recognized by legitimate sovereigns. During the proceedings, Zhuang Tinglong died and was convicted posthumously. His grave was dug, the corpse was cut into pieces, and the bones were burned. According to the religious ideas of the Chinese, this kind of desecration of the grave was terrible sacrilege, heavy punishment and shame for both the deceased and his relatives. Zhuang Tinglong's father died in prison, his younger brother was executed, the female half of the family was sent into exile, and property was confiscated. Everyone who was somehow involved in the publication of this work was declared seditious. In total, more than 70 people were executed [4].

The "Zhuang Tinglong Case" opened a strip of "literary inquisition," or "written trials" (wenzi yu). Only since the time of Bogdohan Xuanye (the motto of Kangxi's reign, 1661–1722) have twelve large "literary proceedings" been held in court with sad consequences for the authors. A person could be executed only for storing unofficial works on the history of the Ming era, for posthumously publishing the works of a previously executed scientist or writer, for changing the text of the highest approved edition. They could be sent into exile for writing sad poems, for mentioning tears, which was regarded as grief for the overthrown Ming dynasty. The writer could pay with his life for a free or involuntary play on words. In Chinese, this is a common occurrence, because the same character often has several meanings. Thus, the poet Hu Zhongzao was arrested for only one line from the poem. Because of the double meaning of the hieroglyph, instead of "vice and virtue," here one could read the "dissolute [Qing dynasty]." The poet was beheaded, and all property, including land, was confiscated from his family. Another poet, Xu Shukui, paid for stanzas that had an allegorical connotation. In the phrase "I push aside a jug of wine, wanting to see you again the day after tomorrow," the sedition hunters saw otherwise: "I push aside the Manchus, I wish to see the Son of Heaven [from the Ming dynasty] again." In the stanza "tomorrow morning I will spread my wings, with one wave I will reach the capital [of the Qing dynasty]," zealous faithful people have seen a hidden meaning: "when the Ming house spreads its wings, he will sweep away the Qing capital with one wave." The author was thrown on the block so that others would be discouraged to play with words. Linguist and writer Wang Sihou neglected the ban on the personal names of the Qing emperors, actually questioning their legality, for which he ended up on the scaffold, and twenty of his relatives in prison. Seven of his sons and grandchildren were turned into slaves [3].

Bogdohan Hunli decided to put all creative thought - and past and present - under his constant control. By order of the emperor, special commissions of officials revised the entire written heritage of China since antiquity. Even from the works of Confucius, the phrase was crossed out that the tyrant ruler has no right to count on the loyalty of his subjects. The general censorship covered the whole country. It was impossible to mention the personal (taboo) names of the Manchu rulers. From the texts, everything was "offensive" for the Manchus and former conquerors – "barbarians" (Huns, Khitan, Tanguts, Jurchen and Mongols). It was forbidden to write about the protection of China's borders from these "barbarians." Any mention of opposition political unions and groups of the Ming era was excluded. Anything that contradicted the teachings of Zhu Xi (1130–1200) was eradicated. Works containing the above types of "kramola" were subject to either complete destruction and prohibition, or reduction by the removal of dangerous chapters or passages and phrases. The special commission created by Hunli compiled the first index of prohibited books in 1782. Under pain of heavy punishments, they were seized from the population and burned. Anyone who continued to keep them, much less secretly reprint them, indulged in the death penalty. Officials staged a real hunt for disgraced publications and their owners. Banned books were destroyed everywhere. Bonfires were dusty in the city squares. From 1774 to 1782. almost 14 thousand prohibited books were thrown into the fire. People silently and judgmentally looked at this barbarism, for in China the cult of a hieroglyph written with a brush or printed from wooden boards has long been established. Paper with hieroglyphs was generally considered sacred [2].

In addition, the "black lists" were included as "corrupting" some epic legends that sang the national heroes of China, as well as a number of novels, many short stories and novels of the everyday genre. The Manchus declared "immoral" such remarkable works as "River Backwaters," "Jin, Ping, Mei" and "Western Outbuilding." In addition to the indices of prohibited publications, huge lists of books were compiled that "did not deserve attention," but were not subject to burning. Such works were not recommended to be studied, published and used in teaching. Of the works allowed for reprint, the imperial commission and local officials threw out chapters, paragraphs and phrases that were dangerous to the Manchus or dubious, from their point of view. Falsification of historical documents and works was widely practiced. A vivid example of such "reorganization" was the "History of the Ming Dynasty" compiled in 1739, where the invasion of China by the Manchus and related events were presented in strict accordance with the government order. All this has done great damage to historical science. This kind of spiritual terror continued under Hongli for about two decades. Creative thought turned out to be constrained by fear. The intellectual sphere touched on the endless interpretation of ancient monuments and trampled on the medieval level, which was one of the goals of the "literary inquisition."

Conclusion. Qing rulers used literature, including scientific literature, as a means of forming "correct" socio-political views. The Qing rulers were not limited in their censorship only to burning "wrong" books and controlling the behavior of the elite, but also destroyed the intelligentsia and their relatives, as well as desecrated the graves of long-dead writers. Chinese literature during this period was a convenient and effective means of forming the socio-political views necessary for the government and introducing imperial ideology into the social environment.

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DEVELOPMENT OF VETERINARY SCIENCE DURING THE GREAT PATRIOTIC WAR

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Keywords: veterinary medicine, veterinary science, advanced development, diagnosis, prevention, treatment.

The study of the work of veterinary scientists and practitioners during the Great Patriotic War of 1941–1945 is of paramount importance for the young generation of veterinarians striving to know the state of art in the profession in the course of history closely connected with the history of the country. Though there are many works devoted to the history of veterinary medicine, it remains relevant to unveil new details and mark new names of veterinary practitioners and scientists who made a great contribution to the glorious victory.

The purpose of the work is to trace the development of veterinary science, to study the major activities of veterinary educational and research institutions and advanced achievements in veterinary medicine, veterinary science, best veterinary practice during the Great Patriotic war 1941–1945.

Material and methods. The research was carried out based on the study of the content of the journals "Veterinary Medicine" 1941–1946, newspaper articles, works and publications of veterinary specialists, educators, military veterinary authorities, and historians as well as, veterinary textbooks, government statements published within the war and post-war periods.

Methods of data collection, studying, analysis and generalization were used to fulfill the tasks.

Findings and their discussion. Scientific observations and investigations were carried out in the infirmaries, hospitals, clinics, during the evacuation of livestock, within re-evacuation period, and when driving captured livestock to the liberated territories. Central research institutions supervised the scientific work of peripheral research institutions and organizations. In the research institutes of the USSR (the All-Union Institute of Experimental Veterinary Medicine, the All-Union Institute of Helminthology named after K. I. Skryabin, the State Institute for the Control of Biological Products, etc.) as well as higher educational veterinary institutions and faculties investigations were conducted on the most pressing problems of epizootiology, parasitology, internal non-infectious diseases, surgery, obstetrics and gynecology, veterinary sanitation, etc. [1, p. 6].

The Scientific Veterinary Council under the Head of the Veterinary Department of the Soviet Army and the Veterinary Section of the All-Union Institute of the Academy of Agricultural Sciences named after V.I. Lenin (VASHNIL) under the guidance of the academician K.I. Skryabin, invited major scientists such as S.N. Vyshelessky, Y. E. Kolyakov, I.V. Shur, G.V. Domrachev and others, in every possible way to contribute to the scientific search, dissemination of advanced scientific knowledge and best practice.

Scientifically grounded principles used for diagnosis, prevention and treatment of animal diseases ensured the continuity, consistency, and effectiveness of veterinary measures.

Veterinary specialists training and professional development of academic and scientific staff did not stop for a while.

In 1942, the veterinary faculty was opened at the Moscow Technological Institute of Meat and Dairy Industry to train veterinarians for the meat industry. The scientists continued to defend their candidate's and doctoral theses. For example, 4 doctoral and 17 candidate's theses were defended in the Academic Council of the All-Union Institute for Experimental Veterinary Medicine (VIEV) during the war period [2, p. 191].

Hundreds of veterinary hospitals and laboratories have become a platform for everyday research and scientific observations. Veterinary professionals from the education and science system were found at the battle front and in partisan detachments, they took direct part in the battle fields.

The staff of research and educational institutions were sent to the active army to render both practical assistance and consultancy. Veterinary practitioners and scientists at local sites actively participated in organization and performing sanitary and anti-epizootic emergency measures in the rear.

The analysis of the results of numerous studies was also provided by scientific and practical conferences held at the fronts. Practical recommendations reached the army units by means of conference proceedings, practical guidelines, brochures, manuals, leaflets. Educational guides, tutorials and books on veterinary medicine were published regularly [3, p. 2].

Dozens of new efficient methods and means of treatment for diseases were developed and implemented. Anthrax vaccine (STI), aluminum hydroxide vaccine against sheep pox, convalescent sera as a prophylactic means against foot-and-mouth disease in calves, piglets and lambs were produced and implemented into veterinary practice. Bacteriophages and sulfanilamide preparations were widely used. Vaccines and sera against leptospirosis, tetanus and smallpox vaccines were mastered [2, p. 191].

The use of aluminum hydroxide vaccine against sheep pox allowed to reduce the morbidity rate by 25% [3, p. 4].

Veterinary surgeons and therapists have developed new, much more effective ways for wounds treatment. The system of stage-by-stage treatment of animals significantly expanded the arsenal of methods that enabled the return to service of more than 90% of sick and injured horses [3, p. 5].

Great progress was made in the treatment of fractures of the bones in the horses' extremities [4, p. 37].

This immense contribution of scientists to the development of veterinary science and veterinary practice was marked by government awards. Professors S.Y. Lyubashenko, N.N. Ginsburg, N.V. Likhachev, academician C.N. Vyshelessky were awarded the USSR State Prize. The Order of Lenin was awarded to Professor A.M. Laktionov, the Order of the Red Banner of Labor was awarded to academicians C.N. Vyshelessky and K.I. Skryabin, Professors P.N. Andreev, N.A. Mikhin, V.M. Koropov, A.A. Polyakov, D.C. Ruzhentsev, B.B. Slivko, A.P. Studentsov and others [2, p. 192].

The materials of scientific, journalistic works, scientific publications, documents of the war and post-war periods show that the research work of veterinary specialists was carried out in all major branches of veterinary science. Research institutions, veterinary services and veterinary faculties made up a full-scale thematic plan and gave the country many scientific and practical works in support of success on the fronts, the preservation and development of animal husbandry, and strengthening economic power of the country. Scientific endeavor and immense collective experience worked out within the war period enabled a great breakthrough in veterinary science and medicine that followed thereafter.

Conclusion. In this study the historic cornerstones of the development of veterinary science and veterinary medicine within period of the Great Patriotic War have been observed. Unprecedented achievements, dynamics, and sustainable development in all major areas of veterinary science and veterinary medicine: veterinary surgery, veterinary epizootiology, veterinary therapy, veterinary sanitary expertise, veterinary pharmacy was revealed.

Finally, it can be concluded that veterinary scientists as well as educators, surgeons and laboratory assistants, all veterinary workers honorably fulfilled the tasks of ensuring veterinary welfare and wellbeing of animal husbandry during the period of the Great Patriotic War, thereby making a worthy contribution to the overall victory and the steady development of veterinary science and veterinary medicine.

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VISUAL IMAGES OF POSTERS IN THE BELARUSIAN STATE MUSEUM OF THE HISTORY OF THE GREAT PATRIOTIC WAR

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Keywords: World War II, poster, museum collection, visual images, Soviet soldier, enemy.

Visual images of the Great Patriotic War in Belarus continue to be comprehended both on scientific level [1], and on the level of mass consciousness and public practice. However, in this problem field, there are only sporadic examples of historians turning to artistic visual sources to answer the question of how the Great Patriotic War was presented to contemporaries. No less important is the question of how the Great Patriotic War is seen today. The Belarusian State Museum of the Great Patriotic War history does a lot of work in preserving the memory of 1941-1945. What we see on the museum tour creates a picture of the war for the current generation. The aim of the study is to identify the features of visual images in the collection of posters of the Belarusian State Museum of the History of the Great Patriotic War.

Material and methods. On the example of the posters presented in the catalogue of the Poster Collection of the Belarusian State Museum of the History of the Great Patriotic War [2], a range of visual images used by the poster artists has been defined. To clarify a range of images used, it is necessary to identify the main visual marker: gender, age, uniform for the image of a soldier, a red tie for the image of a pioneer, etc. Naturally, the attribution of the person depicted on the poster to a particular image can be subjective. In this case, the researcher is in the role of the viewer and perception of art is a very individual process. However, due to the specificity of the source, this approach seems to be correct.

Findings and their discussion. Printed sheets most often feature images of heroic and dramatic content. The poster sheet usually contained one or two figures, their action was emphasized by a characteristic movement. In total 27 categories of visual images were identified: Soviet soldier (78), generalised image of the Soviet armed forces (46), generalised image of the enemy (39), Hitler (29), child (21), girl (17), worker of the rear (16), partisan (15), woman-mother (14), Soviet sailor (12), images of the heroic past (11), USSR allies (7), militia man (6), Motherland (5), villagers (5), young man (4), Stalin (4), Komsomol member (3), political worker (3), Lenin (3), teenager (2), generalized image of writer (2), pioneers (2).

In general, the images of the Soviet soldier (the soldier and the generalized image of the Soviet armed forces) and the enemy (his generalized image and the personified image of Hitler) as opposing forces are the most common. This is not to say that these images are stereotypical. On the contrary, the image of the soldier is almost always unique, full of psychology. The viewer behind the lines was supposed to see him as a hero, but not as a cliché, and as realistic as the poster allows.

We should also note the particularity of the image of the enemy - it was almost always grotesque and caricature. The main purpose of such posters is to ridicule the Nazis. After all, only those who are afraid of the enemy do not laugh at him. And Hitler failed to intimidate the people of the Soviet Union. It would seem that evil images showing the atrocities of the invaders, calling for resistance, for revenge, to destroy the fascists would be more appropriate. But the caricaturists immediately adopted the right tone of ruthless exposure of the enemy in a wide range from caustic humor to murderous irony and virulent satire.

Female images were also frequent, inspiring soldiers to fight and win without sparing their own lives (the sum of the images is the Motherland, the woman-mother, the worker on the home front). Looking at all these posters, the soldiers should have felt the responsibility to their family and homeland embodied by the authors of the posters.

Conclusion. Thus, the analysis of the collection of posters of the Belarusian State Museum of the History of the Great Patriotic War reveals that the printed sheets most often contain images of the opposing forces. At the same time the image of the defender is almost always unique, filled with psychologism, while the image of the enemy is a caricature. It is important to note that it is these posters that will still influence viewers' emerging images of the Great Patriotic War today, decades after the war.

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SOCIAL AND LAND-TAX REFORM IN THE MEIJI PERIOD IN JAPAN

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Keywords: Japan, the Meiji era, restoration, reforms, Emperor Mutsuhito, modernization.

The reign of Emperor Meiji (1868–1912) opened a new page in Japanese history: fundamental changes took place in all areas of society. The first two decades of the Meiji period were especially important, during which there were cardinal changes in the country's economy: the transition from the Japanese version of the traditional "Eastern" system to the market-capitalist system of the Western type, from an agrarian society to an industrial one. The reforms carried out at that time determined the nature of the subsequent development of Japan.

The purpose of this study is to identify the results of reforming the social structure and land tax system in Japan during the Meiji period.

Material and methods. The main material for this study was the legislative acts adopted by the Japanese Meiji government (Land Tax Reform Notice). During the research, both general scientific (analysis, synthesis, comparison, generalization, deductive, logical) and special historical methods were used. 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. To build a national Japanese state, the Meiji government pursued an active social policy. In March 1872, instead of the previous four estates – samurai, peasants, artisans and merchants - three estates were established: the highest nobility, to which the former princes and court nobility were assigned; the nobility, which included the samurai; the estate of the common people is the rest of the population. The pariahs (one of the Japanese minorities, consisting of the descendants of the "unclean" caste) were formally equated with the common people.

In the same year, a law on the equality of all estates was adopted, which formally abolished the previously existing class privileges of the nobility, allowed marriages between persons of different classes, and granted ordinary people the right to have surnames. Decrees were also issued on the freedom of choice of professions for people of all classes, on the right to free movement around the country [14, p. 206].

At the same time, the former titles and ranks were preserved, and the princes and samurai who lost their possessions and did not become officials were assigned pensions paid from the treasury [15, p. 199].

In connection with the abolition of estates and principalities, samurai loyalty to the former overlord was canceled. In Japan of the Meiji period, only one overlord remained – Emperor Meiji [12, p. 356].

Of great importance for the development of capitalism were held in 1871-1873. agricultural transformation. The most important of these were the abolition of the feudal dependence of the peasants, the elimination of feudal ownership of land, the introduction of a system of buying and selling land, freedom of choice of cultivated crops, and land tax reform. The implementation of these measures led to the creation of private ownership of land, which ensured the development of agricultural production [11, p. 56]. At the center of agrarian reforms was the introduction of a land tax instead of feudal land rent. The government replaced the land tax in kind with a cash tax, calculated not from the harvest, but from the value of the land [6, p. 99]. The amount of the tax was unified and amounted to 3% of the land price [21, p. 263].

Those who previously cultivated a certain piece of land and paid taxes for it were issued certificates (tiken) in 1872, officially confirming the ownership of these allotments [5, p. 158].

First of all, the right to own land was given to the peasants, who had their own land plots and paid land rent or other taxes to the feudal lords. For the first time in the history of Japan, the peasant received ownership of the land that he had always cultivated as a user. Moreover, this right was granted without any redemption. However, since in the late feudal period in the countryside there was a rapid process of class stratification, the vast majority of these peasants had insignificant land plots [14, p. 215].

Tenants and landless peasants who had land earlier, but who had mortgaged it by that time, could not receive a certificate [14, p. 214]. Their land passed to the landowners, wealthy peasants or usurers, to whom they gave it as a mortgage.

As a result, a third of the cultivated land was in the hands of the landowners. While the majority of the peasants who received the land became the owners of small plots, insufficient to feed themselves. They were forced to work for landowners or capitalists [14, p. 215].

During the reform, the lands were divided into private and state. The communal use of meadows, forests, pastures within the principality has ceased to be valid. These lands were seized by landlords and government officials [21, p. 57].

In July 1873, a law was passed to change the land tax. All feudal taxes and duties were replaced by a single tax levied directly by the central government. Only landowners included in the land registry were subject to taxation. Tenants were not subject to state land tax, but continued to pay rent in kind to the landlord in amounts not limited by law [7, p.10].

A significant part of the peasants was dissatisfied with the agrarian reforms. Previously, in the event of a crop failure, rent payments from the peasants were reduced, but now the cash tax remained unchanged. The peasants lost the opportunity to use the previously communal lands. The prices of agricultural products were significantly lower than the prices of manufactured goods. All these factors caused dissatisfaction among the peasants and led to mass demonstrations. As a result, in 1877 the government was forced to reduce the land tax to 2.5% [11, p. 58].

Conclusion. In the course of the social policy of the Meiji period, the former social structure of society (shi-no-ko-sho) was abolished and a new one was established, consisting of three estates: the highest nobility, the nobility and the common people.

The agrarian transformations of the Japanese government led to the fact that wealthy peasants and the rural bourgeoisie became land owners, that is, those who, at the time of the reform, were actually the owners of land plots. The ban on the sale and division of land was also lifted, and freedom of choice of crops was introduced. As a result of the land tax reform, the tax in kind was replaced by cash tax.

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THE PROBLEM OF THE NEED TO AMEND BELARUSIAN HISTORIOGRAPHY ON THE THEME OF EVACUATION IN THE BSSR IN 1941

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Keywords: evacuation in the BSSR, the Great Patriotic War, evacuation measures, Belarusian historiography, documentary materials.

The history of evacuation occupies a separate place in the studies of the events of the Great Patriotic War, both for the entire Soviet people and separately for Belarusians.

Studying the section on history devoted to the Great Patriotic War, attention has been drawn to the fact that the topic of evacuation is covered very poorly in textbooks. Also, interest was attracted by the fact that historical sources provide different figures regarding the number of evacuated people from the Byelorussian SSR. The largest number of works on this topic is represented by publications of the Soviet era, which in most cases consider only the following aspects: the role of party organizations in the implementation of evacuation measures; selfless work and heroism of workers, collective farmers and employees, shown during the evacuation.

The purpose of the work is to consider the main problems of the evacuation process in the BSSR in 1941 in Belarusian historiography in the period from 1990 to the present day.

Material and methods. The material of the study was the publication documents of Belarusian authors devoted to this issue. 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, which contributes to the consideration of this subject as an integral system. 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. Historiography on the topic of evacuation in the BSSR during the war years does not pay due attention to the failures that characterized this process.

The one who mentioned the failures of the evacuation process was Z. Shibeko (Doctor of Historical Sciences, Professor of the Belarusian State University), who names the following among the failures of the evacuation: “The security officers took almost nothing out of Western Belarus and did not even have time to mobilize recruits there ... Large industrial enterprises, agricultural machinery, animals, grain - everything of value was evacuated or destroyed. Vitebsk and Polotsk were almost completely burned. And after the war, everything was attributed to the Germans ...”

The description of pre-war events in the 5th volume of “History of Belarus: in 6 volumes” is imbued with the spirit of heroism. There is enough information about the evacuation in Tom, but we note that there is no information about the failures, psychological aspects, difficulties and their causes that were in the process of evacuation.

Until now, in official publications, the evacuation in the initial period of the Great Patriotic War is presented only as a feat. In 1990 the encyclopedic collection “Byelorussia in the Great Patriotic War. 1941–1945. Encyclopedia” was published. The publication presents the military-economic situation of the BSSR on the eve of the war, the results achieved in the national economy, which gives a general idea of the situation in the republic [2, p. 95]. A characteristic shade of the presentation of the material is the absence of a rigid ideologization of the events presented, the relative truthfulness in the coverage of certain events and facts.

In addition to general work on the analysis of the implementation of evacuation measures on the territory of Belarus, a number of researchers analyzed individual areas of evacuation. So, the Belarusian archivist I.V. Dorogush, came to the conclusion that the evacuation orders and the evacuation itself provided for a different scenario, in particular, this is evidenced by the fact that “Despite the difficult situation, there was a full opportunity to remove a significant part of the materials of state archives from the eastern regions of the BSSR. But neither the leadership of the NKVD of the BSSR, nor the head of the department of state archives I.A. Perepletchikov took the necessary measures in a timely manner and gave appropriate instructions [3].

E. Ioffe dealt with the problem of evacuation. His work calls into question the interpretation of official documents on the evacuation process, which are referred to by various authors when writing works on this topic.

If E. Ioffe was one of the first who spoke about the problem of interpreting sources for research on the topic of evacuation in the BSSR in 1941, then L. Sugako became the one who questioned the very source base on this topic. As L. Sugako writes, “Documents testifying to the preparation by the authorities of the USSR of large-scale evacuation measures in the prewar years have not yet become the subject of attention of researchers. It is possible that there are none at all, since the official Soviet military doctrine of that time aimed the Red Army at the rapid transfer of hostilities to the territory of the attacked enemy” [5].

Conclusion. Thus, as a result of the study, we have come to the conclusion that in most works on the topic of evacuation in the BSSR in 1941, a one-sided approach was used, which is characterized by a description of the evacuation process from a positive point of view as a success and organizational feat of the Soviet authorities. At the same time, the researchers omit the coverage of a number of problems and failures of the ongoing evacuation, as reported in the latest studies on the topic of evacuation in the BSSR in 1941. In this regard, the development of the topic of evacuation in the BSSR in 1941 cannot be considered complete and requires the use of new approaches and directions in its study.

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EVERYDAY LIFE IN SOVIET MILITIA POSTERS (1953)

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Keywords: image, everyday life, poster, militia, citizen, janitor, social role.

The social poster not only affects the public consciousness, but also reflects and fixes everyday life. The author's aim is to identify the images of everyday life in posters about the work of the militia, created in 1953.

Material and methods. The material for this study is posters “Militia is a servant of the people” and “The strength of the militia is in its connection with the people” by the artist M.M. Solovyov [4]. It is noted that the sources on the history of everyday life relatively reliably reproduce the life paths of representatives of various social strata and groups [3, p. 48]. From this point of view, Soviet social posters, which operate with generalized and often embellished images, are also sources, albeit specific, but important for the reconstruction of everyday life. A social poster is “a poster that promotes basic social values” [1 p. 8]. Posters usually present the bearers of these values as ideal examples. These images should correspond to a particular social group, the external manifestation of which is often linked to the objects and practices of everyday life.

Findings and their discussion. In the poster “Militia is a servant of the people”, we can see that a middle-aged woman is approached by a militiaman. Her clothing suggests that she lives in the countryside or has recently arrived in town (the main marker is the headscarf). The militiaman treats her very kindly (one can tell by his smile). The militiaman's uniform is casual: this underlines the officer's daily work. He has the rank of lieutenant: the author notes his career development. It can be seen that the police officer has received awards. This indicates that he is doing his job conscientiously. Possibly, the awards were received during the Great Patriotic War, which was a common practice (post-war police joined the ranks at the expense of the front-line soldiers). The poster “The strength of the police is in their connection with the people” also emphasises the peoplehood of the Soviet state. It shows a community militiaman and ordinary citizens conversing on the theme “Protecting and maintaining public order is a matter for all working people!” The militiaman is a real person in the rank of senior lieutenant (his surname is stated on the poster as Vasiliev). The militiamen of the time wore a white uniform in summer and a blue uniform in winter. The uniform included a cap with a white cover, a white open tunic, blue trousers worn outside, a white shirt, and black boots. Apart from the policeman there are seven other people on the poster. We see women of different ages, social status and wealth (their clothes indicate this). The fact is that most of them are also the realities of the post-war period. But at the same time it is the grey-haired man in a black suit that is the central figure. In our opinion, this is a man of authority: his posture, with his right hand on his chin and his left hand gesticulating, gives him a confident look. This is a reflection of the patriarchal society that has survived. A young man also sits at the table, but to the side, reflecting his respect for the elderly. Attention is drawn to the outward attire of the citizens present: this reflects the practice of appearance conforming to an official event.

The figure of the janitor in the background is not accidental. As in Tsarist Russia, Soviet janitors were still important persons: they did not only thoroughly sweep their own territory, but were also reputed to be a menace to ruffians, troublemakers and drunkards, and a detractor for mischievous children [2]. It was important that it was a man: this added to the janitor's authority. A similar situation was maintained at the time of this poster's creation (it would later disappear). Outer attributes of the social role are a cap, apron and breastplate.

Conclusion. Thus, in these posters we can speak primarily of the manifestation of the social practices of Soviet society in the early 1950s. In accordance with the socio-political order, these posters create the image of a responsible, conscientious policeman, aimed at dialogue with the public, which, in turn, is ready to cooperate, which corresponds to historical reality. Despite the militia theme, the posters have striking details of everyday life as external features of the social role (the higher status of men, the important social role of the janitor, the details of the clothing of Soviet citizens in official settings).

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LKSMB – AS THE MAIN GUIDE IN THE IMPLEMENTATION OF THE STATE YOUTH POLICY OF THE BSSR IN 1965-1985

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Keywords: Youth policy, LKSMB, Komsomol, USSR, Komsomol organizations.

In the postwar years, the USSR at an accelerated pace began to restore all spheres of the public life of the population. By the mid 60s. 20th century a new stage of economic, political and socio-cultural development began in the USSR. The headquarters of the Central Committee of the CPSU approved the tasks of accelerated development of the state on the basis of scientific achievements, improvement of the education system and introduction of advanced technologies into the production process.

In March-September 1965, the Plenums of the Central Committee of the CPSU were held, as a result of which a global economic reform was planned. To implement all the envisaged plans, the leading role was assigned to the Komsomol as a mass, mobile, energetic and enterprising part of the youth of Soviet society.

The purpose of this study is to analyze the main activities of the LKSMB, to consider the dynamics of changes in the size of the organization and key achievements in the period under review.

Material and methods. The main material for this study was the normative legal acts (decrees of the Central Committee of the Komsomol and the Komsomol), essays on the history of the Komsomol were also used. When conducting research, both general scientific (analysis, synthesis, comparison, generalization, deductive, logical) and special historical methods were used. The main method used in the study is the descriptive method.

Findings and their discussion. One of the largest among the youth organizations of the USSR was the Komsomol organization of Belarus - LKSMB. In February 1966, the XXIII Congress of the LKSMB took place, at which the numerical composition of the organization (812 thousand members) was determined [3, p.168].

The main activities of LKSMB were the following:

1. To educate boys and girls in compliance with the great traditions of Marxism-Leninism [1, p. 377].

2. Steadily bring to life the covenant of V.I. Lenin that "The Union of Communist Youth should be a shock group that provides its assistance in any work, shows its initiative" [1, p.378].

3. Active participation in all state and economic construction, in the construction of new cities, factories, in the development of science, culture and art [1, p.378].

The main coordinators of the implementation of the planned directions were the first secretaries of the Central Committee of the LKSMB: 1964–1970. – G.N. Zhabitsky, 1970–1974 – V.I. Podrez, 1974–1976 – V.I. Radomsky, 1976–1980 – K.M. Platonov, 1980–1983 – V.P. Shaplyko, 1983–1985 – N.N. Mazay.

In the 60s. Belarusian youth aspired and justified their conscious desire to be at the forefront of fulfilling the most important tasks of society and the state. The immediate concern of the Komsomol was participation in the most grandiose construction projects. “More than 11 thousand boys and girls,” noted G.P. Antipov, left on Komsomol vouchers for the construction of the Volga Automobile Plant and the Krasnoyarsk hydroelectric power station, the restoration of the city of Tashkent after the earthquake and the construction of the memorial complex of V.I. Lenin in the city of Ulyanovsk. A unique event occurred in 1968 - for the great contribution of Komsomol members and youth to the construction of the Novopolotsk oil refinery and chemical plant and in connection with the 50th anniversary of the Komsomol, the Novopolotsk Komsomol organization was awarded the Order of the Red Banner of Labor [3, p. 165].

At that time, the student construction movement was actively developing. In 1962, a SOF of 12 thousand people was sent to the Kazakh SSR from the BSSR. In 1967, a resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR "On measures to improve the organization and increase the efficiency of students' summer work" was adopted, which determined the procedure for paying students, medical care, etc. Each new working semester brought something new to the patriotic Soviet student movement.

The Komsomol formed leadership qualities in young people: heroism, perseverance, dedication and the desire to master everything new. Not without reason, the Komsomol was a forge of personnel for the country's leadership, as well as the main assistant to the party in carrying out the tasks of party building [5, p. 26]. An important educational milestone was carried into the consciousness of Soviet citizens, about the labor exploits of the Komsomol members, by such printed publications as "Red Zmena", "Pravda", "Banner of Youth" [3, p. 188].

In March 1982, the XXVII Congress of the LKSMB took place. In the greeting of the Central Committee of the CPB to the congress of the Komsomol, it was noted that the most important task of the LKSMB is the formation of a generation of people who are politically active, knowledgeable, loving work and able to work, always ready to defend their homeland [2, p.3]. Indeed, by the mid-80s of the 20th century LKSMB became the most numerous youth public organization, which membership, by the end of 1985, surpassed previous years and reached 1,516,575 Komsomol members, indicating the successful defense of its destiny before society and the Motherland [3, p. 216].

Conclusion. Thus, the mid-60s of the 20th century were characterized by a new socio-political situation, where the Komsomol became one of the main implementers in solving new tasks formed by the Central Committee of the CPSU for state building. The activity of the Komsomol members of Belarus was observed both within the country and in many All-Union construction projects, for which they received state awards and enjoyed authority in the entire Soviet society. And already in the mid-80s of 20th century the Komsomol organization of Belarus reached its maximum in its ranks.

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THE NORDIC COUNTRIES IN THE PROCESS OF SHAPING EUROPEAN INTEGRATION

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Keywords: Norway, Denmark, Sweden, integration, European Economic Community (EEC), European Union (EU), European Free Trade Association (EFTA).

In the 21st century, the trends of globalization and integration are constantly increasing. Integration processes currently occupy a central place in the world. On the European continent integration development has been active since the twentieth century, which has resulted in the current stage of the European Union, which is reaping the undeniable achievements of European integration and is experiencing an increasingly evident crisis.

The aim of the paper is to trace the process and identify the reasons for the Scandinavian countries' accession to European integration.

Material and methods. The study is based on protocols containing a programme for European cooperation on all fronts, as well as on the Nordic agenda within the EU and EFTA. Of particular interest were the scientific publications of Russian researchers L. Babynin "The Nordic Countries and Differentiation in the EU" and O. Aleksandrov. B. "The 'Northern Dimension' in EU Politics". The research employed both general scientific (analysis, synthesis, comparison, generalisation, deductive and logical) and special historical methods.

Findings and their discussion. European integration is based on the idea of the French politician Jean Monnet to form a unified legal framework of European countries and a system of common institutions, having interstate and supranational character 4, p. 54. The member states of integration delegate some national powers to these institutions and transfer the right to make binding decisions and oversee their implementation to supranational authorities. This meant that the countries that supported the development of European integration agreed to transfer part of the sovereign rights of the state to supranational institutions.

There were many pitfalls and obstacles to the implementation of the European integration policy. One of the most important is the reluctance of a number of countries to hand over part of the sovereign rights of the state to supranational entities. The Nordic countries – Norway, Denmark, Sweden, Finland and Iceland - were among them.

Scandinavia expressed a twofold attitude towards European integration. On the one hand, all Nordic states without exception supported integration in terms of state security, enhanced cooperation in the economic, legal, humanitarian and banking spheres. At the same time, all Nordic countries were categorically against creating and participating in supranational political structures, as they not unreasonably feared that in this case they would have to move in the wake of the leading European powers – Great Britain, France and Germany [2].

According to the theory of the famous Hungarian economist Bela Balasz, the first step in the integration process is the creation of free trade zones, the second step is the establishment of customs unions, followed by the formation of a common free market with the possibility of cross-border movement of capital, goods, labour and services. The natural conclusion of this process is the formation of economic and monetary unions. As a result, the states form a political alliance, which adds common interests and actions in foreign and domestic policy in general [1, p. 509] to the monetary and economic alliance.

In the Nordic countries, the question of establishing a common free trade area has never arisen, not even in a theoretical sense. Several projects to create a customs union between them, the first of which were put forward in the last third of the nineteenth century, failed [4, p.56]. Instead, they opted to participate in the EFTA, initiated by the UK.

It is worth noting that the EEC and EFTA had very different objectives and goals from the outset. EFTA was created with the aim to facilitate international trade relations in Europe, while EFTA initially had a serious institutional structure and supranational bodies. Thus, for the Nordic countries, it was preferable to establish international trade relations, as evidenced by their initial decision to join EFTA, rather than the deeper integration that accession to the EEC implied.

Nevertheless, given the impressive economic progress that the EEC countries were making, the Nordic countries could not stay away from pan-European integration for long. It is the Nordic countries that account for most of the exceptions to the common EU rules, they have not only successfully adapted to the integration processes but have also influenced the formation of the differentiated EU structure to a not insignificant extent [3].

The economic success of the EEC countries led to a change in the Nordic countries' strategy towards pan-European integration. In 1972 Denmark joined the EEC. In 1995, Finland and Sweden became full members of the EEC [5, p. 55]. Norway, on the other hand, held two referendums on its accession to the EEC, but both times the population decided not to join.

Due to Denmark's membership in the EEC, the 'Nordic cooperation' itself became more active in economic terms. The focus was on creating free markets for goods and services, removing trade barriers, liberalising capital movements, facilitating exports, regional and fiscal policy issues, and research.

Nordic participation in Nordic co-operation did not burden Danish membership of the EEC in any way, the combination of the two alliances proceeded quite harmoniously. Denmark's participation in the EEC did not put it in a difficult position and did not force it to take decisions that could contradict the integration processes in the northern region, as the degree of integration in the north of Europe was much higher and was a priority for all the Nordic countries, and for Denmark in particular [7, pp. 23–24].

At the initial stage of European integration, the Nordic countries had no problems in combining regional and pan-European integration. New challenges and problems arose in the 1990s, when the European Union was seriously discussed [7, p. 26].

In 1992 the Maastricht Treaty was signed, transforming the EEC into the European Union. The Treaty laid down the conditions for a complete restructuring and reform of all of the organisation's activities.

The transformation of the EEC into the European Union put Denmark and the other Nordic countries at a standstill, as Denmark's participation in the economic and monetary union and joint work with the other EU partner countries on legal issues could have come into conflict with regional integration in the North of Europe [6, pp. 140–145].

As the Danish government was interested in continuing to cooperate with the EU, it undertook a series of measures which culminated in an agreement known as the National Compromise.

The changes that were taking place in the world had an impact on Nordic politics as a whole. For example, Sweden, which had been pursuing a policy of neutrality, declared "freedom from military alliances" as its renewed foreign policy paradigm. Following Sweden, Finland also moved away from its neutrality. The change in foreign policy tone has encouraged these countries to cooperate within the EU. Increasing integration, the formation of a full-fledged EU internal market and the growing interpenetration of European economies made such cooperation inevitable.

Eventually, Sweden and Finland became members of the EU, as well as Denmark, and embarked on the path of pan-European integration. Norway made another attempt to join the community, but once again the Norwegian people did not approve. Even now, Norway remains outside the EU.

There are several reasons for the country's obstinate stance. First, there is a strong 'no' to the five Norwegian parties versus the two that believe Norway should join the EU. There is also a strong social movement which strongly opposes Norway's participation in the EU. Finally, a majority of the population firmly believes that joining the European Union would greatly disadvantage Norway, rather than help it to prosper [8].

The Norwegian position demonstrates the other side of the coin of the idea of a supranational community such as the EU, and casts doubt on the rightness of the decision to pursue the integration path at all. The Norwegian refusal embodies all doubts of the other half of the European population, which is categorically against the idea of a 'superstate' in Europe [8].

Conclusion. Thus, the Nordic countries' participation in European integration is primarily determined by economic reasons: the expansion of European economic integration, the formation of a full-fledged EU internal market, the growing interpenetration of European economies and the economic success of the EEC countries. Currently, not all of the Nordic countries are members of the EU, and most of its active members are sceptical of many EU initiatives.

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BRITISH POLICY TOWARDS TURKEY KURDS IN THE 19TH – FIRST HALF OF THE 20TH CENTURY

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Keywords: Great Britain, Türkiye, Kurdistan, foreign policy, international relations, Kurds, Kurdish issue.

In the XIX – the first half of the XX century the British were at the forefront of European expansion into Western Asia. They also played a significant role in Turkish Kurdistan, supporting the insurgent aspirations of the Kurds to weaken, first, the Ottoman Empire, and then the Republic of Türkiye in the Mesopotamia region. The relevance of this study is to identify the goals pursued by the UK, and which are still being pursued by major international players in Kurdistan, which only exacerbates the resolution of the Kurdish issue.

The purpose of the study is to determine the goals pursued by Great Britain, which asserted its direct or indirect influence in Turkish Kurdistan.

Material and methods. The study was carried out on the basis of the work of K.V. Vertyaev "Kurdish Nationalism: History and Modernity", as well as a number of scientific publications. Particular attention was paid to British documents of the first half of the 20th century, reflecting the British policy towards Turkish Kurds during this period. When writing the work, such general scientific methods as description, analysis, synthesis, as well as the historical-system method were used.

Findings and their discussion. The beginning of the expansion of Great Britain in the Middle East fell on the turn of the 18th –19th centuries – helping the Ottomans in the fight against the French, by 1801 the British, together with the Turks, liberated Egypt from them. From that moment on, the British acted both on the side of the Turks and against them, maintaining the balance of power in the region – this would become one of the main goals of Great Britain until the beginning of the 20th century.

The British began to show interest in Kurdish affairs at the same time. From 1789 to 1821, in an effort to expand personal possessions, the rulers of the Kurdish emirate Baban Abdurrahman Pasha and his heir Mahmud Pasha led an active policy. Their activity in 1821 brought Turkey and Persia into war, prompting the British to mediate to end it as it threatened British trade interests [1, p. 45; 2, p. 76]. From this time until the Great War, the British were indirectly involved in Kurdish affairs, pursuing trade interests or weakening the Ottomans through support for the Kurds, which showed up a decade later. In the early 1830s the British initially supported the ruler of Egypt, Muhammad Ali, in his war with the Turks, because of which the Ottomans feared that the ruler of the Kurdish emirate of Soran, Mir Mohammed, was also acting in British interests, seeking to expand his possessions. Such fears of the Ottomans were stopped after they liquidated the Soran emirate in 1836, and by the 1850s. and all other Kurdish principalities [3, p. 73].

In the Crimean War (1853–1856), the British fought side by side with the Turks against Russia, so they did not provide any support to the Kurds. They didn’t support Sheikh Obeidullah, who raised an uprising in 1880 despite the recognition of his religious reputation and “the qualities of a Kurdish national leader” [4, p. 53]. Despite the Sheikh's taking possession of a significant part of Ottoman Kurdistan and the assault on Persian Urmia, as well as the refusal to oppress Christians and the insistent requests of Oidullah to the British to support his movement, they never did. The main reason for the refusal was the Sheikh's suspicious relationship with the Porte: Obeidullah, being a rebel, not only wasn’t persecuted – the Ottomans granted him immunity, which suggested that an alliance was concluded between the Sheikh and the Turks, since the appearance of a vassal Kurdish state was preferable for the Ottomans, not Armenian (what Armenian nationalism aspired to) [5, p. 62]. In addition, it must be assumed that the British did not benefit from the weakening of both the Ottomans and the Persians in the South Caucasus in the face of Russian expansionism.

British interests in Kurdistan remained minimal until the Great War, despite the fact that since the 1900s. in London, the Kurdish newspaper “Kurdistan” was published, and some of the leaders of the Kurdish uprisings of the early XX century counted on a British protectorate for its future state [6, p. 56; 7, p. 209]. Although in 1914 everything changed – the Ottoman Empire entered the war with Great Britain, so there was no more talk of any balance of power in the region. Therefore, the Kurds could become natural allies of the British, which, nevertheless, didn’t happen, since until the end of the war most of the Kurds remained loyal to Porte.

For this reason, without taking into account Kurdish interests, the Entente in 1916 concluded an agreement called Sykes-Picot. According to it, the post-war division of the Ottoman Empire was approved. The oil-bearing part of southern Kurdistan with the cities of Kirkuk and Sulaimaniya was supposed to withdraw from the Kurdish lands to the British [8]. From that time on, British diplomacy in the Kurdish direction was given an unspoken goal – to gain a foothold in the oil-bearing, southern part of Kurdistan.

In 1918, the British managed to do this – their troops also occupied the region of Mosul and Erbil, which, according to the 1916 agreement, was supposed to pass to the French [9, p. 337–338]. In the same year, the southern Kurdish leaders signed an agreement with the British, according to which they agreed to the annexation of southern Kurdistan to the British mandate in Iraq [10, p. 32–33].

During the years of the Turkish War of Independence (1919–1923), British diplomacy pursued conflicting goals: to support the aspirations of a significant part of the Kurds in gaining autonomy within the Turkish state, and also to retain southern Kurdistan. At the same time, the British did not support the Azadi society, which advocated the independence of Kurdistan in the form of a kingdom under the mandate of Great Britain, and also fought against the forces of Sheikh Mahmoud Barzanji, who at first welcomed the British, and in 1922–1924 tried to create his own kingdom of Kurdistan with a center in Sulaimaniya [11, p. 246–263]. Apparently, the British did not support such initiatives, fearing to lose the oil-rich southern Kurdistan in the future.

Seeing that in the war of 1919–1923 the Kemalists are gaining the upper hand, the British demanded from them, according to the Treaty of Sèvres, to grant autonomy to the Kurds [11, p. 254]. Not having received it, in 1925 the Kurds revolted under the leadership of Sheikh Said. However, the British, despite the request of the rebels for help, did not react to it in any way [10, p. 23, p. 171]. And in 1926, in their favor, they resolved the territorial dispute with the young Republic of Turkey about the ownership of the Mosul Vilayet [11, p. 310].

The British also remained cold to the Ararat (1927–1930) and Dersim (1937–1938) uprisings of the Kurds, despite the fact that the leader of the last uprising, Sheikh Seit Reza, sent a message to the British Foreign Office asking for help [12, p. 22]. Despite the fact that since 1932 the British did not control southern Kurdistan (it became part of the kingdom of Iraq), they didn't want to spoil relations with Turkey by supporting the rebels amid rising tensions in Europe [13, p. 159].

During the Second World War and immediately after it, the Kurdish issue in Turkey was not a priority for the UK. And with the entry of Turkey into NATO in 1952, the British for a long time ceased to touch upon this sensitive domestic political issue of their ally in the North Atlantic alliance.

Conclusion. Thus, the goals of the UK in Turkish Kurdistan changed several times during the period under review. At first, caring about the balance of power in the region, the British could support both the Kurdish rebels and Porte, not forgetting their own trade interests. And with the course of the Great War, they set a goal – to seize the oil-bearing southern Kurdistan and keep it. Therefore, after the war, they didn't support the political forces of the Kurds, who in the future could claim southern Kurdistan. And with the transfer of the region to Iraq in 1932 and with the accession of Turkey to NATO, the interest of Great Britain in Kurdistan completely disappeared for a long time.

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JAPANESE TRADITIONS IN ANIME

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Keywords: traditions, anime, script, character, holiday, festival.

In the modern world, an important role in human life is played by the visual component, which is represented in the field of the film industry and entertainment. In Japan, the most popular type of this sphere is anime, which is a way of reflecting the originality of the Japanese cultural tradition and the originality of the inner world of the Japanese [2, p. 1300]. This allows us to trace the peculiarities of the development of culture and the country as a whole through Japanese animation, as well as the attitude of Japanese society to various phenomena, values, and traditions.

The purpose of the study is to reveal the role and place of traditions in Japanese animation.

Material and methods. In this work, Japanese animated films and TV series, and materials from Russian and foreign researchers were used. The main research methods are deduction, induction, historical-genetic, content analysis method.

Results and its discussion. At the moment, there are different interpretations of the concept of tradition. The same is true of the concept of culture. If we consider the etymology of the word tradition, then it comes from the Latin traditio, meaning «to transmit». In this paper, the author adheres to such a concept of tradition as: these are elements of the social and cultural heritage that are transmitted from generation to generation and preserved in certain societies and social groups for a long time. Certain social norms, values, rituals, etc. act as traditions [1, p. 61].

Thus, at the beginning of the 21st century, Japanese animation faced the problem of globalization, when the national coloring of animated films and series almost disappeared. For example, in the United States, this issue has not been resolved, since the main task of this area is to comply with modern trends. However, the solution to this problem in the country was the coverage of Japanese traditions with the help of anime.

The main elements of animation: script, drawing, animation, sound, musical accompaniment. The basis of most films and series are myths and fairy tales, legends of Japan. They may appear as the main component of the script or be mentioned in episodes. For example, in the 1999 film «Our Neighbors Yamada», directed by Isao Takahata, Japanese legends such as Momotaro and the bamboo cutter are mentioned. The film also revisits traditional Japanese haiku quatrains by poets such as Basho, as well as in an animated film such as «Words Bubble Like Soda» by Kyohei Ishiguro 2021, in which the rules for compiling these verses are narrated. At the same time, calligraphy is a separate traditional art form for Japan. It served as the basis for the plot of the animated series «Barakamon» directed by Masaki Tachibana in 2014, which tells the features of the work of a calligrapher and the technique in general.

As for drawing, Japanese traditions are presented in the form of characters in national clothes and not only, in the background with Japanese architectural buildings and a special symbolic-graphic system, which is filled with a certain functional significance. The base, which is the historical and mythological representations and color palette. The purpose of this system is to reveal the features of the national consciousness of the Japanese [2, p. 1299].

Animation series: Blade Slayer 2019, Demon Slayer: Endless Train 2020, Blade Slayer: Red Light District 2021-2022 Haruo Sotozaki is the most popular in Japan and on the world stage. The era of Taisho is illuminated by the struggle of ordinary people with demons. Tanjiro Kamado lost his family except for his sister and he becomes a demon slayer. This work shows the traditional Japanese way of life, national clothes, weapons and buildings.

One cannot but mention the national religion of Japan, Shintoism, which is represented in the anime by various works such as: the series «Homeless God» in 2014 by Masahiko Minami, the series «Very Nice God» directed by Akitaro Daichi in 2012, the film «Spirited Away» by Hayao Miyazaki 2001 years, etc.

«God is very nice» shows how people and gods coexist in the modern world, their functions and roles in society. Also, a separate story tells about spirits, such as yokai: tengu (winged creatures), white foxes, white snakes and many others.

Particular attention is paid in Japanese animation to such an aspect as the transmission of traditions and their preservation in society. So in animated films and serials, festivals are covered at school as a way of handing down traditions to young people and in the city as their popularization. For example, the 2015 animated series Yamada-kun and the Seven Witches, directed by Takuno Seiki, shows the preparation and conduct of a school festival. If we consider urban and rural festivals, they are covered in such works as: «Your Name» by Makoto Shinkai 2016, «Into the Forest Where Fireflies Twinkle» 2011 directed by Takahiro Omori, «Nozaki Shojo Manga Author» Mitsue Yamazaki 2014, etc.

One of the ways to honor traditions are holidays, which are also reflected in anime. So Obon rites are shown in the series «Barakamon», the Girls' Festival in the animated film «Mirai from the Future» directed by Mamoru Hosoda in 2018 and much more.

Another aspect of the reflection of traditions in Japanese animation is music, which is represented by traditional instruments and musical compositions.

Conclusion. It can be concluded that traditions are a national indicator in Japanese animation and do not allow them to merge with other cultures. Anime is a way of reflecting traditions for young people, which plays an important role in the development of society, and Japanese traditions are covered in animation in various aspects, from the script to the musical accompaniment.

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“ZARYA ZAPADA” VITEBSK DAILY NEWSPAPER IN THE PRINTED MEDIA SYSTEM OF THE BSSR IN THE 1920s

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Keywords: the printed media system, BSSR, “Zarya Zapada”.

On June 20, 1924, by a decree of the Central Executive Committee of the USSR, a decision on the introduction of a new administrative structure of the BSSR was made providing for the liquidation of governorates and powiats and the creation of new territorial entities (okrugs (areas), districts, and rural councils) instead of them. Thus, 10 okrugs were formed in Belarus: Bobruisk, Borisov, Vitebsk, Kalinin, Mogilev, Mozyr, Minsk, Orsha, Polotsk, and Slutsk. Administrative-territorial transformations were followed by changes in the printed media.

Material and methods. The source base of the research is the materials of the periodical press of the BSSR (newspaper “Zarya Zapada”). General scientific and special historical methods were used in the course of the research.

Findings and their discussion. Newspapers became okrugs’ information kernel, aimed at coverage of both local events and nationwide and worldwide news. Some publications followed in the footsteps of the governorate periodical publications, and some of them became the founders of the local information-driven discourse. “Zarya Zapada” became the successor of “Izvestiya” Vitebsk governorate newspaper, published since 1917.

“Zarya Zapada” was an authority directed by the Vitebsk district committee of the CP(b)B (the Communist Party (of Bolsheviks) of Byelorussia), the district executive committee, and the district council of trade unions. The newspaper was published from Tuesday to Sunday with a circulation of 5-6 thousand copies. The newspaper was printed on 4 or 6 pages.

It is worth noting that according to the resolution “On the Press”, adopted at the XIII Congress of the *R.C.P.*(*B.*) (May 23–31, 1924), “the transfer of the printed media of the ethnic minority republics to local languages” [1, s. 14] was envisaged. “Zarya Zapada” was published in Russian, which can be explained by the fact that the Vitebsk

Governorate was a part of the RSFSR for a long time and by the impossibility of a quick transition to the Belarusian language due to the inadequate material, technical, and personnel resources. In accordance with the "On Youth Outreach" section of the above-mentioned resolution, special attention was to be paid to periodical publications for youth and ethnic minorities [1, s. 18]. Thus, the "Young Bolshevik" section appears in the newspaper from time to time, and since 1925 a weekly Jewish page has been published [2, 3].

"Zarya Zapada" had a well-defined structure, covering worldwide events on the first page, then nationwide and republican events. The remaining pages of the publication were devoted to the news of the Vitebsk okrug. And advertisements and announcements were printed on the last page.

The thematic scope of the newspaper articles was determined by the tasks of the Party and Soviet ideology. Thus, the main message of the publication was organizing and consolidating the population, engaging it in public and party work. An important feature in giving the worldwide news was its presentation in comparison with the situation in the BSSR, which was always fed optimistically, with an emphasis on achievements in socialist construction. This became a powerful argument in strengthening in the minds of readers of the idea of the Soviet development path as the only true.

Conclusion. Therefore, "Zarya Zapada", being part of the republican system of periodical publications, played an essential role in informing the local population about events of various scales. Being an advocate of socialist ideology, "Zarya Zapada" newspaper became an effective tool for forming the collective identity of the citizens of the Vitebsk okrug, which contributed to the gradual formation of the keystones of Soviet society.

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RELIGIOUS MOTIVES IN THE POETRY OF Y.A. YEVTUSHENKO

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Keywords: Yevgeny Evtushenko, sacred onomastic, religion, God, church.

The article considers sacral onomastic in the poetry of Yevgeny Evtushenko. The interest in religion, spirituality, God, in one way or another, appeared in the works of many poets and writers from antiquity to the present day. This is due to the special role that religion plays in society. Besides, research of literary works is relevant from the linguistic point of view. Sacral onomastics (words united by the idea of sanctity) makes up a significant layer of vocabulary, and Yevgeny Evtushenko is a very famous poet, winner of the Nobel Prize for Literature, so it is difficult to ignore his creativity.

Material and methods. The research materials were: Great Soviet Encyclopedia, Dictionary of Russian onomastic terminology, reference literature, collections of poems by Y.A. Evtushenko. The following methods were used: classification, analysis, descriptive and comparative.

Findings and their discussion. First of all, it is necessary to clarify the meaning of the term «sacral onomastic» - it is a vocabulary reflecting religiosity, that is sacred. Sacred onomastics in linguistics is also called the term «agionym». I.V. Bugaeva identifies the following groups of agionyms: theonyms, agioanthroponyms (names of saints), agiototonim (cities, villages, streets named after agioanthroponyms or ecclesionyms), eorthonims (names of church holidays), ecclesiastical icons (names of temples and monasteries), icons (icon name) [3]. But it is important to study sacral onomastic not only as a vocabulary, but also in a narrower sense: either in a certain religious (ethnic) group, or on the example of the work of a certain writer or poet.

Yevgeny Evtushenko was chosen as such a poet. Y. Evtushenko has a lot of poems where God is mentioned, there is even a poem «God bless!». In this poem the poet asks God to do a lot: to «blind people to return their eyes and straight humpbacks», and «not to get involved in power», and «to be worn out», and «less torn wounds», etc. But what is remarkable about this poem is that, first, the word «God» is spelt with a small letter (in a poem it is only once written with the capital letter: «God help, at least a little God!»), secondly, that the sacred word «God» is not used here in the literal sense. The poet does not turn to God, and the word «God» is a synonym of the word «Let». That is, it is undoubtedly a sacral onomastic, agionym, namely theonym (the name of his own God, because he does not have such a name as the ancient gods, it is called God, or god). But, despite belonging of the word «God» to theonyms, in this poem the poet does not turn to God, but uses this word as in the combination «God willing». That is why «god» is written with a small letter.

In the poem «Gratitude» there is again a theonym «God», but already with a capital letter: «my God!». Although the phrase is «my God» or «My God!» It is often used simply as an exclamation to express various emotions, that is, for expression. In this poem this is only partially true, but it is also true that the poet as it were, asked God, turned to him for confirmation of his right.

In the poem «When a man is forty years old» Y. Evtushenko also uses the theonym «God», but writes this word with a small letter: «before himself and before god». There is already a clear reference to religion, but the word «god» is written with a small letter. Similarly, the poet uses the word «God» and in the poem «What takes life»: «Their god will judge». Once again, a small letter, that is, Yevtushenko believes in God or at least takes his role in human life. In the same poem there is another theonym - «false Christ». Christ is the name of the son of God, recognized in the Christian religion, so it must be written with a capital letter.

But in the poetry of Y. Evtushenko there are not only theonyms. In the poem «Church of Koshueta» there is a fixed ecclesionim (name of temple).

In the poem «Prayer» there is another theonym - «The Supreme». This is one of the names (or rather the name) of God. But in the same poem Y. Evtushenko several times uses the theonyms «Lord» and «God», and each time with a small letter. Throughout the tone of the poem, one can see some irony in the poet's attitude to prayer. Especially interesting are the last lines: «Bread slice - Pigeons on crumbs». It is also seen that the stanza ending with this line is repeated twice, in the middle and at the end of the poem.

In the poem «Torments of conscience» you can find two theonyms: God and Madonna. The appeal to God can also be found in the poem «Loss»: «God, stop punishing us». Although the main theme of the poem is Russia, its difficult path, its suffering people, the poet found a place for God, and he believes that this fate of his homeland is in some sense God's punishment for wrong life. The line «We burned our icons» can confirm it.

The same theonym «The Lord» is in the poem «Hymn of Russia». But the expression «God protect you» is common, native Russian and is used not only by deeply religious people, but also by all those who recognize the existence of God and do not consider themselves atheists.

And again the typical use of the theonym «God» in the poem « This is what happens to me»: «tell, for God's sake». This poem, dedicated to Bella Ahmadulina, became known throughout the country for the classic film «Irony of Fate», where these poems turned into a song.

In the poem «School in Beslan» there are two theonyms «Mohammed» and «Christ»: «as brothers, Mohammed and Christ wander» (Mohammed is a prophet with Muslims, and everyone who knows a little about the history of religions, is familiar with this name).

Conclusion. It is possible to draw two conclusions from the materials of this article: 1. In the verses of Y. Evtushenko, sacral onomastic (agionym) is very limited. This vocabulary consists mainly of theonyms in the poet's work (names of gods); rarely can we meet icons and ecclesionym. There may be two reasons: firstly, the poet's very restrained attitude towards religion, secondly, the fact that a significant part of the poems (except the collection «Verses of the XXI Century» was written in the Soviet era, when talking about God was first prohibited, and then simply not accepted, as the Soviet Union promoted atheism. 2. The majority of agionyms in Y. Evtushenko's poems do not carry a semantic load and do not refer to religion. Often there are expressions «God bless», «for God's sake», «God's judgment», «God's creature», but these are already stable, typical phrases that can even be called template phrases. In many cases, their use is due to the need to achieve expressiveness, show strong emotions. Therefore, it can be said that there is no sacrality in Y. Evtushenko's poems, although sacral onomastic is present. Although any literary work, if it is not of a documentary character and is not a biography (autobiography) is an artistic fiction, it is possible to trace the image of the author. And Y. Evtushenko's poems depict a person who believes in God but who is far from religion and church, as well as all Christian rites and rituals.

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DISILLUSIONMENT WITH STRONG BRANDS: REASONS WHY EMPLOYEES “ESCAPE” FROM LARGE COMPANIES

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Keywords: large brands, candidates, large companies, monopsony, development system.

The habitual associations that arise at the mention of large brands are no longer consistent with reality. High salaries, opportunities to move up the career ladder and growth to a professional – well-known companies can no longer boast of these characteristics, and stereotypes are gradually being destroyed.

Corporations are no longer desirable and good places to work, as they offer below-market salaries, offer career advancement that is next to impossible, and bureaucratic structure encourages the spread of toxic relationships within the workforce.

Nowadays, both applicants and employers know their pros and cons. Firms that have a good reputation, recognition and a long time on the market are convinced that they will easily attract a new employee to the company, but it is not always possible to keep him for a long time. Specialists, especially beginners, understand that when choosing a first job, it is better to go to a large and well-known company in order to get a highly paid position in a smaller company after two or three years of work [1].

The purpose of this article is to study the reasons for the departure of specialists from large companies and to analyze the decline in the attractiveness of strong brands.

Material and methods. Comparing the results of a study by a team from Stanford, UC Berkeley, and the Social Security Administration, we can see that there is a declining correlation between employee income and firm size. Corporations such as Amazon, Kroger, Home Depot and McDonald's represent a huge service industry at the expense of a low-paid workforce. Of course, the largest companies have not always been able to boast of low wages, but we can see a shift in the economy that has had many consequences. Previously, in industrial centers such as General Motors, U.S. Steel (X), General Electric (GE) and Chrysler, workers received middle-class wages, but in the last 40 years that link has been broken. A huge number of workers are currently moving from production to the low-paid range of services [2].

The study showed that monopsony contributes to a decrease in the income of workers. Large companies have monopoly power in the market and instead of raising prices for their products and services to consumers, they reduce the wages of their employees.

Findings and their discussions. Each employee may have their own reasons for leaving or pushing factors.

The first and main factor in the departure of employees from companies is the reduction in wages. Consider the reasons for the decline. First, there is outsourcing. Large professional employers outsource many of their operational functions, such as security, cafeteria staff, and janitors. Second, shareholders are pushing for a reduction in the share of operating budgets devoted to wages. Thirdly, it may be the fact that when the firm expands to a large size, workers will have less opportunity to switch sides and people will be less likely to negotiate high wages.

The lack of career growth is the second factor in the departure of specialists. Almost every employer promises career growth, but in practice everything is much more complicated. Most companies do not have a formalized development system, and because of this, employees do not have an understanding and idea of how to get a promotion and whether there is career growth in the company. It can also exacerbate the situation if managers are not interested in the growth of their subordinates, since they may have a fear of either losing a valuable team member or growing a competitor for themselves.

The third reason why an employee may leave the company is the impossibility of self-realization. A person is considered not as a specialist, but primarily as a function.

Most often, the relationship with the leader is the decisive factor in the departure of the subordinate. If a person does not feel needed in a team, he does not have good colleagues in this team, normal communication, an adequate leader who can help in difficult moments, support and provide an opportunity for self-realization - such teams and leaders very often leave [3].

Consequently, the main reasons for the departure of a specialist from the company are lower wages, lack of career growth, the impossibility of self-realization and toxic relationships in the team. The presence of these factors reduces the attractiveness of the brand in the eyes of employers and contributes to employee turnover.

Conclusion. Candidates these days need to understand that the size and brand of a company should not be the most important criteria when applying for a job if the place does not match their criteria and interests. There should be a few more important criteria that will help determine the pros and cons of joining a company, such as income, learning opportunities, social package and the like.

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COOPERATION BETWEEN THE PROPLE'S REPUBLIC OF CHINA AND THE REPUBLIC OF BELARUS IN THE FIELD OF SCIENCE AND TECHNOLOGY (2005–2013)

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Keywords: People's Republic of China, Republic of Belarus, Chinese–Belarusian relations, strategic cooperation, science and technology, humanitarian cooperation.

In the 21st century the role of science and technology in national development and international relations is becoming increasingly prominent. As a very important area of Chinese–Belarusian cooperation in the humanitarian sphere, scientific and technical cooperation has become one of the priority areas of humanitarian dialogue. The purpose of this article is a comprehensive analysis of the main content and priority areas of Chinese–Belarusian cooperation in the humanitarian sphere in the period of 2005–2013. The time frame from 2005 to 2013 was chosen because during this period official bilateral relations were at the stage of strategic cooperation. In 2013 they were officially proclaimed as strategic partnership, which started a new age in bilateral relations.

Material and methods. A wide range of Chinese and Belarusian sources formed the material for the study. Special attention was paid to documents from electronic archive of The Central People's Government of the People's Republic of China. They were supplemented by materials from official websites of Universities and scientific centers in Belarus as well as special publications. The methodological basis of the study was the methods of description, analysis and synthesis, as well as retrospective and systematic approaches. Special methods of historical research were applied as well. Historical-genetic, historical-typological, historical-systematic methods complied the methodological base of research.

Findings and their discussion. Belarusian and Chinese universities have become active participants in scientific and technological cooperation. On the Belarusian side, BSU, BSUIR, BNTU and GSU should be noted. Among Chinese universities, Jilin University of Technology, Shanghai University, Nanjing University, Zhengzhou University, University of Science and Technology of Chengdu, Beijing University of Technology, Henan University, Xidian University, Beijing Normal Institute, etc. showed the greatest interest. Agreements were signed between the universities of the two countries to establish cooperation and scientific and technological exchange. The parties undertook to conduct joint scientific research in related specialties and issues of mutual interest. Regular scientific exchange of faculty and students was envisaged. At the same time, cooperation was established between the state scientific and technical departments in the Republic of Belarus and scientific and technical institutions in some provinces of China. The dialogue resulted in the creation of the Belarusian Center for Scientific and Technological Cooperation with the People's Republic of China (2003) [1], the Belarusian-Chinese Innovation Center (2009) [2], the Chinese–Belarusian Changchun Science and Technology Park (2010) [3]. Thanks to the platform role of these centers, universities and scientific and technical institutions in China and Belarus have been able to create a wide network of contacts.

At the enterprise level, most of the scientific and technical cooperation was carried out with the support of the state bodies of China and Belarus. For example, in 2006, the Belarusian State Technological University and the Gaoyuan company of the People's Republic of China jointly established the Chinese-Belarusian Research Center in the field of road construction [4]; in 2011, China Aerospace Science and Technology Corporation provided and launched a communications satellite for Belarus [5].

The decision to launch the China-Belarus Industrial Park project, announced in 2010, became a certain breakthrough in bilateral relations. In October 2012, the China International Engineering Corporation (CAMCE) and the Ministry of Economy of Belarus officially signed an "Agreement on cooperation to create a Chinese-Belarusian industrial park in the Republic of Belarus". In September 2013, China and Belarus signed the "Agreement between the Government of the People's Republic of China and the Government of the Republic of Belarus on the Chinese-Belarusian Industrial Park". As a result, this project was officially included in the project of cooperation between the two governments [6].

In 2012, in order to further deepen the partnership between Belarus and China in the field of high technologies, the governments of China and Belarus established the Committee on Cooperation between China and Belarus in the field of high technologies.

This testified to the institutionalization and structuring of an important area of humanitarian dialogue [7].

Conclusion. To sum up, from 2005 to 2013, scientific and technological cooperation was an integral part of the Chinese-Belarusian cooperation in the humanitarian sphere. During this period, three main forms of Chinese-Belarusian dialogue in the field of science and technology developed. Official agreements were signed between the governments of China and Belarus and the relevant functional departments and official scientific and technical committees have been established. The universities of the two countries carry out academic exchanges between scientists, teachers, graduate students and college students in their respective vocational fields, and implement joint training and joint research. In addition, scientific and technological cooperation also involves cooperation between scientific and technical enterprises and scientific and technical institutions of the two countries. They enriched the topical content of cooperation in science and technology between the two countries and effectively promoted the development of scientific and technological cooperation between China and Belarus.

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REGULARITIES OF FUNCTIONING OF LANGUAGES, LITERATURES, FOLKLORE OF BELARUS IN THE CONTEXT OF THE DEVELOPMENT OF WORLD CULTURE

CHARACTERISTICS OF CONNOTATIVE MEANINGS IN RUSSIAN PHYTONYMS

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Keywords: linguoculturology, phytonym, national picture of the world, cultural stereotypes, connotative meaning, anthropomorphic connotation, phytomorphism.

The study of vocabulary from the point of view of linguoculturology allows us to reveal the system of cultural values and landmarks that are inherent in the linguistic consciousness of members of a certain linguistic and cultural society and which are reflected in the linguistic picture of the world of this society.

The main factors in the formation of the mentality of nations in the earliest periods of their development were the phenomena of the surrounding reality. Much attention of researchers is attracted by nominative fields that expressively demonstrate national-cultural or universal features of languages. A phytonym as a type of semantic vocabulary reflects various characteristics of plants and shows the spiritual world of a person.

The relevance of this research is expressed in the demand for study of the peculiarities of phytonyms as signs of language and culture, as concepts that include common social and cultural stereotypes and individual associations.

Material and methods. General scientific methods (description, analysis and comparison), as well as private methods and techniques (continuous sampling method, semantic identification method, quantitative method) were used in the work. The research material were 250 Russian phytonyms.

Findings and their discussion. Many phytonyms are able to tell about the history of ethnic groups due to the figurative, symbolic and conceptual meanings existing in the structure of concepts. The phytonyms birch, oak, willow, viburnum, cherry, pine, wheat, poppy, sage and many others have the highest frequency of use in modern Russian discourse.

Artistic images of plants traditionally often pass on to people. They can reflect the processes of development and reasoning. Phytonyms are given connotations and used as standards or metaphorical characteristics of a person's appearance, behavior, character, objects of the surrounding reality, etc. For example, plants have a soul, feelings: "... and no one will know what viburnum is crying about" (I. Surikov, "Song"). We have identified a number of connotations in Russian phytonyms that can be markers of the national picture of the world:

a) anthropomorphic. These connotations manifest themselves:

– with the help of phytomorphisms and comparisons with the person himself or parts of his body. The metaphorical transfer of qualities, signs, and properties of plants to a person is based on real or fictional qualities of the person himself. This group mostly contains phytonyms, which connotative meanings are associated with appearance, physical condition, etc. The appearance of a person is characterized by physical condition (height) and age (youth-old age): blooms like a rose; slender like a birch, like a poplar, like a twig; poppy color; strong like an oak; look like a cucumber; squeezed like a lemon. Female beauty is indicated by such phytomorphisms as rose, violet, peach, berry, lily. There are a lot of stable comparisons concerning the human head (ears like burdocks; wheat hair; flaxen hair; cherry lips; potato nose; cornflower eyes);

– with the help of phytomorphisms with connotative meanings of "behavior", "character": stubbornness is associated with oak, narcissism – with narcissus, unpleasant character traits – with horseradish, simplicity – with burdock, capriciousness – with mimosa, mockery, wit – with pepper.

b) without anthropomorphic significance. Most often, these are nominations that, with the help of metaphors, characterize some concepts or events: reap the fruits; see at the root; raspberries as a thieves' den or easy life; watch strawberries; rest on your laurels etc.

c) by value connotations can be divided into positive, negative and neutral. It should be noted that the connotative meanings of phytonyms have a small percentage of negative components: flax (soft as flax – a weak, uninitiative person), burdock (about a simple-minded person), dandelion (an old, weak person).

Conclusion. Linguoculturological analysis has revealed many phytonyms that have differences in national and cultural connotations, which makes it possible to use these units in the study of the linguistic picture of the world.

In linguocultures the image of a plant is a metaphor for the qualities and properties of a person, tools for evaluating events in a person's life.

Since the process of plant nomination is in most cases anthropocentric in nature, many of the studied phytonyms have characteristics of plants with human qualities (real or fictional). There are phytomorphisms with connotative meanings of "behavior", "character".

Russian phytonyms have a number of connotations that can be markers of the national picture of the world: with or without anthropomorphic meaning (nominations that characterize some concepts or events using metaphors).

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A SMALL PERSON'S VALUE ORIENTATIONS IN "THE ANTI-LEADER" STORY BY V.S. MAKANIN

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Keywords: the small person, deconstruction, caricature, conflict.

Value orientations have always been a relevant research object in various sciences: literary criticism, sociology, philosophy, cultural studies, etc. This is due to the fact, that the axiological aspect is able to directly and fully reflect the picture of the world of a particular society within the cultural and historical context.

"The analytical principle, which became stronger in Russian and Belarusian prose of the 1970s–1980s, led writers to strive for an in-depth, conceptual understanding of the world and the person in it. Not only the actions and actions of the characters are subjected to a detailed analysis, but also the internal, deep movements of the soul that determine the behavior of the characters" [2, p. 113].

Vladimir Semenovich Makanin is one of the most famous Russian-speaking prose writers who extensively comprehended the existential aspects of being in the paradigm of postmodernism. Makanin's work is largely focused on the fate of "small people", and is also characterized by a detailed description and reverent attention to the social situation and value orientations, black humor, while simultaneously revealing deeply rooted social problems, the absurdity and cruelty of the reality of his era. The relevance of this study is determined by the insufficient study of the character type "the small person" in Russian literature of the last third of the 20th century. The purpose of this work is to characterize the axiological orientation of "small people" in V.S. Makanin's prose.

Material and methods. To achieve this goal, we reviewed the story "Anti-leader" by V.S. Makanin, which tells about the fate of the plumber Anatoly Kurenkov, as well as his inner circle. From our point of view, this story in detail and reliably conveys the life, the surrounding reality of the "middle" representatives of the Brezhnev era of stagnation of the 70-80s, which contributes to the most accurate literary analysis of the character type " the small person", as a typical representative of his era. The work will use descriptive-analytical and comparative methods.

Findings and their discussion. The value orientations of literary heroes are very diverse and multifaceted. The idea to focus on the fate of the "the small person" as a product of certain social conditions carries the goal of revealing and comprehending the moral and existential values of the vast majority of the era.

Gogol's Akaky Akakievich, being the archetype of the "the small person", introduced "rebellion" and "predestination of failure" of the main character as the main plot-forming elements. We can also observe the continuity of tradition in Makanin's work. The protagonist Tolik Kurenkov "is a meek, calm person, but sometimes (once a year, once every two years) he seems to be jealous and suddenly begins to accumulate evil towards a person who stands out too much" [3, p. 399]. Kurenkov is, though comical, but a classic anti-hero. The caricature image of the central character, the comical nature of the situations, the abundance of humor create a deceptive impression of the frivolity of conflicts, but behind this screen lies a full-fledged social protest and conflict between the "significant person" and the "the small person". Makanin, in a characteristic manner of the postmodern trend, deconstructs the very concept of "significant person". Here, the "significant people" are caricature characters (Bolshakov, Tyurin, Syropevtsev), who are in one sense or another the antipodes of the main character, causing him a deep sense of hostility and the impossibility of a peaceful resolution of the situation. At first, it may seem that Kurenkov is simply envious or jealous, as a number of secondary characters suggest, but later it becomes clear that the actions of the main character are irrational. Fights, verbal insults from Kurenkov towards people unpleasant to him are a satirical depiction of the challenge of reality and social inequality. The hero is aware of the destructive distortion of his personality, the illogicality of his actions, the destruction of his own life (Kurenkov gets a prison term for a fight), but he cannot help himself. An attempt at allegorical resistance to the rules of reality leads the protagonist to a tragic end.

Kurenkov's friends, Shurochka (his wife) are a caricature of the passivity of society, its inability or unwillingness to realize and discern the destruction of the individual and the existential crisis of the neighbor. Kurenkov's aggression, his fights and hatred towords people are perceived by his friends and wife as quirks, something frivolous and fleeting. Shurochka is cheating on Kurenkov, treats him like a child, and therefore considers her own actions to be quite justified. The carnival scenes (the New Year's scene) emphasize the indifference of those around him to Kurenkov's internal conflict. In the company of close people, he feels alienated. Makanin periodically reminds the reader about the inability of his characters to reflect: "They did not know how to delve into psychology – into this or that act. They would have called in, they would have said: "spit on everything" and put out a bottle of vodka" [3, p. 413]. Secondary characters are mired in everyday vanity, routine. The main topics of conversation are shopping, gossip. Their main entertainment is drinking alcohol. The deteriorating physical condition of the protagonist, periodically occurring violence, betrayal become something ordinary, day-to-day, and trivial for them. Through the crisis and tragedy of the protagonist, Makanin, as it were, contrasts two paths of development of the "the small person" – a deliberately tragic attempt at rebellion against reality or adaptation to reality, with a refusal to see and perceive the growing problems.

Conclusion. Thus, Makanin in his story "The Anti-leader" proceeds with the continuity of the traditions of stories about the "the small person", touching on the theme of rebellion and disagreement with the rules of the surrounding reality, ending tragically. Through the axiological orientation of his characters, the author touches upon the actual existential flaws of society: the detachment of the vast majority of people from the growing problems, their inability to understand their neighbor and indifference to what is happening. Through the fate and experiences of the main character, Makinin reveals the theme of the destruction of personality and loneliness within the framework of the surrounding reality.

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WORD FORMATION PROCESSES IN THE ENGLISH LANGUAGE

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Keywords: language, word formation, English vocabulary, new lexical items, lexical enrichment of the English language, the Oxford English dictionary.

Language is at the center of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure. Through language we plan our lives and remember our past; we exchange ideas, experiences; we form our social and individual identities.

In the 21st century, English vocabulary has changed continually over more than 1,500 years of development and this attracts many prominent dictionary-publishing companies to produce dictionaries [1]. Hundreds of new lexical items are coined or borrowed every year. The aim of our research is to analyze the ways of lexical enrichment of the English language. Our work deals with how new items are created, with possible reasons why they may have appeared, the purposes and fields of their usage.

We have determined and analyzed the most popular ways of formation of new words in the English language nowadays and have also studied the new words that have been added to the Oxford English dictionary in the years from 2019 to 2022.

Material and methods. To gain the aforementioned aim we have used theoretical methods (the study of scientific literature, data collection, systematization of the material) and empirical methods (synthesis and analysis of the information found). The research work deals with the formation of new lexical units in English. The study was conducted to determine the ways new words appear in the English language.

Findings and their discussion. Adding new words to a language, especially English, has recently become very common. The Internet, television, commerce, new industrial products or services have provided a fertile soil for blending of a vast amount of new lexical items. The English language is unbelievably fast in adjusting to the changes happening in the world. New expressions from everyday life representing the latest changes are becoming common.

Despite the fact that sometimes words appear without any apparent etymology, there are a number of word formation processes typical of the English language. The most popular ways of word formation are the following:

1) by adoption or borrowing, e.g. “gesundheit” (from German) meaning “bless you”;

2) by adding prefixes and suffixes, e.g. “delexical” meaning “having little or no meaning in itself”;

3) by truncation or clipping, e.g. “quasar” from “quasi-stellar radio source”;

4) by fusing or compounding existing words, e.g. “self-isolation” meaning “self-imposed isolation to prevent catching or transmitting an infectious disease”;

5) by changing the meaning of existing words, e.g., “they” referring to “a single person whose gender identity is non-binary”;

6) by errors, e.g. “shamefaced” from the original “shamefast”;

7) by back-formation, e.g. “laze” originating from “lazy”;

8) by imitation of sounds, e.g. “boo”, “tweet”, “boom”, “tinkle”, “rattle”, “buzz” etc.;

9) by transfer of proper nouns (when a brand name becomes a generalized description, e.g. “Kleenex”, “Xerox”, “Google”).

The Oxford English Dictionary (OED) is widely regarded as the accepted authority on the English language. It is an unsurpassed guide to the meaning, history and pronunciation of 600,000 words – past and present – from across the English-speaking world. While carrying out our research we have found out that the Oxford English Dictionary lexicographers publish four updates of new entries a year consisting of new words (entirely new headword entries appearing in OED for the first time), new sub-entries (compounds or phrases integrated in to the body of newly or recently updated entries), new senses (new senses integrated in to the body of newly or recently updated entries) and additions to unrevised entries (new senses, compounds, or phrases appended to the end of existing OED entries which have not yet been updated).

Around 400 or 500 new entries are published in the Oxford English Dictionary quarterly. After analyzing the meanings of the new words, we can say that they can often fall into certain categories such as branches of science (e.g., medicine - angiosarcoma), geography (e.g. angishore), religion (e.g. Simonite), positive and negative features of a person’s character, behaviour or appearance (e.g. angel-faced, angried), cuisine (e.g. arancini), terms connected with latest technologies (e.g. nomophobia), sci-fi films (e.g. Jedi, Padawan) [2] etc.

Although some of the words may not receive sustained usage we have picked and compiled them into a glossary of words that are or can become widespread in native speakers’ everyday speech. For example, the word “cryptocurrency” meaning “an informal, substitute currency” [2] has recently been talked about in the media and gained popularity. New terms often refer to situations a vast number of people can relate to in their everyday life, such as the word “nomophobic” meaning “suffering from anxiety about not having access to a mobile phone or mobile phone services” [2].

We have also taken notice of the fact that some of the new words refer to certain phenomena that have a great impact on humankind. Global major processes taking place around the world often influence the development of a language. Any new and widespread phenomenon always brings with it the development of new language to describe it. [3] The impact of Covid-19 on the English language has been huge. This word has become widely used as the spread of the disease has changed the lives of billions of people. As a result, a number of terms such as “WFH” (working from home), “self-isolation” and “personal protective equipment” have become widely used [3].

Conclusion. From the above, we can say that the English language undergoes constant change. Social, economic, political and other processes happening around the world often lead to appearance of new words since any new and widespread phenomenon brings with it the necessity of the language to define it.

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LEXICAL UNITS EXPRESSING ETHICAL EVALUATION IN THE ENGLISH LANGUAGE

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Keywords: evaluation, lexical unit, predicate, ethical evaluation, definition.

This work is written within the scientific field of linguistic axiology and is devoted to identifying both the features of ethical evaluation and their manifestations in the lexical fund of the English language. The purpose of this work is to identify keywords that classify the English lexemes as ethical predicates.

Material and methods. "The Shorter Oxford English Dictionary on Historical Principles" (W. Little et al.) and the data of the British National Corpus (https://www.english-corpora.org/bnc/) serve as the material for this study. Descriptive and comparative methods are used in the work.

Findings and their discussion. Ethical evaluation (according to the classification of N. D. Arutyunova [1, pp. 75–76]) is the approval or condemnation of various phenomena of social reality and people's actions, depending on the moral importance they are of [2, pp. 16–17]. Accordingly, the most significant categories of ethical evaluation are the concepts of good and evil, moral and immoral, etc. The key elements of ethical evaluation are norm, duty, moral choice and conscience, which constitute the structure of this type of evaluation.

Ethical evaluation is related to the concept of norm, and a person is aware of the criteria by which his or her actions can be called ethical or unethical. The correspondence of an individual's actions to the norm or their deviation from it is called, respectively, a positive or negative ethical evaluation.

This type of evaluation, based on the social meaning of people's actions, is aimed at regulating their behavior, which gives it, to some extent, a didactic character. Moral principles are important for all members of society and form its value basis, which, to a large extent, depends on the historical stage and national and cultural traditions of society. As V. A. Maslova points out, orientation to values is the most important characteristic of human cognition of the world, and the values themselves form the basis of the human worldview, since they become the main guidelines for consciousness in culture and society, and therefore occupy a significant place in the structure of the linguistic personality [3, p. 38]. Thus, ethical evaluation is based on the value judgments and ideas of an individual, which determine his or her understanding of morality, good and evil, etc.

The object of ethical evaluation remains a controversial issue. It can include actions, motives, intentions, decisions, feelings, characters, etc. In general, all these concepts are directly related to personality. The peculiarity of ethical evaluation consists in the fact that both the subject and the object of evaluation are individuals, respectively, this evaluation is always social and anthropological.

Despite the fact that the subjective factor is very important in the expression of ethical evaluation, its basis in the form of moral norms objectifies it. Accordingly, in predicates expressing ethical evaluation, subjective and objective form a continuum, where both sides increase/decrease inversely proportional to each other.

There are different ways to express English ethical predicates. For instance, it is often explicated through the analysis of complex words or composites. In English, the predicates of ethical evaluation can include adjectives with the suffix *-worthy: praiseworthy* 'smth deserving praise', *trustworthy* 'worthy of trust or confidence; reliable'; *creditworthy* 'able to be trusted to pay back money that is owed; safe to lend money to'. In addition, this group of lexemes includes predicates with the elements: *high-* (*high-minded* '(of people or ideas) having strong moral principles'), *bad/ill-* (*ill-mannered* 'not behaving well or politically in social situations'), *good-* (*good-willing* 'wishing well to another'), *kind-* (*kind-hearted* 'kind and generous'), *evil-* (*evil-minded* 'inclined to evil thoughts; wicked; malicious or spiteful'), *fair-* (*fair-minded* '(of people) looking at and judging things in a fair and open way') and others.

In addition, predicates expressing ethical evaluation are often based on associative images (*blood, cold, acid,* etc.): *<u>blood</u>thirsty, <u>black</u>hearted, <u>acid</u>-tongued,* etc. Often, extralinguistic knowledge is required to understand the meaning of such lexemes: knowledge of religious beliefs (*angel, devil*), history (*chivalrous barbarian*), literary works (*bumbling*), etc. E.g. the lexical unit *barbarian* 'a person who behaves very badly and has no respect for art, education, etc.' is based on the image of a barbarian, or a person who historically does not belong to the Greek and Roman cultures.

In most cases ethical predicates are not so easy to distinguish in the English language. That's why a researcher needs a list of keywords within a definition of a lexeme to identify this type of evaluation. As a result of the analysis on the definitions of lexical units expressing ethical evaluation, a list of keywords indicating ethical predicates has been made up. Thus, words expressing negative ethical evaluation are characterized by the following most frequent keywords: *evil, immoral, unscrupulous, irresponsible, talkative, arrogant, vulgar, sinful, rude, greedy, frivolous, lazy, deceitful, hypocritical, arrogant, negative, criminal, quarrelsome, weak-willed, stubborn, selfish,* etc. The positive ethical evaluation is associated with the following predicates: *selfless, well-mannered, kind, courageous, innocent, moral, positive, religious, hardworking,* etc. Evidently, the given list of keywords mostly reflects phenomena, associated with moral issues and people's positive and negative character traits, which have social significance.

So, for example, the following predicate expressing negative ethical evaluation can be qualified by the keyword *lazy*: *truant* 'a **lazy**, idle person; esp. a boy who absents himself from school without leave; hence fig,, one who wanders from an appointed place or neglects his duty or business'. This ethical nature of the lexeme is confirmed by the context: *When boys are frequently in the habit of playing **truant**, we may conclude that they have formed some <u>bad</u> connections.* The predicate is characterized by the lexeme *bad*, which proves its expressing negative ethical evaluation.

The keyword *moral* defines lexemes expressing positive ethical evaluation. So, we find it as part of the following dictionary definition: *chaste* '**morally** pure, innocent'. Compare the meaning in the context: *The point is to stay **chaste** for a <u>healthier</u> relationship in accordance with the scriptural principles.* Morality and moral purity are considered the key elements of healthy relationships.

Conclusion. To conclude, it can be noted that ethical evaluation is associated with the approval or condemnation of the phenomena of social reality and people's actions, depending on their moral significance. This type of evaluation is directly related to the moral norms and cultural peculiarities of peoples. In the paper the list of keywords for the qualification of English predicates expressing positive and negative ethical evaluation is made up. Ethical predicates mostly reflect phenomena, associated with moral issues and people's positive and negative character traits, which have social significance. In English ethical predicates often exist in the form of composites with the morphemes high-, low-, bad-, evil-, -worthy, etc. or based on images.

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SPECIFICS OF DIFFICULTIES IN LISTENING TO PODCASTS IN ENGLISH

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Keywords: memory, listening skill, method, foreign language, text, familiarization.

In the modern era of globalization and expansion of international contacts between countries, learning foreign languages as a means of communication acquires special importance. The effectiveness of teaching this subject will be determined by the degree of approximation of the educational process to the conditions of controlled language acquisition in a natural language situation. The solution of these tasks is achieved due to the specific didactic features of the podcast social service materials, including information saturation, authenticity and relevance.

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 use of podcast sources in the educational process with the aim of forming listening skills and abilities is associated with a number of difficulties due to the linguistic form of the message. These difficulties arise for two reasons: a) because of the unfamiliar linguistic material contained in the message; b) because of the familiar, but difficult to hear linguistic information contained in the message.

The ability to understand the meaning despite the presence of unfamiliar linguistic material in the text is formed with the help of special exercises. The tasks for these exercises can be formulated as follows: "Listen to phrases/microtext that contain unfamiliar words, try to guess the meaning of these words by word-formation elements/context/analogy with the native language"; "Listen to a phrase (group of phrases, microtext) and try to understand its main meaning despite the presence of unfamiliar words in it".

There is one more group of difficulties of the linguistic plan. When students become familiar with new words, grammatical phenomena or speech patterns, their attention is drawn to the difficulties of reproducing this material. At this point, the difficulties of recognition remain unworked. It leads to the fact, that not all of the studied material is easily recognized by students during listening. Our experiential learning suggests that students make more errors during receptions than they do during reproductions.

To ensure proper recognition of the language material, it is necessary to pay attention to the difficulties that may arise in the process of familiarization with it by ear. You should also do special exercises to recognize these phenomena in phrases and microtexts.

If we speak about the difficulties of the language form, we should mention the length of sentences. It is known, that the amount of short-term memory, in which a phrase is stored, is small. If the sentence length exceeds the amount of short-term memory, the listener forgets the beginning of the phrase and therefore cannot synthesize its meaning. According to experimental studies, the maximum number of words in a phrase perceived by a good listener reaches 13 [1, p. 42]. It is also found that with students who have not yet mastered a foreign language, the memory capacity is much smaller, it is limited to 5-6 words. Consequently at the beginning of training, the length of the phrase should not exceed this number of words, but in the process of training should increase the number of words in a phrase, so that by the end of school to bring it to 9-10 words.

It should be noted, that not only the length of the phrase affects its retention in memory, but also its structure. Simple sentences are easier to remember and complex sentences are more difficult. The subordinate clauses are the worst memorized, so at the beginning of training use the texts with short simple sentences, and then introduce complex sentences with subordinate clauses of different types.

Conclusion. Thus, in order to overcome linguistic difficulties in the process of listening to podcasts it is necessary to do preparatory exercises aimed at developing 1) language prediction skills on the basis of context, analogy with the native language, conversion, word-formation analysis; 2) operative memory and attention; 3) phonemic and intonation hearing. A special group of exercises should contain the tasks for the development of semantic prediction on the base of a headline, a photo, a table, key words and dates.

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THE PROBLEMS OF TRANSLATING ENGLISH FOLK TALES INTO RUSSIAN

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Keywords: text, folk tale, translation, fairy-tale formulas, translation shifts.

The research paper is devoted to the problems of translating English folk tales into Russian. Folk tales are a kind of history and a treasure trove of folk wisdom. Folk tales are considered to be a universal means of conveying the ideas about the world that people have developed for the entire history of human development and in every historical epoch. As it is known, fairy tales are a vivid manifestation of the folk culture of each nation. They contain such plots, images, situations that are specific to a certain ethnic group, which finds expression in the names of the characters, the names of animals and plants, the place of action in original traditional language formulas.

One of the main functions of a folk text is the aesthetic function - the function of influencing the emotional and intellectual spheres of the recipient, involving his/her collective national and cultural tradition.

The relevance of the research topic may be due to the fact that recently the interest of both domestic and foreign linguists in the sphere of translating folk tales has grown significantly. The issues on the problems of the transfer of the cultural and national component in translation are increasingly being discussed.

Difficulties usually arise in the process of translating proper names, traditional beginnings and endings, set expressions, metaphors into Russian, as well as in transmitting the text in such a way as to preserve its national identity.

Material and methods. The empirical basis of the study is 40 English fairy tales collected by Joseph Jacobs, as well as their translations into Russian, made by N.V. Shereshevskaya and E.M. Chistyakova-Ver.

The research lies in the field of linguistic cultural studies. Thus, the following research methods are used in the study: comparative method, complex culturological method, contextual analysis. The method of continuous holistic analysis allows to take into account all the nuances of the form, content and use of various linguistic means in English folk tales.

Findings and their discussion. In order to achieve the purpose of the study, traditional language tools were subjected to a comprehensive study. The place and role of traditional formulas are studied based on the analysis of their structure and functions.

The following research tasks serve to implement the designated goal:

1) to consider the specific features of literary translation;

2) to study the national features of the English folk tale;

3) to identify the difficulties faced by the translator in the process of translating fairy tales;

4) to develop the translation techniques used by translators while translating fairy tales.

In the theoretical part, the concept of a literary text is reviewed and the ways of its translation are considered, the significance of a folk tale in the English and Russian folklore traditions is determined, the problems faced by the translator while translating English folk tales into Russian are considered.

Practical analysis includes the structural and semantic characteristics of the framing (initial and final) and medial formulas in English fairy tales. The culturally determined features of traditional formulas in the English fairy tale tradition are established. Special attention is paid to emotive interjections characteristic of English folk tales. Various variants of translation of interjection constructions in Joseph Jacobs fairy tales are offered. The main pragmatic functions were identified.

Conclusion. This study leads to the conclusion that:

1. A fairy tale is a complex formation in the cultural system of any society. One of the main pragmatic functions of a fairy tale text is the aesthetic function.

2. English fairy tales have unique features of national identity associated with the historical fate of peoples, everyday life, local natural conditions, psychology, folk culture.

3. The national identity of fairy tales and their special flavor are most clearly manifested in the specifics of stylistic and expressive linguistic means, the main of which are traditional formulas. Traditional formulas created by many generations of storytellers are the heritage of the English people, a vivid manifestation of culture.

4. Fairy-tale characters and events receive set permanent epithets in English fairy tales, which contributes to the creation of uniformity and predictability of the content of a folklore text.

5. The fairy-tale formulas of the English fairy tale perform the following discursive and pragmatic functions: representative (creating the effect of "fabulousness" of the development of events and states; appellative (involvement in the collective chain of continuity of traditions, involvement in the fairy-tale world; warning of danger, etc.)

6. There are no complete equivalents for translating interjections into Russian. There is a certain similarity between interjections in English and in Russian, but at the same time a translator should emphasize their differences and unpredictability.

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THE SPECIFICS OF LEXICAL AND GRAMMATICAL TRANSFORMATIONS IN LEGAL TRANSLATION

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Keywords: lexical transformations, grammatical transformation, jurisprudence, special translation, specifics pf translation.

The study of legal translation is a relatively new branch of translation theory. In view of the expansion of international cooperation in various fields, as well as the integration of cultural and national legal systems, the study of the peculiarities of the translation of legal documents becomes especially relevant. According to the general idea of the legal language, it can be defined as a socially and historically determined system of methods and rules for the verbal expression of concepts and categories developed and applied for the purpose of legal regulation of the behavior of subjects of public relations. Linguists and jurists admit that even if there is a language of law, it is part of a natural language, a specialized part of an ordinary language. This article will consider the key features of the translation of legal vocabulary.

Material and methods. As for the vocabulary of the legal language, its main feature is the complex and unique terms that it includes. Some of the terms of one legal language are inherent in many other legal languages. At the same time, many terms remain unique within one specific legal language. Borrowings from the French language are a significant component of the legal vocabulary of the English language. There are also French, Latin loanwords that have been preserved in their original form, although they have become phonetically assimilated in English.

When translating legal texts, the translator encounters mainly the first type of vocabulary – referential-non-equivalent. In our study, these are terms and semantic gaps. One of the techniques used to transfer non-equivalent terms is translation transcription. Thus, the result is a phonemic imitation of the original word, for example, Wechsel – promissory note. Another technique is transliteration, that is, a formal letter-by-letter recreation of a lexical unit of a foreign language using the alphabet of the target language. The result is a literal imitation of the original word. Both of these techniques are used when translating proper names, including toponyms, proper names and company names. For the translation of language units that do not have a direct correspondence in the PL, calculus is used. In this case, there is a reproduction not of the sound, but of the combinatorial composition of the word or phrase.

In legal translation, there are often cliches and template phrases that are an integral part of it. Each cliche in English corresponds to a certain cliche or template phrase in Russian, so before you start translating, in order to avoid errors or inaccuracies, you must first select a template phrase and then find the appropriate expression in the translation language. Most have an equivalent in Russian, which greatly facilitates the work of the translator.

Findings and their discussion. So, one of the main problems of legal translation is the translation of terminology, namely the search for adequate matches of the terms of the source language in the translation language. The complexity of the translation depends on the presence or absence of an equivalent term in the target language. If there is one, then the translation procedure is reduced to its substitution, but in the absence, a careful selection of variant correspondences is necessary, taking into account extralinguistic and linguistic factors. These factors include: the referential and denotative meaning of potential correspondences, their stylistic affiliation, contextual environment, language norms, word compatibility, etc. [1 p. 96].

Conclusion. For an adequate translation of lexical units and syntactic constructions of legal texts, it is necessary to take into account extralinguistic factors, the semantic structure of the word, as well as possess the skills of using translation techniques and transformations, know the theory and law of the country of the translating and translated language.

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METAPHOR AS A TOOL OF SPACE EXPLORATION

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Keywords: conceptual metaphor, scientific discourse, scientific cognition, nomination, the universe.

The subject area of the research is metaphorical conceptualization of the cosmos and representation of the cosmic picture of the world by figurative means of the English language. The article emphasizes the importance of metaphor as a cognitive source for both scientific thinking and building terminological apparatus.

The relevance of this study is obvious and is due to a number of factors: firstly, no one has made a careful inquiry into the topic yet; secondly, we need to designate a common ground between sciences and humanities on the example of a certain concept – the cosmos; and, thirdly, we are all aware of the topical significance of space explorations i n the 21st century.

The evolution of metaphor has been going for over 2000 years. For almost the entire period of study, the metaphor was understood as a figure of speech. However, in modern linguistics, the definition of metaphor has changed a lot, many of the established postulates of metaphorology, which date back to the tradition of Aristotelian poetics, have been replaced. Metaphor began to be considered not only as a stylistic device, but also as an inalienable component of mental processes [8, p. 164].

Trying to explain the mechanism of metaphorization, that is about establishing certain relations between a fragment of reality to be named, and the one we compare it with, Professor E.S. Kubryakova recognizes metaphor as the most productive way to nominate and generate new language units [7, p. 41].

The role of metaphor becomes bigger in processes of terminological nomination: it is the metaphor that becomes the cognitive instrument in whose terms abstract, inexplicable, and previously unknown concepts are comprehended better.

Despite the obvious strength of this argument today, the very use of metaphors in scientific discourse has previously been questioned. Let us take a historical look at this problem.

There are two approaches to the philosophy of science. The first one, that goes back to the 19th century, indicates that the terms in scientific discourse should be free from empirically unfounded (O. Comte, G. Spencer, K. Popper) [6, p. 36].

The second approach welcomes linguistic freedom in academic writings (K. Jung, B. Green, M. Talbot). Recognizing the important role of metaphor for scientific knowledge, scientists distinguish two ways of its functioning in scientific discourse: on the one hand, as a figure of speech that contributes to the transmission of knowledge, on the other hand, as a tool for building knowledge itself [1, p. 94].

Basically, metaphorical thinking is our integral feature that allows our mind to adapt, and comprehend unintelligible phenomena, such as our fantasies, abstract concepts and objects that have not yet received sufficient scientific coverage and explanation. One of these objects is cosmic phenomena.

Despite the scientific breakthrough that has emerged in space science in the last century, the cosmos and related phenomena have (and, obviously, always will have) a nature that is completely unclear or incomprehensible to humans (for example, *dark matter, nebulae, black holes, galaxy rings, types of stars, celestial bodies, etc.).* Hereby, metaphor becomes a sole linguistic tool to explore the cosmos and comprehend the incomprehensible.

Throughout the 20th century astronomy had gone too far in terms of scientific discoveries having reached the realm of hidden space [5, p. 53]. These discoveries required new terms. And metaphor proved to be very helpful again (*white nebula, white dwarfs, rings of Uranus, recession of galaxies, gravitational waves, etc.*).

Material and methods. Empirical analysis of the material covering the period over the past 30 years among which there are works by Jacobus Kaptein (1922), Stephen Hawking (1984), Fritz Zwicky (1957), as well as articles from authoritative English-speaking scientific journals (*Living Reviews in Relativity, The Astronomy and Astrophysics Review, The European Physical Journal C, The Journal of the Astronautical Sciences, Nature Austronomy, AIAA Journal,* etc.), made it possible to highlight the basic conceptual metaphor of the cosmos, which is UNIVERSE IS CONTANER. The basis of the metaphorical transfer in this case is our vision of the cosmos as an endless filled space, a kind of huge container, whose capacious power is difficult to overestimate.

This basic model is represented by examples of the astronomical term system.

Findings and their discussion. The Dutch astronomer J. Kaptein in 1922 first used the term *dark matter (dark matter)* [4, p. 107]. The reason for it was as follows: the human eye cannot observe this type of matter, its mass and quantity can only be guessed from the gravitational effect.

Another semantically similar term is *dark energy* [3, p. 92] – a hypothetical form of energy introduced by researchers into the model of the Universe. This type of energy cannot be observed by the human eye and measured either.

These examples illustrate that when naming astrophysical phenomena, whose nature remains a mystery, the human mind uses the appropriate replacement from the experience gained – ***dark*** (*dark, devoid of light, hardly noticeable).*

Another interesting metaphorical representation of the UNIVERSE IS CONTAINER model is the term *gravitational well*. The term serves as nomination of the gravitational field of celestial bodies. The well helps to evoke a more vivid and understandable picture of the astrophysical concept – the more massive the body, the deeper the gravity well it generates [2, p. 57].

Let's consider another term well-known both in scientific discourse and beyond – *a black hole (black hole)* – a region in space that does not radiate anything, but at the same time has an incredible force of gravitational attraction [4, p. 122]. In this example, our mind considers the investigated cosmic phenomenon as some empty space, a gap that absorbs other objects.

Conclusion. Our observations show that symbolization and metaphorization are becoming common trends in postclassical science that recognizes the unique nature and power of conceptual metaphor in the process of cognition of the world. After all, only a metaphor allows us to identify the essence of the object under study as close and accessible as possible.

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THE LIFE OF INSTITUTE GIRLS IN THE 17TH AND 18TH CENTURIES IN THE WORKS OF LYDIA CHARSKAYA

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Keywords: boarding school girl, institute of noble maidens, «parfets», «moveshki», noble maidens.

In the old days, the education of young ladies was quite prestigious. But, compared to our time, in the society of the 17th and 18th centuries, knowledge of the exact sciences was not considered important for young girls. In the first place was playing musical instruments (for example, the piano), learning foreign languages (usually female students learned French and German), scripture, etc. The ultimate goal of education was to transform little and naughty girls into well-mannered and noble young ladies. For this purpose, various methods and techniques were used, which were mostly not very effective, and many caused damage to both the physical and psychological health of the pupils. But, disregarding many of the problems, the girls tried at least to get distracted from the rigors of institute life and invented many activities that helped them to survive the difficult moments of their lives.

The relevance of this topic is determined by the lack of sufficient methodological experience in the education of girls in the 17-18 centuries. This study will expand knowledge in the use of all previously unknown methods and techniques in the education of young girls in the 17-18 centuries.

The purpose of our study is to investigate the peculiarities of girls' life within the walls of the Institute for Noble Maidens and to identify the various requirements in this educational institution.

Material and methods. The material of our study was the works of Lydia Charskaya. We used elements of historical and etymological method, collection and processing of information, the method of sampling from relevant sources, descriptive and generalizing methods.

Findings and their discussion. Institutes for noble maidens during the life of Lydia Charskaya were created for one purpose, namely, to educate girls in isolation from the outside world under strict conditions, which allowed to raise girls without extraneous influence on them by relatives and friends.

Entering the Institute for Noble Maidens, girls had to obey the rules of the institution. Usually, they were immediately taken to the sewing room of their future institute uniform. At this time, while the girls did not have it, they went about in their clothes, or they could be given the uniform of other girls, who for some reason were excluded from the Institute. The youngest pupils wore coffee-colored dresses, which symbolized the girls' closeness to the earth. That is, they were only at the beginning of their journey. As they grew older, the color of the girls' dresses changed. First blue, then green. But still, blue dresses were mostly worn by the wardens of the institute, and the girls called them "cinavki" precisely because of the color of their dresses. In the graduating classes, institute girls wore white dresses, which indicated their proximity to the position of a well-mannered and educated girl. Over the dresses were usually worn aprons and sleeves. Hair was gathered into tight braids, and jewelry was forbidden.

After the girls were acquainted with the rules of staying in the institution for noble maidens, they began their initiation into institute life. The girls' schedule was quite demanding. Rising early in the morning, then washing with cold water, dressing, and morning prayers before breakfast. Food was very scarce, so many of the girls remained hungry and tried to beg the other pupils for a piece of bread. Then the girls began classes, which lasted quite a long time, between lessons the girls had lunch. After that there were classes again, then prayer and dinner.

At the institute, the girls were divided into "parfetki" and "moveshki". The former had the highest marks in their studies, and had no problems with behavior. The "moveshki" didn't have these qualities. Usually, these pupils were rather lazy and did not pay enough attention to their studies.

In spite of this attitude toward learning, everyone was afraid of punishment.

The worst punishment for girls was to be deprived of their apron. Such institute girls were usually put during the meal in front of all the pupils. Besides the fact that the girls were already ashamed, the other pupils began to actively discuss this, which further aggravated the situation of guilty institution girls. In addition, the names of "parfetki" could be erased from the blackboard, on which only those who performed well and had no demerits were recorded.

Despite many difficult moments, the girls found ways to lift their spirits. One way was to find an object of adoration. For example, that might be older girls from the institute, teachers, or even priests. Also, the female pupils always suffered for their object of adoration, so they could eat soap or drink something. And they always did what that person told them to do. The girls were carefully monitored. The letters they sent to their families were strictly censored. It was forbidden to use kind words or complain about the hard life. Also, all letters coming from relatives were subject to scrutiny. During classes, walks, meals, and even nighttime naps, female wardens were always assigned to them. Sometimes the girls were able to escape from their jailers, but if they failed, they were subjected to a harsh punishment. In general, for any offense, they were severely punishment.

Conclusion. During the training within the walls of the Institute for Noble Maidens, the pupils experienced many difficulties. Studying in modern schools for girls cannot be compared to those conditions: strict teachers and wardens, harsh living conditions, poor nutrition. The only resting place was the infirmary, since it was the only place where the room was heated and where one could sleep. Girls went through a lot of hardships, but they endured them all with courage. Constant worry and anxiety, a huge learning curve, for example, students had to learn several foreign languages, and French to know perfectly well. This led to exhaustion of the body, some girls even died, although diseases were more common cause of death. There were also white but very short streaks in their lives. But despite all this, the Institutes of Noble Maidens maintained their popularity. After all, it was thanks to them that girls from poor families had the opportunity to receive a decent education and be well-equipped for further life. After graduation, they could become governesses or stay on as teachers in a boarding house. But many girls had little idea of real life outside the boarding school because of the closed nature of the institution from the rest of the world. Therefore, the girls had many problems when they encountered serious reality.

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THE PROCESS OF REPRODUCTIVE GRAMMAR SKILLS AND HABITS FORMATION BY MEANS OF DRAMATIZATION

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Keywords: dramatization, reproductive grammar skills, a preparatory stage, a procedural stage, a control and correction stage.

The question of dramatization as a way to activate reproductive grammar skills in the process of teaching English in secondary school has been raised in the methodology relatively recently and is therefore still under development. At the same time, the communicative orientation of the educational process requires the use of such technologies that would facilitate the involvement of all students in the educational process and bring learning closer to the natural process of communication. In this regard, the techniques of dramatization deserve special attention.

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. Without pretending to find a complete solution to this problem, we see it expedient to present the whole process of working on the activation of reproductive grammar skills using the dramatization technique in the following form:

Stage 1 – preparatory;

Stage 2 – procedural;

Stage 3 – control and correction.

At the preparatory stage familiarization and work with the text material take place, on the basis of which dramatization will be carried out in the future. Finding a passage to dramatize may seem problematic. Even if there are texts of ready-made scripts, they are not always suitable for use during the lessons, since they may either not correspond to the program, or require additional grammatical adaptation.

When working on a text, linguistic, socio-cultural and semantic analysis is first performed, then the dominant grammatical theme is highlighted, training exercises are performed to form an active reproductive grammar skill. After that, the text is transformed, dialogues, polylogues, role-playing games are compiled on its basis.

The initial stage in teaching the techniques of dramatization can be acting out the roles of the studied text-dialogue from a textbook or a text close to it in content from a book for additional reading. The work in this case involves: 1) listening to the text recorded on magnetic tape, 2) analysis of the dramatized text, 3) a conversation about the characters and ways of transmitting them when reading, 4) practicing expressive reading of roles, 5) memorizing roles, 6) playing dialogue by roles.

At the procedural stage, foreign language creative activity and speech interaction are implemented directly. The procedural stage includes 2 stages: 1) the distribution of roles and rehearsals, 2) the actual dramatization.

When assigning roles, it is important to take into account the language capabilities of students, their acting skills, individual character traits. At this stage, students improvise, can add their own lines to the learned roles, and alter the material offered to them in their own way. It is advisable for each participant of the dramatization to show independence in composing the words of his role. At this stage, it is possible to conduct a collective discussion of the stage result, the purpose of which is to improve further creative activity and the ability to improvise.

The specifics of the teacher's activity lies in the fact that he comes to perform the functions of an organizer and a head of the educational process and at the same time to be a partner in speech communication, i.e. he must be both a formal head and an informal leader of the educational team [1]. The discussion should be conducted in a tactful and friendly manner, contributing to the strengthening of friendly relations in the team.

It is necessary to prepare students for the dramatization of the text, to help them, first of all, to enter into the role of the characters being performed. For this purpose, it can be recommended to perform, for example, the following tasks: read excerpts from the text by roles; tell the biography of the hero (describe the events on behalf of different characters); express their opinion on the problem, acting as different characters. You can play a game: acquaintance with the characters of the work. The game is based on an earlier analysis of literary portraits and interpersonal relationships of the characters. The form of an interview with the characters of the work, prepared by a group of schoolchildren – "journalists", is used. The characters talk about their appearance, clothes, habits, attitude to other characters of the work.

It is advisable to carry out control and correction in 2 stages [2]:

1. The primary analysis and evaluation of the acting troupe activity is carried out in the classroom after watching the direction of a play and is of a short-term nature. The communication of schoolchildren as a way of organizing joint educational activities is analyzed: the nature of contacts between participants, the peculiarities of their perception of each other, the presence of mutual understanding; the correct use of the activated grammatical topic.

2. Deferred analysis which involves a detailed analysis and correction of mistakes made during dramatization.

Conclusion. The use of dramatization develops critical and intuitive thinking, serves as a means of stimulating intellectual development, improves the quality of speech by increasing the length of sentences, using a variety of grammatical constructions and expanding vocabulary. The use of social forms of work in the classroom, in particular dramatization, fundamentally affects the dynamics of the development of psychological characteristics of students. Psychological discomfort, tension, stiffness decrease; fear as a communicative barrier disappears.

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MEMES AS A NEW WAY OF COMMUNICATION FOR YOUNG GENERATION

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Keywords: communication, online communication, meme, image, visual tool.

Modern society is a society of visual communication that mainly takes place on the Internet. Of the many forms of visual expression on the Internet among the most widespread and most expressive are the memes. Internet memes are the most common photo and video content on the Internet, which convey or send a specific (often humorous) message, whose codes and meanings are well-grounded in the global culture.

The aim of our study is to examine the features of the Internet memes as well as to detect which types of memes are most popular and what are their characteristics.

Material and methods. The scope of the present research covers a corpus of Internet memes, including about 30 units. Such methods as the descriptive method, the method of the analysis and classification were used.

Findings and their discussion. Many scientists have been studying the meme as a phenomenon since the 1970s. In 1976, the English scientist Richard Dawkins published the book «The Selfish Gene» [1], which marked the birth of memetics as a science. In memetics, the concept of Darwin's theory of evolution is transferred to human culture. In a broad sense, this is an approach that studies ideas as units of cultural information. The term «meme» appears in Dawkins's work as an analogy with «gene» in genetics.

According to R. Dawkins, meme indicates different types of information (ideas, habits, figures) that spread, multiply and change in the environment of human culture [1]. Carlos Diaz adds that memes behave similarly to viruses and that they fight to survive by «infecting» brain, moving from one to the other man and extending through human society [2].

A meme is a unit of cultural information. It can be any phrase, idea, symbol, image or sound that is passed from person to person on the basis of imitation. The last criterion is fundamental, because it is only on imitation (replication) that the whole mechanism of the emergence of a meme is built. As a unit of cultural information, a meme does not depend on a specific situation, but is a universal code. In practice, this manifests itself in cases where the same meme is used to explain a variety of situations. In other words, a meme becomes a meme only when it turns from a specific precedent event into a contextless unit of information.

Based on the definition and categorization of different authors [1; 2], it is possible to single out a few key features of Internet memes:

- imitation – memes represent a copy of the original that it imitates but also surpasses;
- cultural and social conditionality – the original is a part of the culture, it is well known, and the society serves as a transmitter and creator of the meaning of a meme;
- specificity and visibility – regardless of the original, memes themselves eventually start being recognized as a phenomenon;
- humor and satire – memes are parodies of the original, or with the original work served as the basis of his spirituality, changing the meanings;
- simplicity – wit and visibility are possible thanks to the simple structure of the memes that almost every member of society and culture can observe. Actually, it is simplicity, besides humor and visibility, which is one of the main reasons for the popularity of this form of social interaction;
- high compactness to the meanings – the simplicity of expression of the meme carries many different meanings, both denotative, and connotative;
- combination of visual and textual – the ambiguity of the memes consequence is often the fact that the memes are consist of the visual part and textual.

Memes have many classifications. They can be divided according to a variety of criteria. For example, according to the method of origin, scientists distinguish:

- intentionally created (the so-called «forced memes», which are created by marketers or users to promote the brand or themselves);
- co-opted (those that seem to arise spontaneously, but are instantly picked up by interested parties and untwisted for some purpose);

- self-generating (absolutely folk art, pure meme, viral).

According to semiotics, memes are usually divided into visual, auditory, textual and mixed types:

- visual – the most massive group of memes. These are pictures, macros, demotivators, advises, comics, phototoads, faces, etc;
- auditory – songs, slogans, mottos;
- text – any verbal expressions, neologisms, poems, slogans that exist in text form;
- mixed – video memes can be attributed to them, because they combine visual and auditory features. According to some sources, mixed (creolized) memes include pictures with text, because they combine both visual and verbal content.

One more way in which memes can be classified is according to their functions. Thus classified, they reflect the intentions of its creators:

- entertainment;
- informing;
- advertising.

The analysis of Internet memes has shown that they can act as a means of intercultural communication. This position is confirmed, firstly, by the fact that the main language used in Internet memes is English. The use of English in Internet memes, which is the language of interethnic communication, greatly simplifies the use of Internet memes by users who may belong to different cultures and at the same time can join the global Internet culture without experiencing a language barrier [3].

In addition, the high potential of Internet memes as a means of intercultural interaction is expressed in the fact that Internet memes reflect the process of globalization of cultural and information content. The identity of Internet memes in different languages means that Internet users belonging to different cultures «consume» similar Internet content and, therefore, become adherents of unified cultural values promoted through the Internet environment, which in turn is a reflection of the broad process of globalization.

In order to adapt Internet memes for the «local» Internet user, the accompanying inscription of the Internet meme is often changed during translation. Notions alien to the local culture can be replaced by familiar, easily recognizable concepts. As an example is the Internet meme that shows Santa Claus saying «I saw your Facebook statuses, you will get a dictionary for Christmas», obviously hinting at the frequent violation of the language norm and a large number of errors in Internet communication. This Internet meme is based on a humorous effect and makes fun of the linguistic sloppiness of Internet users. The translation of this meme into Russian is slightly different: the word *Facebook* was deliberately changed to *Vkontakte*, apparently because the social network Vkontakte is more popular among Russian Internet users, and the word *Christmas* was translated as *New Year*, probably because the concept of the New Year is more familiar to our culture.

Conclusion. The results indicate that the most numerous among the popular memes are those in the form of photos or images, that are mostly comically in character and in the function of entertainment. Also the increasing popularity of memes in the form of moving pictures has been noticed. Undoubtedly memes are becoming an innovative way of communication.

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EXISTENTIALIST PHILOSOPHY IN ANATOL KREIDZICH'S SEQUENCE OF MINIATURE ESSAYS *WOUNDED DREAMS*

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Keywords: existentialism, 21st century literature, Belarusian prose, Anatol Kreidzich, miniature essay.

The term *existentialism* was proposed by Søren Kierkegaard, a Danish philosopher, theologian, poet and social critic of the early nineteenth century. Scholars tend to divide existentialism into two main branches: religious existentialism developed by Kierkegaard himself and secular existentialism of Jean-Paul Sartre. Existentialism is regarded as a revolt against science, a revolt against the entire European scientific tradition from Aristotle to Hegel. Its proponents show all hardships of human life. The main features of existentialism are as follows: rendering the atmosphere of fear, grief, hopelessness, horror, despair; loneliness of the main character, an eternal struggle between the person and their environment; the purpose of life as the primary concept; the freedom of the individual as the top priority; and human life as freedom of choice [2].

The purpose of our research is to trace the main features of existentialism in the sequence of miniature essays *Paranienyja Mary* (*Wounded Dreams*) [1] by one of the most acclaimed modern writers of Brest region Anatol Kreidzich (b. in 1965), whose significance for the national literary process accounts for the importance of our research.

Material and methods. The research is based on the texts of the miniature essays included in the *Paranienyja Mary* collection of drama, short stories and essays. The research methods comprise close reading, description, and psychological analysis.

Findings and their discussion. The main motif of the essays presented in the book is Man's mission in this world, which reflects the fundamental principle of existentialist philosophy. The sequence opens with the *Nervousness* miniature that describes the feelings of a person who is giving a public speech. The fear and helplessness of the speaker are rendered through a thorough description of his mental and even physical state: confused thoughts, forgetting the speech, having a dry throat and the like. The opposition of the speaker and the audience reflects the existentialist idea of loneliness and struggle against the hostile environment.

The second essay, *Distrust*, develops the above ideas, creating the atmosphere of tension and hostility through numerous lexical units with negative connotation (distrust, distrustful, suspicious, arrogance, destroys). As William Shakespeare did in his *Hamlet* many centuries ago, Anatol Kreidzich poses an existentialist question of “to trust or not to trust”, concluding his essay with the positive answer.

The unbridgeable gap between the individual and the society is demonstrated in *The Reader and the Author* and the *Sign of the Times* essays via binary oppositions “high – low”, “sacred – profane”. In the first of the texts, Anatol Kreidzich employs the dream motif to juxtapose the images of a great writer and the average reader, who collects books like stamps or labels, without appreciating their value. The other essay concentrates on the remuneration received for intellectual work and physical labour.

As their titles show, many essays in the sequence discuss the fundamental categories of human existence (*Freedom*, *Time*, *Faith*, *Doubt*). Some text are built up on allusions to existential thoughts and sayings of famous people. Thus, in *Doubt* the author quotes Yanka Bryl’s lines, where the latter doubts his ability to become a writer. Another example is the proverbial saying “Man is the Universe” that belongs to another acclaimed Belarusian writer Kuzma Chorny. Sometimes the purpose of Man’s life is symbolically represented via various objects and phenomena – potatoes as a sacred token of wealth and respect, icons and portraits of political leaders that mark the vague attitudes of their owners, lack of any established philosophy of life. In one of the essays, Man is presented as a magnet that bears a secret within itself, this secret being his essence that attracts other people. A fence symbolizes a person’s steadiness and reliability, while the image of a shadow is reversed – the shadow is presented not as something left by Man, but something that reflects Man himself.

One of the most touching miniatures, *A Commandment*, renders the eternal value of learning and doubting, the absence of finite knowledge and the need to aim high in life. Its message corresponds to the fundamental principle of existentialism, namely the previously mentioned revolt against science.

A *Shot Glass*, the concluding essay of the sequence, presents the climax of the existentialist line thereof and the ultimate manifesto of the philosophy in question. A person’s essence is presented as liquid in a shot glass, which spills out in times of hardships and turbulence. The author emphasizes the words *MY ESSENCE* graphically, putting them in capital letters. The image of a grain that sprouts up in the liquid symbolises personal growth and self-development. Therefore, whatever a person is doing, he or she has to keep the tiny grain in mind and preserve his / her essence in order not to let it dry out.

Conclusion. Thus, the research into the main principles of existentialist philosophy as manifested in Anatol Kreidzich’s sequence of miniature essays *Wounded Dreams* has shown that the essays present a vivid example of the fundamental essentialist postulates including the attitude to the physical world, hostile and incomprehensive, causing the feelings of fear and anxiety; the image of Man as opposed to the society as well as seeking the purpose of life and striving for the freedom of choice.

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THE COMPARISON OF CONTENTS AND LANGUAGE UNITS IN BELARUSIAN AND BRITISH SOCIAL ADVERTISEMENTS

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Keywords: social advertisement, social issues, slogan, Belarusian media, British media, social network.

Social problems are urgent issues and conditions that influence the society and its single representatives. These problems are distinctive for the whole world and can be identified in a variety of social spheres. Solutions to these problems include a set of measures aimed at the alleviating negative consequences. Social advertising campaigns are one of the multiple ways of drawing public attention to a particular problem. Moreover, such campaigns play crucial role in the development of people's moral values and views. Reflecting our everyday life social advertisements form personal perception of communication, effective strategies of moral behavior, readiness to pay attention to urgent problems and possibilities of finding solutions to them [1].

The aim of our research is to analyze, classify and compare the thematic contents and language units in Belarusian and British social advertisements.

Material and methods. While working on the research we analyzed the following materials: theoretical foundations and practical implementations of social advertising campaigns in works of Kalacheva I.I. [2] and Vasilenko T.V. [4]; 40 commonly known worldwide social advertisements [3], most spread social advertising campaigns in Belarus. Such methods as references analysis, multimedia content analysis, generalization and description were used during our study.

Findings and their discussion. Before looking deep into the issues of social advertising, let's consider the concept of advertisement itself. *Advertisement* – is actually a medium to send the product related message to the customer along with its various features, even mentioning about the competitor product demerits and where their product differs from others [2].

But what is a social advertising that we encounter almost every day both in real and virtual world? *Social advertising* **–** can be advertising with the use of social environment to reach its audience. It can also be advertising of social issues and directly related to the society. It is often designed to promote certain public health issues and for example, information on prevention against Coronavirus, raising awareness about drugs, AIDS and other social problems [4].

The global history of social advertising dates back to the beginning of the 20th century. It was then, in 1906, that the first public service announcement from the American Civic Association appeared. The project was aimed at protecting Niagara Falls from the negative influence of energy companies.

Based on the aim of our research, the following thematic criteria of classifying social advertising in Belarus as well as in Great Britain have been identified: 1) ecology; 2) animal welfare; 3) gender equality; 4) family; 5) health.

While researching the material on the topic, it has been revealed that social advertising campaigns in Belarus and Great Britain are quite different. The main objects of social advertising in the Republic of Belarus include: the rights of organizations or citizens; legally protected interests or obligations of organizations or citizens; healthy lifestyles; measures to protect public health; measures to protect public safety; measures for social protection; prevention of offences; environmental protection; rational use of natural resources; development of Belarusian culture and art; development of international cultural cooperation. Great Britain's social advertising focuses on global issues: anti-violence, Alzheimer's disease, children with dementia, cancer, diabetes, recycling, blood donors, child trafficking and refugees.

Let's highlight the most popular topics of social advertising in Belarus:

1. *Patriotic social advertising.* Its aim is to draw public attention to a patriotic worldview and values. This includes advertising for holidays, anniversaries and sporting events to unite the nation. The well-known large-scale campaign «Я люблю Беларусь» shows what each of the citizens of our country should be proud of.

2. *Child protection and emergency prevention.* This includes advertisements aimed at informing parents to be more mindful about their children's safety: «Нават маленечкі шанс ратуе вялікае дзіцячае жыцце», «Дзеці не шукаюць небяспеку, яны проста гуляюць», «Без кресла не поеду!». In the streets of cities and towns you can often find public service announcements with phone numbers typed in capital letters, which are emergency numbers people can use in various accidents.

3. *Declaration of values.* Such advertising most often draws attention to every individual's values: health, work, family, safety, etc. More than 200 advertising banners are placed across Belarus in defense of life and abortion prevention. The most popular slogans are: «Сохрани в себе человека!», «Я хочу жить!».

4. *Nature protection.* Such advertisements help to change people's attitude to the environment, focus on a wide range of environmental problems, recycling materials, saving energy and so on. The well-known large-scale campaign «Наша забота, а не енота!» is one of the examples.

Despite the fact that commercial advertising is more developed in Belarusian mass media, with the advent of social networks non-commercial direction has become quite popular. Online platform like Instagram has become a ground for placing verbal social advertising texts for charitable purposes. A series of advertisements for Belarusian charitable foundation with the slogan «Дари добро» have become a popular charity campaign in Instagram. Its goal is to convey to the society the importance of helping one's neighbor, to arouse compassion and organize material assistance to those who are in need.

Let's move on to the most popular themes of social advertising campaigns in Great Britain. Based on the object of advertising, the following types can be distinguished:

1. *HIV and AIDS*. This theme takes first place because the problem with these diseases have a worldwide concern. Social advertisements covering the mentioned theme inform the public about how to protect themselves and others, how to behave with people who have become infected, etc. The main audience of such advertising campaigns are teenagers and risk groups.

2. *Gender inequality and violence*. Such advertisements most often show a living example of what happens if you keep silent about the problem. Lots of banners depict women or children asking for help, and slogans motivate society to talk about it: «By tolerating silently, you abuse yourself». The theme of refugees and racism was

repeatedly touched upon in British advertising, various slogans with multiple aggressive photos urged people to think about it.

3. *Pollution of air, water, ground.* One of the most serious problems reflected in British advertising campaigns is deforestation. The consequences of this worldwide problem are obvious: the natural habitat of animals is being destroyed, the amount of oxygen in the Earth's atmosphere is decreasing. To sanctify the issue of animal conservation, a number of advertisements have been released featuring various animals tied together like a garbage bag.

As it can be seen, British social advertising uses such tool as «shock therapy». It means that increasingly aggressive methods are used to attract attention, including truthful photos or stronger slogans that are remembered for a long period of time.

Conclusion. There is a wide range of social problems: children's diseases, drug and alcohol addiction, AIDS and domestic violence. People live shoulder to shoulder with these problems from day to day, and that makes them less susceptible and even stop overreacting to them. However, we encounter social advertisements in the streets, on TV, on the Internet, in newspapers and magazines and these campaigns draw public attention to the most acute problems. It is one but solid step towards finding the most suitable solutions.

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THE TACTICS OF APPEAL TO AUTHORITY IN THE BELARUSIAN POLEMICAL MEDIA DISCOURSE

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Keywords: Belarusian media discourse, polemics, polemical media discourse, appeal to authority, expert opinion.

Periods of social and political upheaval inevitably lead to polemics between supporters of different points of view and require finding effective ways and technologies for conducting a polemical dialogue from all participants of mass media communication. The relevance of the study is related to the exponential growth of texts representing polemical discourse in modern Belarusian mass media, as well as the lack of research of the content, genre and communicative features of the discourse of social and political polemics in Belarusian journalism. The speech practice of using the competent opinion of experts by journalists as one of the leading ways to control public opinion in polemical discourse also requires the attention of scientists.

The purpose of the work is to analyze the specifics of the appeal to the authority of the expert's opinion in the polemical texts of modern Belarusian media. The research based on the analysis of the speech structure of media texts, finds the language means that are used to "package" the authoritative opinion of an expert, discovers the connection of the technique with the thematic and axiological characteristics of the text, identifies the goals that can be achieved by journalists through the use of this technique in a journalistic text.

Material and methods. Journalistic texts selected from Belarusian periodicals such as "SB. Belarus Today" and "Narodnaya Gazeta" during the time period from 2018 to 2022 became the subject of the research. The choice of mass media was determined by the significance of their news agenda, the scale of coverage of social and political topics. The selection of publications was based on thematic, stylistic requirement and genre diversity of texts. 55 texts were analyzed by the author.

The theoretical and methodological basis of the research is the theory of discourse and discourse analysis (V. Karasik, T. A. van Dijk, L. Duskaeva, E. Sheigal, etc.) and the theory of polemics (A. Shesterina, A. Almerekova, A. Tertychny, Z. Smelkova, L. Assuirova, M. Savova, etc.). The work uses a complex methodology of discourse analysis with a combination of thematic, agentive and instrumental approaches.

Findings and their discussion. In media stylistics "appeal to authority" means a speech (rhetorical) device "for argumentation and persuasion of the reader by referring to famous personalities or a well-known topic" [3, p. 248]. An indication of an authoritative and competent person confirms the correspondence of the reported for real situation and causes the audience to trust the broadcast information.

The speech reception "appeal to authority" can take a different place in the structure of a polemical text. The first way – the name of an expert and his authoritative opinion are already indicated in the headline – a strong, "advanced" part of the text, for example: *Sergei Zolotoy: The National Academy of Sciences of Belarus has something to offer Russia for its new lunar program* (SB. Belarus Today. 17.04.2022). Such headlines are called quotation headlines and are designed to attract the attention of the audience, on the one hand, due to the expected attention to the personality of the expert, on the other hand, due to the implausibility or unusualness of the opinion expressed by this expert.

The second way – the expert's opinion is clearly delimited from the main part of the text by the fact that it is separately placed on the newspaper page under the color plate "*Specialist's comment*". This emphasizes the independence of the expert's opinion, as it were his "side view". This method is usually used by journalists to describe in the smallest details the official and academic status of the quoted person, list his professional achievements, for example: *Ekaterina Sapego, Candidate of Psychological Sciences, psychologist of the Belarusian Society of Psychologists and the Belarusian Association of Psychotherapists, Associate Professor of the Department of Developmental and Pedagogical Psychology, Belarusian State Pedagogical University named after M. Tank* (Narodnaya Gazeta. 24.01.2022). Thus, the expertise of a specialist is confirmed, which ensures the fulfillment of the evidentiary function of the information reported below. At the same time, the rest of the opinions reflected by the journalist in the text are lowered in status due to indefinite or generalized authorization: *some believe that...: the majority decided that...; everyone is ready to think that...* The researchers note that there is a trend in journalism today when experts are used to interpret this or that event in the desired way for the journalist [2]. Whereby «the expert generally provides background knowledge and serves as a sparring partner for the journalist in the attempts of the latter to interpret a given event or course of events on the public agenda» [1, p. 335].

The third way, most typical case is when the authoritative opinion of an expert is included in the main body of the text in the form of direct or indirect speech and performs primarily a "technical" function, namely: pointing to an expert as a source of veracity information. At the same time, the appeal to authority additionally serves other purposes: it increases the credibility of the publication, indirectly confirms the professional competence of the journalist, relieves the correspondent of responsibility for the information provided or the opinion given, and can serve for the journalist to indirectly express his opinion. Journalists are quite broadly describing the role of experts in the discourse of controversy in the text: *experts believe; experts recommend; experts recommend; experts give an assessment; experts explain; experts warn*, etc.

Depending on the topic and purpose of the publication, a journalist can give the expert status to one person or a group of people with completely different characteristics. The status hierarchy of experts for the analyzed newspapers looks like this: politicians, scientists, business leaders, businessmen, and ordinary citizens. When a journalist points to ordinary people as carriers of an authoritative opinion, as a general rule, instead of their professional competence, he highlights information about life experience, demographic characteristics, hobbies, place of residence, for example: *Pavel Konev, amateur snowboarder with 20 years of experience, Arkhangelsk region* (SB. Belarus Today. 03.11.2022). The opinions of such persons appear as objective to readers due to their lack of personal motives for biased commenting on the situation.

Conclusion. Thus, an appeal to the authoritative opinion of an expert is one of the leading methods of polemical dialogization in the publicism of the republican newspapers "SB. Belarus Today" and "Narodnaya Gazeta". It was found that an appeal to the authoritative opinion of an expert automatically increase the position of the author. A number of indicators according to which methods of appealing to the authority of an expert in different texts may differ have been identified: the number of subjects as opinion carriers, the form of transfer of expert opinion, semantic and axiological accents, and the place of speech method in the structure of the text. It was revealed that the use of the appeal to the authority may be used due to journalistic tactics of defense or attack, may pursue the following functions: function of argumentation, evidence, accentuation, emotional-expressive function and function of saving speech efforts. A high degree of journalistic proficiency in the method of appealing to authority and his expert opinion can be significant for a journalistic text, as it is one of the main instrument for forming the persuasive potential of a text.

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SPECIFIC FEATURES OF TEACHING ENGLISH SPELLING

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Keywords: writing skills, formation, spelling, graphical image, exercises.

Formation of writing technique plays an important role in the teaching of English at the basic stage. It contributes to a stronger assimilation of lexical and grammatical material, as well as improvement of reading and speaking skills. At the same time, spelling is one of the most difficult points in teaching writing. Spelling mistakes are inevitable, but their number can and should be reduced to a minimum, if you take into account the typological groups of difficulties and develop skills of self-control and self-correction.

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. Effective English spelling teaching requires consideration of the following principles of spelling English words.

1. Writing is based on phonetic and morphological principle.

Grapheme-phonemic correspondences are formed through a long and diligent work, especially if the letters and sounds of the native and foreign languages are dissimilar. Even in one-syllable words beginners in a foreign language can make a significant number of mistakes. In this case, they should be asked to read what they wrote and remember the basic rules of reading.

One or another morpheme in the writing of related forms or words always retains a single graphical image. For example, the morpheme - *en* in the words *oxen*, *children* retains a single graphical image, although the sound of the morpheme may be different. In other words, the correctness of the spelling, even if it does not correspond to the pronunciation, can be proved by comparing this graphic image with the spelling of other related forms. There is an opinion that morphological spelling can also include those graphical phenomena of modern English to which certain rules can be applied. These include such phenomena as: 1) writing mute *e* at the end of a word: *prise*, *orange*, *lake*; 2) replacing the letter *y* with *i* when adding -*es*, -*ed*, if preceded by a consonant: *try-tries*; 3) keeping *y* when adding -*ing*, if this letter is preceded by a vowel: *stay* - *staying*; 4) writing *c*, which transmits the sound [*s*] before vowels *e*, *i*, *y*: *city*, *circus*; 5) writing *e* after *v* at the end of a word: *have*, *give*.

2. The letter is spelled but has no sound equivalent.

The matter is about the traditional rules of reading. It is necessary to form paradigmatic connections of words at the level of graphic form, to create a certain associative array. Indirectly it also helps to form lexical skills, and, of course, allows a positive transfer when reading. For example, in English in the open syllable type the letter "e" is spelled but not read – "*nine*", but at the same time the appearance of this letter changes the sound of the root vowel.

The vowels in English combined with the letter "*r*" change sound and lengthen, but the letter "*r*" is not voiced: *bar, sport, bird, turn*. There are certain rules for reading combinations of *wr*, *wh* at the beginning of words before certain letters, but there are also a large number of exceptions to these rules, for example, *when-[wen]; whose-[hu:z]*.

3. Typical letter combinations and the sounds they convey.

We can make a long list of the most common letter combinations, and they can be vowels – *ee, ao, oo, ei,* and consonants – *ch, sh, ght, gh, ph, etc*. The main difficulty of this group is that the rules of reading are subject to change here. At any rate, when it comes to the English language. Compare*: head [hed], heat [hi:t], heart [ha:t], etc*.

4. Complicated vocabulary words.

This group includes words, the spelling of which is formed historically. They are often words which have a historical root, such as the English words *daughter, neighbour*, *one*, or are borrowed from other languages – *restaurant, etc.* This group of words is the most common and difficult in English.

Spelling skills are formed in the process of speech activity on the basis of full understanding and performance of a set for general and special purposes exercises. The first group includes lexico-grammatical exercises performed in writing.

They are intended not only for teaching orthography, but also for fixing language means of communication - vocabulary, grammar, phonetics, and thereby to develop all forms of communication [1, p. 255]. An important role for teaching sound-letter correspondences plays a sound-letter and syllable analysis. This analysis is significant due to the fact that it consistently dissects the whole process of encoding a word into a graphic image, which reveals quite clearly the sound-letter correspondences. The methodology suggests the following scheme of such analysis, carried out for the purpose of teaching writing technique: 1) the whole word in its sounding – sound syllables - corresponding graphemes; 2) graphic syllables; 3) the whole word in writing. However, considering the historical principle of writing English words, the teacher uses its individual elements in practical work, depending on the difficulties encountered by students and the goal he sets. The phonetic part of the analysis can be conducted with or without the support of a transcription. The graphic part of the analysis is done orally or in writing. After students have mastered the basics of graphics and spelling, it is very helpful to conduct oral spelling of words to further reinforce sound-letter associations.

Special exercises that develop spelling skills include:

1. Copying text, that is, copying in order to absorb the basic rules of spelling and punctuation.

2. Copying which is complicated by additional tasks, such as: underlining the letters or letter combinations, filling in gaps with missing letters or words with difficult spelling, etc. Copying with additional tasks is practiced at all stages of learning, but it is mostly used at the primary stage.

3. Groupings of words with the presence of synonymous letter symbols; homographs; lexemes related to the same topic; derivative words with a specified suffix. Spelling games (crossword puzzles; riddles; color bingo and others). For example, "Correct the mistakes in Neznayka's letter".

5. Copying text with certain tasks: select from the list the root words (derivative, compound words) and write them in a notebook; find in the text the foreign-language equivalents for words of the native language and write them down.

Conclusion. Aimed formulation of spelling skills and their activation during written exercises contributes not only to a better assimilation of vocabulary, grammar, but also the development of oral and written speech, which creates favorable conditions for the organization of independent work. To create effective conditions for the formation of writing technique skills it is necessary to pay attention to special spelling exercises.

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NOMINATIONS OF PLANTS WITH THE FIRE COMPONENT IN RUSSIAN LINGUISTIC CULTURE

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Keywords: metaphorical, nomination, plant, linguistic culture, phytonym, fire, flame, folklore, picture of the world.

In this article, the subject of our interest is plants, the names of which reflect the vocabulary associated with fire and flame. The names of plants – phytonyms – may be based on the assimilation of the fire component according to various characteristics.

Material and methods. Description, analytical and comparative methods were used in the work, as well as the method of semantic identification. The research material was some plant nominations with the fire component.

Findings and their discussion. The basis of a metaphorical comparison with fire can be the color of the petals, for example, red, yellow or orange: ognevik (rose of heaven), ognevka (Siberian globe flower).

The name "mouse fire" is given to the fungi Byssus phosphorea, glowing in the darkness. Some nominations of plants can be associated with the fire component according to their place of growth: pozharka (yellow mushrooms growing on forest fires).

A large group is represented by formations from the verb "to burn". They can be divided into two groups:

a) phytonyms of the type formed by the color of the petals: goritsvet (spring adonis).

b) phytonyms reflecting the bitter taste of plants. This includes names such as gorkusha (meadow knapweed), gorechavka (gentian), gorchica (biting knotweed). Sage – Artemisia, may be named gorkucha, gorkusha, gorech. There is an opinion that the name of sage also reflects its bitter, burning taste, since this phytonym is related to the verb "to burn".

Plants can burn and are given appropriate names. Among the dialect names of nettles, those that reflect its main property – burning are predominant: zhegala, zhigavitsa, zhigalka, zhizka, strekava, strekuchka (stinging nettle).

The relation with fire is also expressed in the comparison of plants with the sun. The comparison can be based on the color of the petals of the plant: podsolnechnik (sunflower).

A phytonym can combine two motivations at the same time. So, in various species of mullein, bright yellow flowers are collected in an oval vertical bunch (a sign of the color and shape of fire). Both signs served as the basis for such a phytonym as tcarskaya svecha (mullein).

In folklore, for example, in the riddles about the poppy, the same connections can be traced as in the names: "It comes out of the ground, carries the fire on itself" or "The basket stands among the flame – and does not burn."

The signs of plants discussed above, which caused their names, also influenced the use of these plants in folk medicine, and phytonyms, in turn, are closely related to the names of diseases or their symptoms. Diseases accompanied by fever or rash have received folk names associated with fire.

Bright in color and burning herbs show their symbolism in superstitions. So, the fiery or luminous nature of the fern flower is reflected in numerous Russian epics about the search for this magical flower. Often legends mention that a terrible thunderstorm happens on the night of the flowering of the fern.

Plants can be associated with fire in one more aspect. In the etiological legends associated with the characters of Christian mythology, various plants are considered to be subject to thunderbolts or, on the contrary, protected from them. So, the juniper tree hid Christ from his pursuers, so you can hide under it from the thunderstorm.

Conclusion. In Russian linguistic culture, the nominations of some plants with a bright color evoke an association with fire, flame, heat, burning. The same connections are actualized in connection with the bitter, burning taste, as well as with the burning properties of plants. Phytonyms formed by plant characteristics, in turn, are closely related to the names of diseases and the medicinal use of these plants, which makes it possible to use these units in the study of the national picture of the world.

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TYPES OF GRAMMAR TESTS AND METHODS OF THEIR COMPILING

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Keywords: testing, grammar habits, types of tests, stages of tests compiling.

Learning grammar is an important part of foreign language proficiency. Knowledge of grammar gives students the opportunity to correctly construct a statement, adequately interpret the text when reading or listening. Grammar is the material basis of speech. It has an organizing role.

One of the important directions in the modern teaching methods of foreign languages is the development of an objective control system. A prominent place in the organization of control is occupied by testing, which can serve as a means of diagnosing the difficulties of language material, a measure of determining the effectiveness of learning and a way to predict the success of learning. In this way, the relevance of our research is determined by the need to improve the methods of control as one of the most important problems of the modern education system.

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 main purpose of teaching active grammar is the formation of productive grammatical skills of the text when speaking or writing, while the following tasks are set [1, p. 141]:

1) to form grammatical forms and constructions;

2) choose and use grammatical constructions depending on the communication situation;

3) be able to vary the grammatical design of the utterance when changing the communicative intention;

4) know the ways of interpreting knowledge or translating basic grammatical categories into their native language;

5) formulate a grammatical rule based on a table or diagram.

The level of formation of grammar habits.

In accordance with these learning tasks is checked by tests. The unit of control of an isolated grammatical phenomenon is the grammatical phenomenon itself in the corresponding verbal context. At the same time, tasks of this type are used:

1) imitative reproduction; 2) modification of grammatical structures; 3) combination of grammatical structures.

Test tasks are used at different stages of learning and include both simple and complex grammatical phenomena. Test tasks for changing grammatical structures are usually based on a linguistic or extralinguistic context. With the help of tasks of this type, the assimilation of articles, pronouns, verb tenses, etc. is checked.

In the verbally communicated instruction, the task is formulated, two or three examples of the required transformation are given. Phrases incentives are communicated orally (*a linguistic context*), drawings or images can be used as incentives (*an extralinguistic context*).

Test tasks help to identify how well students have mastered the grammatical material. However, such tasks are not of a communicative nature. In this regard, test *question-and-answer tasks* have an advantage, because they are more like a natural brief conversation.

So, to test the level of formation of active grammatical skills, you can use such tasks as:

1) open the brackets by using the verb in the correct form;

2) translate Russian equivalent into English;

3) spot the errors in the sentence and correct them;

4) choose the right option from several suggested;

5) compose different types of questions (general, special, tag questions, alternative) and give answers to them;

6) make a sentence from this vocabulary;

7) transformation into another time, person, number;

8) a translation from Russian to English and from English to Russian.

The main stages of the test preparation include:

1. A clear definition of the purpose of the test and the specific goal of its implementation.

2. Selection of the material which will be included in the test.

3. A clear definition of what exactly the student should do to show possession of this material.

4. Formation of a detailed plan.

5. Formation of tasks and combining them into a test.

Conclusion. In order for the test to be effective, so that the results of its implementation can be judged by the progress of students and their language level, the teacher needs to pay attention to the following features:

1) the test compiler must have a clear idea of what material needs to be tested;

2) the text should be compiled in such a way that in one hour it was possible to test what was studied during the week, month, year, etc.;

3) if possible, the test should include such materials that would reflect the differences between the native language and a foreign one;

4) when composing a test, it is necessary to take into account such a test criterion as validity. The concept of validity is directly associated with the problem of choosing the right material for testing;

5) the test compiler should keep in mind the syllabus requirements.

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THE DIARIES OF L.N. TOLSTOY AND D.D. SALINGER. THE VIEW OF MODERN YOUTH

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Keywords: diary, morality, value, comparison, actuality, modernity.

L.N. Tolstoy and D. Salinger are recognized classics of world literature. The authors worked at different times, but both very accurately represented in their work the problems of spiritual existence that are relevant for all times. Goodness, evil, life, death, love, faith – all these categories are equally significant for both a representative of Russian classical literature and an American author. It makes their works current both among contemporaries and among descendants. Quotations from the works of both L.N. Tolstoy and J. D. Salinger become programmatic for many generations as well as for the youth of the beginning of the XXI century including. In their turn, the authors expressed their life principles and beliefs in the form of diaries.

The diaries of L. N. Tolstoy have become the object of study in such works as "The Rules of L.N. Tolstoy’s life" (I. I. Shevtsova) [5], "The Diaries of Lev Nikolaevich Tolstoy" (L.M. Erofeeva) [2]. The diaries of J. D. Salinger were studied in the following works: "The search for the ideal in the novel by Jerome D. Salinger "The Catcher in the Rye" (Knyazeva T.D.) [3], "Some observations on the problems and poetics of the novel by J. Salinger's "The Catcher in the Rye"" (Bryakotnina E.B, Poleva E.A) [1]. At the same time, a comparative description of the diaries of the two classics in the context of contemporaries has not yet been conducted, which determines the topicality of this study.

The purpose of the work is to identify and characterize the main moral qualities described in the diaries of Lev Tolstoy and J.D. Salinger in the context of the values of modern adolescents.

Material and methods. J.D. Salinger "The Catcher in the Rye" [4], L.N. Tolstoy "Complete works. Volume 46. Diary. 1847 – 1854"[6]. Methods: questionnaire, systematization, generalization.

Findings and their discussion. The diaries of Lev Tolstoy are autobiographical notes, a very peculiar in form and extremely important part of the writer's literary heritage. The first entry in the diary of L.N. Tolstoy, a student of Kazan University, was made in March 1847, the last – 4 days before his death – on November 3, 1910 at the Astapovo station.

L.N. Tolstoy's diaries are reflections on life and the structure of life, the world around us, philosophy, ethics, the path of man, and self-improvement. The great classic wrote about the most intimate, determined his weaknesses, rereading the notes, summed up the changes in his personality. According to the diaries, one can trace the tireless inner work that the writer carried out on himself. L.N. Tolstoy believed that the diary helped to focus on reflections on life and obliged to be frank. Rereading his own notes, L.N. Tolstoy analyzed the past, as well as his own personality and the changes taking place in it.

The novel "The Catcher in the Rye" by J.D. Salinger has a diary character. The book is filled with facts of the author's biography. So the writer can be recognized in the elder brother of Caulfield D.B. – the author himself participated in the Allied landings in Normandy, took part in the liberation of several concentration camps, and after the war, he was treated in the hospital for a nervous breakdown for some time. Born to a wealthy and privileged life, Caulfield looks down on the elite world he lives in. He questions the values of his society and sometimes rejects the rules of conduct accepted in it. Holden has such characteristics as observation, introspection, cynicism, sarcasm and short temper, but at the same time sincere kindness, compassion, timidity and talents.

While L.N. Tolstoy spoke on his own behalf in his diaries, J.D. Salinger preferred the form of a novel to express his thoughts on behalf of the protagonist of a half-fictional story. One of the versions of the origin of the name of the main character is from "hold on a coal field" – "keep on scorched (coal) fields." So, J.D. Salinger indicates the role of the protagonist in the modern world, and also refers to the title of the work Catcher in the Rye (in the Russian translation, the title of the work has several variants), partly supplementing it. «The Catcher in the Rye» has a reference to the Bible. Religion in the title of Salinger's work and religion in Tolstoy's life was an important factor in their worldview.

Among the main moral qualities that L.N. Tolstoy, the author of the diary, highlights, one can note: faithfulness to his word *«Read and always think loudly»* [6, p. 15]; fidelity in love *«March 24. I love her more and more. Today is the 7th month, and I am experiencing a feeling of annihilation in front of her that I have not experienced for a long time...»*[6, p. 47]; devotion to his people and fatherland *«April 8. The only happy periods of my life were those when I devoted my whole life to serving people. These were: schools, mediation, starvation and religious assistance»* [7, p. 88].

In his turn, J.D. Salinger, in contrast, is straightforward and frankly notes: cynicism *«I always say "it's nice to meet you" when I'm not at all pleased. But if you want to live with people, you have to say everything»* [4, p. 55]; resentment for the adult generation, *«And people always think that they see you throughout. I don't give a damn, although it bores me when they teach you to behave like an adult. Sometimes I act like I'm much older than my years, but people don't notice that. They don't notice a damn thing at all»* [4, p. 6]; anger *«If you have to punch someone in the face and you want it, you have to beat them»* [4, p. 56].

Based on personal preferences, we have compiled the top 10 quotes from the diaries of L.N. Tolstoy and J.D. Salinger: 1) *«Mutual assistance is great. And it's not just about knowledge. It's in poetry. It is in history»* [4, p. 122]. 2) *«There are people who cannot be deceived, even though they are worth it»* [4, p. 47]. 3) *«A sign of immaturity of a person is that he wants to die nobly for a just cause, and a sign of maturity is that he wants to live humbly for a just cause»* [4, p. 122]. 4) *«Don't be ashamed to tell people who are bothering you that they are bothering; first let him feel it, and if he doesn't understand, then apologize and tell him that»* [6, p. 15]. 5) *«Never consult a book if you have forgotten something, but try to remember it yourself»* [6, p. 15]. 6) *«Good of people's lives is directly proportional to their love for each other»* [7, p. 382]. 7) *«When the sun shines, it's not so bad, but the sun shines only when it pleases itself»* [4, p. 100]. 8) *«Knowledge is only knowledge when it is acquired by the efforts of one's thought, and not by memory»* [6,

p. 9]. 9) *«It is not enough to turn people away from evil, you also need to encourage them to do good»* [6, p. 19]. 10) *«Simplicity is the main condition of moral beauty. In order for readers to sympathize with the hero, it is necessary that they recognize in him as much their weaknesses as virtues, virtues are possible, weaknesses are necessary»* [6, p. 145].

We invited our peers, 107 students of Polotsk College VSU (age 15–18 years), to note the quotes that they seem to be the closest to their worldview. It turned out that for our peers, the statements of the classics marked under numbers 2, 4, 10, are significant. That is, such moral traits as honesty, self-respect and empathy are essential for our peers.

Conclusion. The ideas presented in the diaries of L.N. Tolstoy and J.D. Salinger reflect, although sometimes contradictory, but topical concepts for modern youth. And at the beginning of the XXI century, the ideas of the classics help young people to choose the right guide in spiritual life.

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ADVERTISING AS SPECIFIC MEANS OF COMMUNICATION

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Keywords: advertising, the lexical component, semiotics, the addresser, psychic, cognitive linguistics, persuasion, manipulation.

Advertising is derived from a Latin word ‘advertere’ which means ‘to turn the attention’. Thus, all types of advertisements made with the use of different media aim to turn the attention of the reader or listener towards the product, service or an idea being offered in the advertisement. "It is an act of persuading the customer to buy the product or service being offered which will give him satisfaction and profit to the manufacturer" [1].

One of the best strategies for drawing in customers is through advertising, which raises interest in the product. Over time, advertising is developed and improved. To appeal to as many customers as possible, new methods are being improved and developed. In this regard, a sizable body of scientific literature in the fields of economics, management, and psychology is devoted to the phenomenon of advertising and its practical impact. The lexical component of advertising texts, which forms the foundation of speech impact and is one of the primary mechanisms of influence on the consumer, is given less consideration. Commercial advertising is typically the subject of modern scientific research. Think about what advertising is.

Tatyana Vladimirovna Solodovnikova, in her doctoral dissertation, highlighted that the meaningful role of advertising is growing, "In the context of the systemic transformation of the media space, the instability of the external environment, constant economic, political and social shocks, the role of advertising communication is growing, which is based on a targeted impact on the consciousness and knowledge of the mass consumer" [2].

In addition, Guy Cook explores the social function of advertising in his book, "Discourse of Advertising", "Who is communicating with whom, and why; in what kind of society and situation; through what medium; how different types and acts of communication evolved, and their relationship to each other. When music and pictures combine with language to alter or add to its meaning…" [3].

The presence of the addresser (supplier), addressee (prospective buyer), and advertising object are prerequisites for the existence of advertising as a message (goods). A specific channel of communication and a code are required as both the sender and the addressee share them.

The relative mass nature of the addressee is a prerequisite for advertising communication: an advertising message is not made for one person; the addressee of the advertising text is collective, this is the so-called target audience.

"Advertising has three primary objectives: to inform, to persuade, and to remind. Informative Advertising creates awareness of brands, products, services, and ideas. It announces new products and programs and can educate people about the attributes and benefits of new or established products" [4].

We can determine the following objectives of speech influence:

1) Information processing – involves giving the recipient information and, ideally, getting a confirmation that they have received it. In terms of advertising, this entails distributing details about goods or service, including its features, location of sale, the benefits of a specific business that creates a comparable product, and the benefits of a trademark. It is impossible to get a quick and accurate confirmation of how well someone understands the information in advertising (excluding interactive communication on the radio or television). We can determine whether the informational goal has been accomplished, primarily indirectly and distantly in time, through another goal – the objective one.

2) Asking – to ask is to stimulate the receiver to act in the communicator's best interests. In contrast to persuasion, the request does not take into account the purchaser's emotional state, and the person who is subject to speech influence does not develop a bad view toward the request. It is hypothesized when convincing that the target has a different point of view, which he will have to give up during the persuasion process. We are requested to call, come, and order, which is a common representation of the request as an impact throughout advertising text.

The image of the advertised object is at the heart of the advertising image. The idea of the object of advertising that arises in the mind of the recipient as a consequence of the impression of the advertising is referred to as the image of the object of advertising. The image of the adverts object can include both emotional and logical elements, as well as concrete and abstract elements. This interpretation is based on the modern cognitive science and cognitive linguistics concept of the plethora of ways of seeing the world: different kinds of mental characterizations supplement each other, resulting in a complicated idea of different objects that relate to both external to a person and internal (psychic) reality.

According to Kim B. Serota, Oakland University, and in his scientific article Deceptive Marketing Outcomes: A Model for Marketing Communications, in May 2019, "Deceptive marketing outcomes model. The model shows four paths of messaging, truthful-deceptive judgments, and judgment outcomes" [5]. Most researchers of linguistic and communication studies agree on the deceptive nature of advertising dialogue, though some insist on the existence of "truthful" advertising and most of them agreed on divided communicative influence strategies in advertising into manipulative and non-manipulative.

Material and methods. Analysis, synthesis, induction, deduction.

Findings and their discussion. We discussed slogans used in advertising. This study was an attempt to comprehend the purpose of advertisements and identify the strengths and weaknesses of the advertising markets. Ads rely on memorable phrases and lyrical language. This stark contrast highlights the point we made above while also reflecting the customer's precise area of interest. The market must direct the sellers to advertise properly, we deduce from the foregoing. Our opinion is that we should place a strong emphasis on language usage.

Conclusion. Ads are no longer just a means of communication; they are now a commodity used to generate income. The effectiveness of advertisements has always been a crucial and contentious issue in the advertising world, and international businesses today must communicate with customers from various linguistic and cultural backgrounds in order to successfully sell their goods in various markets.

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NEOLOGISMS: WORD-BUILDING MODELS

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Keywords: neologism, borrowing, abbreviation, affixation, word composition, semantic way.

The lexical stock of the language is enriched in various ways. During certain periods in state history development new borrowed words come to the language, which is a constant process. However, the main source of vocabulary replenishment is not borrowing, but the formation of new words based on the native language through the use of various ways of word formation. Words and phrases created to denote new phenomena, objects or concepts are called neologisms.

The relevance of the work is due to the need to study new vocabulary as a means of reflecting the changes taking place in modern linguoculture under the influence of socially significant factors. In our study, we analyze neologisms that appeared in the era of the coronavirus pandemic.

The purpose of this work is to identify word-formation models of neologisms in the modern German language.

Material and methods. In this work, materials of a publicistic style based on the newspaper "Süddeutsche Zeitung", specialized literature on this topic were used. Methods of continuous sampling, analysis and linguistic description were are.

Findings and their discussion. The process of new words formation in modern German occurs in the following ways:

– borrowings (to a greater extent we are talking about Anglicisms);

– abbreviations;

– affixations;

– word composition (composition);

– in a semantic way (as a result of rethinking the existing meaning of the word; language game).

1. The borrowed vocabulary, mostly from English, reflects the fact of the worldwide impact of the pandemic on the linguistic composition. Anglicisms enter the German language in the same way as before the pandemic, acquiring all the necessary characteristics (nouns: spelling with a capital letter, article). For example, der Shutdown / der Lockdown – substantive English verbs – became widely used precisely with the onset of the pandemic, entering the lexicon (it is not yet known for how long) from a special vocabulary. There are many Anglicisms with the same root/component (mostly Corona, Covid).

2. In the process of abbreviation, namely by shortening, truncating the base, such lexemes as AHA (AbstandHygiene-Alltagsmaske), Munaschu (Mund-Nase-Schutz) and Munamaske (Mund-Nase-Maske) appear in German.

3. With the help of affixes, new words such as sogopisiegep, Coronials, Covidiot, Covidiotin appear.

4. The most common way of lexical neologisms is a word composition with the basic component of Corona: Coronaleugner (der) (covid dissident, a person who denies the danger of contracting a new coronavirus infection); Coronaausbruch (der) (outbreak of coronavirus infection); Coronapandemie (die) (pandemic caused by coronavirus infection); Corona-Warn-App (die) (an application for establishing and interrupting the chain of contacts of people infected with coronavirus infection); Coronaauflage (die) (the duty of a public authority to introduce measures to contain the pandemic, caused by coronavirus infection); Coronabeschränkung/sogopaieipshrpkipd (die) (restrictive measures imposed by the state to curb the spread and suppression of COVID-19); Coronahilfe (die) (subsidy paid by the state to enterprises and entrepreneurs to mitigate the economic burden caused by COVID-19); Coronabidingungen (Pl. / only in many hours) (conditions, circumstances caused by COVID-19); Corona-Welle (die) (wave of morbidity caused by COVID-19); CoronaImpfung (die) (vaccination against COVID-19); Corona-Impfstoff (der) (vaccine against COVID-19); Corona-Krise (die) (crisis caused by COVID-19); Corona-Maßnahmenpaket (das) (package of measures taken in connection with COVID-19);

CoronaRegel(n) (die) (rule(s) introduced in connection with COVID-19); Corona-Durststrecke (die) (the period of time during which you have to put up with the measures and restrictions imposed due to COVID-19).

5. Attention is drawn to the fact that a number of words partially or completely modify their meaning, move from one sphere of use to another. We observe various kinds of semantic transformations, for example: das Homeschooling — has significantly expanded its meaning in the context of a pandemic; das Social Distancing is one of the Anglicisms that has changed its meaning (not social distance). The importance of maintaining distance has led to the emergence of such a neologism as die Distanzschlange. The term systemrelevant has changed the sphere of use, came to the service sector from the field of economics and finance.

Conclusion. The process of new words formation in modern German occurs in the following ways: borrowing, abbreviation, affixation, word composition, semantic way. We have come to the conclusion that a number of words partially or completely modify their meaning, move from one sphere of use to another. It should also be noted that Anglicisms enter the German language in the same way as before the pandemic, acquiring all the necessary characteristics (nouns: spelling with a capital letter, article).

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THE PROBLEM OF AUTHORIAL CONSCIOUSNESS IN J.A. PULINOVICH'S PLAY “BEHIND THE LINE”

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Keywords: Russian modern drama, authorial consciousness, genre structure of drama, postmodernism, realism, contamination.

One of the key features of Russian drama of the late 20th and early 21st centuries is an active genre and stylistic dynamic and a high level of experimentalism. In this regard, in modern literary studies there is a need to introduce new research categories used in the analysis of the work. The problem of authorial consciousness and ways of realization of author's activity in a dramatic text becomes topical.

The aim of this paper is to identify the ways in which authorial consciousness is embodied in J.A. Pulinovich's play "Behind the Line".

Material and methods. The research material was the text of the play"Behind the Line" by J.A. Pulinovich. The descriptive-analytical method was used during the analysis.

Findings and their discussion. Modern literary studies have developed a number of approaches to the problem of studying the phenomenon of authorial consciousness in literature (M.M. Bakhtin, B.O. Korman, V.P. Skobelev, N.T. Rymar, O.V. Zhurcheva, O.S. Naumova, etc.). Based on the generalization of different points of view, the author's consciousness can be defined as a metatextual category of literary analysis, which expresses the writer's worldview and is embodied in the artistic images of the work, its entire structure [1, p. 28]. The study of the authorial consciousness in drama is largely complicated by a smaller number of ways of displaying authorial activity compared to prose. This contrast is noted by I.P. Zaitseva: "Of course, in a prose work, the author has many more opportunities for various manifestations than in drama, where such opportunities are significantly narrowed by the constructive parameters of this type of literature. At the same time, the range of forms of the author's reincarnation in prose is quite wide; some of these forms assume a completely definite presence in the literary work of the author in his different hypostases, his participation in the events described" [4, p. 106].

To determine the ways of embodiment of authorial consciousness in the play "Behind the Line" by J.A. Pulinovich, it is necessary to analyze the text on semantic (type of character, conflict, spatial and temporal organization, artistic method) and morphological (type of plot, speech organization, genre affiliation) levels [2].

The characters in "Behind the Line" are divided into two groups: children and their parents. Given the lack of clear temporal markings, the question of their typification becomes problematic. Nevertheless, assuming that the time period described in the play belongs to the Soviet era (as indicated by Irma's fear that Steshik, who is going to his father's funeral in Poland, might not be allowed in when he decides to return home), it can be stated that the work depicts typical representatives of the city (Alina and Kostya) and village (all other characters) of that time. It is noteworthy that most of the characters' names are given either in short or in diminutive form (to a greater extent this applies to the children). On the one hand, this may be seen as an expression of authorial sympathy and on the other, as an understatement, the aim of which is to contrast the small lives of the characters and the vast world that lies "behind the line", which they have never crossed. The individualisation of the protagonists is carried out mainly through behaviour (e.g. in the situation where Irma's children plaster over the icon's eyes so that she will not see them guessing) and psychologisation (Kostya's experience of his wife's illness and Steshik's grief at his father's funeral).

The conflict in "Behind the Line" can be defined as internal, as there is no external confrontation between two parties or ideas. The main bearer of the conflict is the girl Alina, brought by her father Kostya to her aunt Irma while his wife is ill. In the company of her children, she gradually copes with her worries about her mother, her feelings of loneliness caused by leaving home, and her resentment at her father for abandoning her.

The conflict is resolved when Alina, at the end of the third act of the play, buries the backpack she came to the village with in order to accept her father's departure forever and accept that her new family is Irma, her husband and their children.

The spatio-temporal organisation of "Behind the Line" is ambiguous. The space in the work is a small village and the natural landscape adjacent to it, but the insularity and detachment of this territory is emphasized from the outset by the railway line, which becomes a symbolic divide between the idyllic world of the village and the so-called "Big Land":

"Toshka. There's everything on the big land. The shops, the swings are still there... Mum goes there. And daddy. He does.

Alina. The big land is where?

Toshka. There... (points behind the railway.) More houses. Do you want me to show you?" [3].

Remarkably, the images the children encounter after crossing the railway track are "*black coal mounds, an old ruined factory... wormwood, sprawling lilac bushes... flies, rusty carriages...*" which underscore the heavy and dystopian state of the "Big Land" [3].

The movement of time in the play is linear, but it is compressed and accelerated as much as possible. Thus, each action of the play is named according to the seasons and represents only one day. There are three days in total, autumn, winter and spring, overloaded with events such as the birth of another child by Irma, the departure and return of Steshik, the departure of Alina's father and the fire in the house where the characters live. At the same time, summer does not become an isolated day, but only a final remark in which the author perhaps expresses his idealistic vision of a family that, despite difficulties, remains whole and maintains the pursuit of happiness.

Thus, we can conclude that, in terms of *artistic method*, the play "Behind the Line" embodies the principles of the *conflation* of *realism*, which is dominant, embodied in the categories of *type of character* and *conflict type*, and *postmodernism*, which has a significant impact on *the spatio-temporal organisation* of the work.

The type of plot in "Behind the Line" can be defined as chronological (or centrifugal), as the events in it develop linearly, but there is no pronounced plotline.

The speech of the characters in "Behind the Line" is stylised according to their characters and age. It is coherent and can be correlated with the real speech behaviour of the villagers, who gravitate towards colloquialism, swear words and dialectisms.

Despite the author's definition of *the genre of* the play "Beyond the Line", "three days from a small life", in terms of classical genre classification it can be defined as a *drama*.

Conclusion. J.A. Pulinovich's play "Behind the Line" embodies the concern with the problems of coexistence of an individual and the outside world and children's loneliness: in this respect, the author inclines towards the eternal issues presented in the classical realist drama. However, from a formal point of view, the author appeals to postmodernist methodology, which is mainly manifested in an unconventional approach to the spatial and temporal organisation of the dramatic work.

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FAMILY MODELS IN F. HENSHER'S NOVEL "THE FRIENDLY ONES"

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Keywords: novel, genre, storyline, artistic image, family image.

The novel by the modern English writer Philip Hensher "The Friendly Ones" is devoted to a number of acute problems of the Western world, among which the problem of the modern family stands out. It is considered in the context of a broad problem-thematic field, which includes the problem of the clash of Western and Eastern civilizations, the problem of immigrants and their integration into modern English society.

The relevance of this topic lies in the study of models of the modern family on the example of F. Hensher's novel "The Friendly Ones ".

The purpose of the article based on the material of the literary text of F. Hensher's "The Friendly Ones" is to identify the types of families and conduct a comparative characterization of the "western" and "eastern" family models.

The interpretation of this novel can be found in the reviews of authors, mainly foreign. It should be emphasized that domestic research has not been conducted at a sufficiently serious level.

Material and methods. The material for the study was the novel by F. Hensher's "The Friendly ones ". The paper uses the method of analysis of a literary text, as well as a comparative method of research.

Results and their discussion. As noted by A.V. Novoseltseva, "a significant phenomenon of fiction is a novel that reveals the specifics of the interaction of man and society" [1, p. 4]. The writer's antonymous literary text addresses the burning problem of modern British society. At first glance, the author's interest is focused on the problem of integration of immigrants from the East into English society, the ability to establish interethnic relations and become a full-fledged part of Western civilization. Note that this topic is considered on the example of several families. The plot analysis of the novel allows us to identify two family models: the first can be conditionally called the "Western" model of the family (the family of the old man Spinster, as well as the families of his adult children: Blossom, Lavinia, Hugh, Leo). Another model presented in the novel can be called the traditional "oriental". It is typical of the family of Spinster's neighbor: Sharif, Nazia and their children. This family hails from East Pakistan, Bangladesh.

The author says that the model of the "Western" family is going through a serious crisis. For example, Dr. Hillary Spinster wants to divorce from his wife, with whom he was married for many years. Only at the end of his life did he realize that he was unhappy and always exhausted himself with suspicions of his wife's infidelities. It is not difficult for him to make a decision about a divorce, he is calmly considering it and, despite the fact that his wife is seriously ill, he is ready to take this decisive step.

In the Western world, unfortunately, the values of family welfare and happiness are being replaced by material ones. So, for example, the first thing they learn from children who study in closed schools in Britain (Blossom children), is whose parents have a "big" wallet.

In Blossom's statements, you can find frank words about marriage: "This is the essence of marriage: someone condescends to a partner, but could find a much, much better option" [1], which tells the reader about the acceptable situation in a "Western" family to leave a partner in search of a better option.

In such a model, there is no close connection between children and their parents. So, adult children of Spinsters have long left their parents' house, they hardly see each other, the exception was the threat to the mother's life when all relatives gather under one roof. Such a tragedy, unfortunately, does not unite, but even more alienates relatives from each other, grief is not mourned by family members, which is accurately expressed by the writer in the following detail: "Seven people entered the room, and eight came out" [2, p. 60].

The "Eastern" family type is diametrically opposed to the "Western" family model. So, in the family of Sharif and Nazia, everyone traditionally takes care of each other, the strong ties of the older generation with the young are emphasized. The family is built on respect for the younger to the older, the head of the family is a man.

In the novel, we can note two types of "eastern" family, but the family of Sharif and Naziya is more harmonious. This family was able to successfully integrate into British society. The second type of "eastern" family is the marriage of Sharif's sister Sadiya with Mafus. Here, the distinguishing feature of the family will be the complete blind subordination of the wife to her husband, strict religiosity and unwillingness to allow any deviations from traditions.

The author, as if unobtrusively, tries to draw the reader's attention to the problem of the status of women in this type of family. Sadiya completely depends only on her husband's choice in all spheres: education, profession, distribution of household needs, which radically distinguishes her from Naziya. Sharif's wife is a wonderful mother and wife, has a good education (she defended her dissertation in English literature), and can safely go to work whenever she wants.

In chapter 12 of the novel, F. Hensher uses the technique of "immersing" Sharif's family in the past: the characters fly to Dhaka for the funeral of Sharif's father. The reader observes that in the house in which everyone grew up, grief brings together relatives who have not seen each other for a long time. But, like everywhere else, there are hypocritical selfish relatives who are only interested in inheritance. This episode allows you to see the hidden juxtaposition of relationships in the families of representatives of Western and Eastern culture.

Conclusion. Thus, in F. Hensher's novel "The Friendly Ones" we observe two models of the modern family. In the "Western" model, the value of marriage is in crisis. Such a marriage is unstable, everyone in the family considers himself the main one and draws his own personal approach to solving problems and situations, the spouses have no desire to preserve the integrity of the family. Children in such a marriage leave their families early and prefer to be independent, remaining without the support of relatives. The "Eastern" model of the family, on the contrary, is a traditional large family, which is built on the unconditional support of the family throughout the life of relatives. It is important to note that sometimes the role of a woman may coincide in both family models, for example, women show independence in choosing a profession, education and solving household issues. But there is another option, when in the "eastern" model of the family, a woman is in the role of tacit submission and dependence on the decisions of her spouse.

The novel by F. Hensher's "The Friendly Ones" makes the reader think about the moral values of the family, the most important of which remain the same – respect, friendliness, caring for the older generation, mutual understanding, observance of traditions.

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NAMES OF INNER-CITY LINEAR OBJECTS OF VITEBSK AND BRISTOL

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Keywords: linguistic portrait of the city, onomastic space of the city, urbanonyms, godonyms, graphic design, grammatical features, nomenclature components.

Currently, the linguistic appearance of the modern city, of which the onomastic space is an integral part, attracts the attention of many linguists due to its axiological and national-cultural significance. At the same time, the largest segment of the onomastic space of the city is formed by the names of inner-city objects, i.e. urbanonyms proper [4]. The famous onomast A.M. Mezenko notes that the units of urbanonymic space – the names of streets, squares, districts of the city, its individual buildings – are a kind of toponyms and constitute a peculiar and complex system of the city [1, 2, 3], forming along with other names a linguistic portrait of the city.

In this article we will present the results of the study on the features of linear urbanonyms – godonyms, Bristol in comparison with the godonyms of Vitebsk. The term «godonym» is formed by two Greek words with the meaning of «path, road, street, riverbed» and «name» and serves to name city objects that have a linear length: streets, alleys, driveways, descents, squares, avenues, squares, dead ends, paths, lines, highways, embankments.

The purpose of the article is to establish general and specific features in the naming of linear inner–urban objects of two European cities – Vitebsk and Bristol.

Material and methods. The actual material of the study was the nominations of linear objects of the modern cultural center of England – Bristol and the cultural capital of the Republic of Belarus – Vitebsk. The source of the English-language material was the lists of street names of Bristol, presented in open access on the official website Geographic.org/streefview (List of Streets in Bristol, South Gloucestershire, South West England, England, Google Maps and Street View Photos). The corpus of studied godonyms amounted to 400 units. The Russian language research material was selected from the list of street names of Vitebsk, posted on the official website of the Vitebsk City Executive Committee (https://vitebsk.gov.by). The corpus of Russian language godonyms is formed by 1384 units.

In the course of the study, such methods as the continuous sampling method, inventory and systematization of onomastic material, descriptive, comparative methods, elements of statistical analysis were used.

Findings and their discussion. Most urbanonyms of European cities are represented by binomial nominations, one of the components of which is a geographical nomenclature term. The cities of Vitebsk and Bristol are no exception. At the same time, the comparison of English-speaking and Russian-speaking godonyms allowed us to establish the following differences.

Firstly, these are the features in the graphic design of Russian- and English-speaking units, due to the orthographic specifics of the compared languages.

In English, both the proper proprietary component and the index term are capitalized: *Reformatory Lane*, *Castle Street*, *Brighton Place*. The Russian language names of inner-city objects are issued in another way. The nomenclature word is written with a lowercase letter: ***улица*** *Кирова,* ***проспект*** *Победы,* ***переулок*** *Боковой*.

Secondly, another peculiarity is related to the grammatical structure of the Russian and English languages.

In English-speaking units, the onomastic component proper, i.e., the attribute component precedes the nomenclature: Heath Rise, Bank Road, Ferry Road; in Russian-speaking units, on the contrary, it follows it: *проспект* ***Победы,*** *улица* ***Космонавтов,*** *переулок* ***Кленовый.***

The third distinguishing feature of godonyms is the presence of various nomenclature components in their structure.

The street names of Bristol, as well as Vitebsk, consist of two components. The first one is actually an individualizing name. The second component can mean: *street, hill, rise, vale, road, terrace, avenue, walk, etc.*

In total, there are 28 nomenclatural lexical units among the godonyms of Bristol. Of these, the most commonly used are 10 nominations, which account for 84.8% of all names of Bristol godonyms (Table 1).

Table 1 Inner-city linear objects in Bristol

Name	Quantity	%
Road	101	25,3
Close	91	22,8
Avenue	27	6,8
Way	26	6,5
Drive	21	5,3
Court	20	5,0
Lane	16	4,0
Garden	15	3,8
Hill	11	2,8
Wood	10	2,5
Total:	338	84,8

The nomenclature components in street names in English - speaking countries are divided into two main features:

• by size: *Alley, Avenue, Lane, Street, Broadway.*

• by shape: *Circus, Circle, Close, Square, Crescent, Court.*

The terms of linear urban objects in the urbanonymy of Belarusian cities, in particular the city of Vitebsk, are more numerous and make up only 10 lexical units. So, in Vitebsk, the following nomenclature types are the most common: *улица, проспект, аллея, бульвар, площадь, проезд, переулок, тупик, шоссе, линия.*

The comparison of the urbanonymic terms in two languages indicates significant differences in the perception of urban objects: the British more clearly share the special features of inner-city objects. Because of this, it is essential for the nominations to indicate the shape of the object: *Ashcombe Crescent, Springly Court*. For a native speaker of the Russian language, the form differences in the name are not so important, the memorial principle of the nomination is much more widely represented: *улица Буденного, проспект Черняховского.*

Conclusion. Thus, the peculiar properties of naming linear inner-urban objects of two European cities, Vitebsk and Bristol, have been established. Discrepancies are recorded at the graphic and grammatical levels, as well as in the nomenclature of godonyms, which represents significant differences in the perception of urban objects by representatives of Russian-speaking and English-speaking linguistic and cultural communities.

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DUALISM IN MAXIM FRY'S STORY "THE LABYRINTHS OF ECHO"

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Keywords: short story, fantasy, modern Russian prose, science fiction.

The theme of dualism was often used by romantic writers to emphasize the exclusivity of the hero and the depth of his inner self. Dual-reality is a concept in literature that characterizes romantic aesthetics and the opposition of the real and inner worlds in the mind of a romantic hero. At the heart of this concept is an act of rejection of the real world and an escape from its dullness by any means. Romantic heroes dislike the humdrumness, mediocrity, and dullness of the real world. For a romantic hero, the real world is too small and unable to contain all the feelings, hopes and passionate thirst for life, which is so inherent in the main characters with a rich inner self. Dual-reality gives heroes the ability to reach out to their desires and transcend the environment. Usually, the imaginary worlds of romantic heroes are extremely exotic, full of unusual, unimaginable wonders and striving to achieve everything beyond. Everything that happens in the book is associated with various images, and according to A.V. Novoseltseva: *«Writers try to reveal the chronology of events not so much through centrifugal as through centripetal organization of images, although artistic psychologism is used to identify mostly static images»* [1]. Imaginary worlds of heroes replace reality for them and they strive for them all their lives, wanting to experience their yet unknown facets. Often, such a desire leads to disappointment and the ideal world remains out of reach. However, in Maxim Fry's fantastic story «The Labyrinths of Echo», the main character manages to touch the dream and travel through his imaginary world.

The purpose of the study – is to consider the use of dual worlds in the fantastic story "Labyrinths of Echo", the use of dual worlds in urban fantasy and to reveal the motive for transferring the hero to other worlds. The relevance of the study lies in the insufficient study of the works of M. Fry by Russian literary critics.

Material and methods. The material for the study was a series of books by Max Fry «The Labyrinths of Echo». In accordance with the purpose of the work, the main methods of research are the problem-thematic and the method of figurative analysis of a work of art.

Results and their discussion. «The Labyrinths of Echo» book series was written by Svetlana Martynchik in collaboration with Igor Styopin and published under the pseudonym Maxim Fry. The books have genre features of urban fantasy and are distinguished by their peppy narrative, bright, fantastic landscapes and outstanding characters. The protagonist of the series is Sir Max, on his behalf the narration is being conducted, and it is with his imaginary world that the reader will have to get acquainted. The book begins with the introduction of the protagonist: *«First, let's dot some fundamental i's. My real name is Max…»* [2].

Further, Max tells about his environment and reveals his place in it: "For the first twenty-nine years of my life, I was a classic loser" [2]. From such a short description, one can already distinguish the negative attitude of the protagonist to the real world. In a string of weekdays, Sir Max is nothing more than a simple office worker, which we are accustomed to meet every day. Then he was just "Max" and by his first debut in the heart of the worlds "Echo" will be transformed into "Sir Max", dressed in the mantle of death and very pleased with his stay far from his homeland. Throughout the book, the protagonist will separate the “then Max” from himself more than once, which prompts the reader to the existence of a dual world that has changed the hero beyond recognition. In the real world, Max fails to realize himself and achieve life goals, of which he does not have so many. Work does not bring him pleasure, he spends his free time idly and each of his novels ends in failure: *«All my love affairs sooner or later ended in a slap in the same way, I could get used to it. You have to pay for everything - if you resolutely refuse to accept some of the fundamental principles of human existence, be prepared that sooner or later those around you will stop accepting you yourself»* [2].

Even from the first lines in the main character, a romantic dreamer is guessed, passionately longing to leave his native world. His reasoning can arouse sympathy in the modern reader, because Max's reasoning can be close to people stuck in the same everyday life. Many may recall Max himself, but not many may dream of Sir Juffin Halley. It is with this character that Max's immersion into all the subtleties of white magic and travels through Echo begins. According to the description of the protagonist, Juffin will seem to the reader as a sort of kind wizard who extended his hand to the desperate Fry: *«This cheerful gentleman with the manners of either an Eastern emperor or a circus ringmaster immediately won the heart of that former Max, whom I still remember»* [2]. It is worth noting that Max describes the appearance of almost all the characters in the book with the help of portraits of famous personalities of his homeland: *«Long Sir Lonley-Lockley Pit with the face of the Charlie Watts monument, as always in white»* [2]. This detail reflects the protagonist's attachment to the real world. In one of the chapters, he, by chance, will be at home. This is one of the most dramatic scenes in the entire series of books, because Max will perceive the return to the real world as a tragedy: *«But, remembering my life in Echo, I foolishly decided that it was a dream. Just a long fantastic dream, but finally ended»* [2]. The main character will be able to return to his imaginary world, where he learns that he was destined to be in it. The mysterious world of "Echo" has been waiting for him since childhood, when he read a book about the green door. Max managed to realize himself and replaced "Echo" with his real world: *«By evening, I suddenly realized that I really wanted to go home. It doesn’t look like me at all, I usually enjoy what I have with might and main, so I start to yearn for home only when I am on the outskirts of Echo»* [2].

Conclusion. Max Fry's story "The Labyrinths of Echo" gained popularity for its vivid images and a topic that is relevant to readers. The storytelling style is unusual and captures from the first lines. Particular attention is paid to innovation in the urban fantasy genre and the harmonious use of the dual world technique in it. The story about the journey of an ordinary office worker to the country of dreams teaches you to always follow your goal and rely only on yourself. The adventures of the great Sir Max will not leave indifferent the same cheerful, romantic natures like himself. In “The Labyrinths of Echo” book series, the dual world turns the story of a mere dreamer into reality.

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SOCIOLOGICAL ANALYSIS OF NATIONAL AND INTERNATIONAL STUDENT TRADITIONS AT THE PRESENT STAGE OF SOCIETY DEVELOPMENT

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Keywords: student, exam, examination period, custom, student tradition.

At all times and in all countries, students believed in the miraculous power of signs and superstitions, in particular, before an examination period or a difficult class. No one knows exactly where they came from and who invented them. But, nevertheless, these traditions are carefully passed down from generation to generation.

The aim of this article is to broaden the current knowledge about student traditions in different counties and to find out its similarities and differences.

Material and methods. The research uses scientific articles by Belarusian and foreign scholars who have studied the history of the emergence of such a phenomenon as student traditions. While analyzing the topic, a comparative descriptive method, a method of analysis and synthesis, generalization, description and systematization were used.

Findings and their discussion. A special significance is attached to Belarusian traditions which can help students to pass exams with flying colours. The study has shown that the most popular customs are directly related to the magical properties of things or the supernatural power of the specific time of day. Thus, we can distinguish the most common Belarusian student traditions:

➢ at midnight, you need to climb out of the window, waving an open record book and calling for a freebie. Then you must close your record book and can't open it before the exam. According to this tradition, it must be done exactly at midnight, loudly shouting «Freebie, come!», repeating the call three times. Many students really believe this custom and practice it before every exam;

➢ according to another tradition one should not cut or wash hair immediately on the eve of the exam. Students believe that knowledge is washed out with water;

➢ it is claimed that a student must put open textbooks and notes under the pillow on the eve of the exam for the knowledge contained in a textbook to appear in the head miraculously. It is important to note that students use this method not only before exams. It is also effective before any difficult class, when students are not confident in their abilities and knowledge;

➢ before going to the exam, you need to put a coin of five kopecks in your shoes. This tradition came to us from Soviet times. It was believed that the «penny» under the heel guarantees an excellent examination mark (a «five»). However, now students are also actively using this tradition and trying to put a coin of 10 kopecks under their heels in order to get a "ten" in the exam;

➢ on the day of the exam it's necessary to get out of bed and enter the classroom with your left foot. In fact, the origin of this tradition is not known, but it is believed that the principle of «everything is vice versa» is applied here;

➢ before taking an examination card, you need to repeat various «magic» phrases to yourself. For example: «Hand, take what the head knows». It is important to note that in psychology this method is called «autosuggestion» – the process of suggestion addressed to oneself, one of the methods of self-management of the individual [2]. This technique is often used not only before exams, but also before classes;

- during the exam, one of your friends or relatives must certainly scold you. It is believed that cursing wards off the evil eye and helps the student to pass the exam well [3].

As it has already been mentioned, student traditions are actively used in all parts of the world and, it is important to note that each country has its own unique tradition that allows a student to pass an exam successfully. So, for example, in France, students believe that in order not to have a retake or successfully cheat in the exam, you need to rub the monument to the French writer Michel de Montaigne with your hand. According to the French, if a ladybug sits on a student on the day of the exam, it is also a good omen.

The research data demonstrate that in Germany, students do their best to bypass old women on the day of exams. Those who pass between two pensioners will be doubly unlucky.

Much attention is paid to English student traditions. Students look for a four-leaf clover on the eve of exams. Many students believe that clover acts as a talisman, so it is better to put it into your pocket or bag during the exam.

American students are well-known for the most extraordinary way to pass exams successfully. For example, naked races are practiced at Yale and Harvard Universities. Just a lap around the campus - and students do not have to worry about the fate of their grade book [4].

One cannot but mention a Scandinavian student tradition of screaming before an exam. The custom has its roots in Uppsala University in Sweden, when this place is full of mad screams after 10:00 pm. So students relieve tension, take a breath before the next portion of knowledge and get their nerves in order. But nobody thinks about the neighbors' nerves. Such a ritual appeared in the 1970s and even got its name – «Flogsta Shout».

Unlike the traditions of students from the CIS countries, it is customary for Polish students to celebrate the session before it passes. It means that every year the mayors of Polish cities hand over the keys to the city to university students. They have a week to relax and then students return to their textbooks and prepare for the exams.

The research has shown that many Asian student traditions are related to homonymy – a phenomenon when different words and phrases sound similar, but have different meanings. So, Japanese students have two rituals to choose from: eat a katsudon dish before the exam or take a KitKat chocolate bar. What's the secret? The names of the food and chocolate bars sound almost like the word «victory». Therefore, local students are confident that these products will bring them good luck [1].

It is customary in Chinese universities to eat various apple dishes. In Chinese, the name of this fruit is very similar in sound to the word «safety». And students believe that such a diet will help them to cope with all the exams more confidently. Chinese students endow cashew nuts with the same magical properties – they sound like «I want to pass», and kiwi – «easy to pass exams». Like ours, there is a sign in China not to wash the hands immediately before the exam – luck can float down the drain with water.

The tradition of not washing the hair before an exam is shared by students of South Korean universities. Despite their cleanliness during other periods of study, they come to the examination session only with dirty hair. It should be noted that not only unwashed hair and food help South Korean and other Asian students, but also Buddhist prayers do.

It is asserted that Indian students eat cottage cheese with sugar during an examination period. It is believed that it cools the brain and allows a student to get better results. Some of the Indians take more drastic measures and become vegetarians for the entire examination period.

On the African continent, you can also find interesting traditions that can be applied in your country. So, in Zambia, students do not shake hands during the session. Such hostility is explained by the fear of transferring part of their knowledge through a handshake and failing exams [1].

Conclusion. Thus, it can be concluded that in different countries of the world, students use a variety of traditions and superstitions that clearly reveal each country's peculiarities. The analysis demonstrates that student customs are diverse, interesting and multifaceted and they fully reflect the culture and traditions of the people in which these customs originated.

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FEATURES OF EXERCISES FOCUSED ON THE HABITS AND SKILLS DEVELOPMENT OF SURVEY READING IN A FOREIGN LANGUAGE

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Keywords: survey reading, system of exercises, silent reading, forecasting skills, communicative task.

The construction of a building presupposes the presence of a foundation, which is responsible for the stability of the supports. If the foundation is not laid in accordance with standards, collapse or buckling are inevitable. The same fate awaits the insufficiently educated, therefore, narrow-minded person who cannot (due to his / her ignorance) become a full member of modern society. Nowadays, reading plays a key role in human life as it opens up new vistas for achieving dizzy heights in miscellaneous realms.

According to E.I. Passov, reading as a skill, on the one hand, is distinguished by a communicative orientation, drawn to “semantic perception”, on the other hand, reading includes other aspects: perception of graphic elements, lexical meanings, grammatical forms and so on. The degree of development of introductory reading skills can be different, and schools, first of all, strive to provide a certain level of communicative competence specified by the curriculum.

Thus, the problem of this study is relevant because representatives of the philological and pedagogical sciences continue to look for new ways to optimize teaching of this type of reading.

Material and methods. The following research methods were used: literature review on the subject and its critical analysis (works of E.I. Passov, N.D. Galskova, E.I. Solovova), scientific analysis of English training, the observation of the teaching process in Vitebsk gymnasiums № 1 and 2.

Findings and their discussion. Survey (synthetic, extensive) reading is a silent reading, without a dictionary, at a fairly fast pace, in which the reader's attention is focused on understanding the content, interpreting and memorizing it. The main goal of a reader is to extract the general information contained in it.

Usually long texts are used, without any difficult material, containing at least 25 – 30% of extra-information. Survey reading assumes an understanding of at least 70–75% of the facts contained in the text (basic information should be memorized and then reproduced word for word; secondary information –without distortion of meaning). The reading speed should be 180 – 190 words per minute for the English and French languages, 140–150 for German [1, p. 242].

Exercises for developing survey reading skills are divided into two groups: a) preparatory; b) speech.

Preparatory exercises develop skills of quick reproduction of large text units, forecasting skills and skills of speed reading. Preparatory exercises include [2]:

1. Exercises focused on the building of forecasting skills and understanding of new linguistic units. For instance: “Choose the sentences (the list of sentences is written on the blackboard) that reflect the main idea of the text.”

2. Exercises aimed at understanding new vocabulary. For instance: “Match each new word with its definition.” “Or identify what part of speech the new words belong to according to word-forming elements.” Or “Comment on the meaning of each new word taking into account the context.” Or “Complete the sentences using appropriate words.”

3. Exercises aimed at teaching the coverage of large units of text and the development of a normal reading speed. For instance: “Read the text as quick as possible, trying to seize the main idea.”

Speech exercises are classified into the following groups:

1. Exercises focused on understanding the general information. For instance: “Answer the questions.”

2. Exercises focused on understanding the main ideas, identifying topics, establishing the sequence of events, highlighting details. For instance: drawing up a plan, put the events into the correct order, deciding if the statements are true or false, underline the most suitable heading for each paragraph.

3. Exercises aimed at the development of the ability to review the material. For instance: “Prepare an annotation of the text.” Or “Develop the situation based on the content of the text.” Or “Debate on the topic …”

In order to succeed in survey reading readers should adhere to certain rules: 1) read as fast as possible in a short period of time; 2) organize silent reading periods; 3) check the understanding of basic information; 4) not to use translation as it makes fluent reading impossible.

The process of reading is divided into three stages: 1) pre-reading; 2) reading; 3) post-reading.

The purpose of the first stage is to stimulate interest in reading, to handle with linguistic and cultural difficulties in understanding the text with the help of some factors that simplify perception. Teachers use various techniques in order to capture students’ attention. They may include, for instance, basic discussions in groups. Well-organized work in a group, working to preserve the mental and healthy health of a student, builds communication and collaboration skills. To overcome language difficulties, the following types of work are used: 1) new word, grammatical constructions, proper names should be written out and commented on the blackboard or on a special card; 2) exercises containing the studied material; 3) linguistic and cultural difficulties can be removed by showing pictures, slides (presentation) and videos [3].

Before the second stage, students should be set up to read the text. Students are offered to answer the questions, do multiple-choice quizzes, complete sentences, establish whether the wording is wrong and correct the mistake, fill in the chart [4].

The last stage is devoted to the control of the understanding of the text and the extraction of basic information. First of all, understanding at the level of meaning is checked: students formulate the idea and topic of the text and necessarily give their assessment of what they read. It is important to do certain exercises focused on the development of the ability to express their opinions. For instance: “Express your attitude to…”. Or “Tell me if you agree with the author’s assessment of events, facts and why”. Or “Tell me what was especially captivating for you to learn from the text and why, share your experience if it is possible.”

The final stage may include: making up monologues or dialogues; conducting discussions; filling out questionnaires; selection or own development of illustrative material; preparation of projects, etc.

Conclusion. Reading is not only a personal safety-valve, but a thorny way to stimulate students’ mental activity. One most significant point that should be considered in the course of this issue is the formation and development forecasting skills, language guesswork. Someone who is really good at survey reading will break the ice and start an instructive conversation, find a way out of any dodgy, delicate situation, be quick at repartee without any scruple. This strategy is a bit sophisticated, but efficient.

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LINGUISTIC CHARACTERISTICS AND FUNCTIONS OF INSTAGRAM HASHTAGS

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Keywords: social network, Instagram, hashtag, functions, computer-mediated communication.

Social media communication is becoming more and more popular today and it occupies a significant part of our everyday interaction. A hashtag as a form of tagging allows users to embed metadata in their posts, to categorize topics and make them searchable online. Hashtags appeared first on Twitter in 2007, but now have spread to other communication platforms, such as Instagram, Facebook, and YouTube. Although a great range of disciplines investigates hashtags (IT, PR, marketing, social studies), hashtags have not yet received enough attention from linguistic research [1].

The aim of our study is to examine the characteristics of hashtags from a linguistic perspective, with a particular focus on Instagram hashtags in English.

Material and methods. The scope of the present research covers a corpus of Instagram posts published by English-speaking participants, including about 70 hashtag entries. Such methods as the descriptive method, the method of the analysis and classification were used.

Findings and their discussion. A hashtag is «a string of characters preceded by the pound symbol «#» [2, p. 46]. It allows users to add metadata to their posts, increasing the probability that their posts will be found and followed.

Hashtags were originally devised to categorize messages posted on social media platforms, such as Twitter, Facebook, YouTube, and Instagram. Over fourteen years of use, the hashtag has not just changed the form of communication on the web and accelerated the ways of searching for information, but has become a new form of self-expression.

Though initially launched to classify the topic of a post, hashtags have now developed several functions, such as expressing emotions, supporting movements, promotion and publicity, in addition to functioning as disclaimers. Born in the online environment, hashtags have even spread to the offline world as they can now be frequently seen in TV commercials, newspaper headlines, and demonstration banners where they are used to emphasize messages.

The spread of hashtags has caused a controversy among the linguistic community. Some researchers regard them positively in the light of language change. Others, however, claim that they are ruining the language.

Among the social platforms that make use of hashtags is Instagram. Launched in 2010, Instagram has become a very popular photo-sharing and social media platform. This social network enables users to upload photos and videos which can be edited, tagged, and viewed by their followers who can browse their content and view trending posts. Hashtags help Instagram sort and organize posts in order to reach people who will value them. The significance of hashtag phenomenon is evidenced by the fact that in 2012 the symbol «#» was named the word of the year.

Let's look at the most popular hashtags on Instagram:

#love – 2,1 billion entries;
#instagood – 1,5 billion entries;
#photooftheday – 1 billion entries;
#beautiful – 797 million entries;
#nature – 739 million entries;
#happy – 678 million entries;
#selfie – 451 million entries
#friends – 430 million entries [3].

As it can be seen, these hashtags are mostly represented by single words. But the classification of hashtags offers many more different types. Caleffi examined hashtagging as a new morphological process for word formation. She proposed a tentative taxonomy of eight types of English hashtags:

- acronym/abbreviation – #ASMR;
- 1 word – *#marathon*;
- 2 words – *#daydreaming*;
- 3 words – *#thingsnobodysays*;
- 4 words – *#fromwhereistand*;
- 5 or more words – *#whatamidoinghere*;
- letters and numbers – *#b2bhour*;
- ?? (weird hashtags) – *#duhDumduhDumDuhDumDuhDumDuhmddu* [2].

Though initially devised to classify messages and facilitate their searchability, hashtags have developed a range of linguistic and communicative functions, offering new ways of meaning-making. During our study we have identified the following communicative functions of hashtags:

- marking the topic(s) of a post (#*vegan*, #*elections*);
- aggregation of information on a certain topic (#*LondonOlympics*);
- sharing experience and socializing (#*amazing*, #*ontopoftheworld*);
- excuse (#*hegavemeflowers*, #*theworldmustknowwhatieat*);
- providing additional information: geographic location, price, brand, ingredients, etc. (#*glutenfree*, #*thePacific*, #*iphonexcamera*);
- marketing and branding (#*maxmaragram*);
- expressing attitudes like opinions, emotions and evaluations (#*disappointed*, #*excited*);
- initiating movements (#*icebucketclhallenge*; #*metoo*), etc.

To make the hashtags function properly one should follow a certain set of rules:

1. Choose a word or a set of words relevant to the subject of the message as a hashtag (for example, the hashtag #*autumn*, accompanying text and/or a photo related to autumn).

2. Transmit one thought in one hashtag.

3. Limit a number of words behind the «#» sign (a large number of words are difficult to perceive.

4. Limit a number of hashtags for a single message.

5. Use minimum of phonetic and graphic means (such as increasing the number of letters, brackets, emoticons, etc.).

6. Check the correct spelling of hashtags [4].

Conclusion. The results of this investigation suggest that hashtags are not only topic-markers and aggregators, which was their initial purpose, but that they apparently have numerous other applications. They are used for: advertising (#Apple, #Samsung); charity campaigns (#saveonelife, #IceBucketChallenge); entertainment (#MTV, #Oscars2022); sport events (#Wimbledon2021, #FIFA); political campaigns (#voteforX, #gogreen), etc.

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MEANINGS OF RUSSIAN IDIOMS

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Keywords: idioms, phraseological units, verbose conditions, origin.

Every language has its idioms (phraseological conventions) which sound completely meaningless to everyone, except those who have heard them since childhood. The English use the term “idiom” to denote a mode of expression peculiar to a language, without differentiating between the grammatical and lexical levels; also, or the syntactical or structural form peculiar to a given language. It may also mean a group of words whose meaning is difficult or impossible to understand from the words considered separately.

The purpose of the study is to analyze popular idioms in the Russian language that are difficult to understand for English speakers. We do not only explain their meaning, but also give their origin, give their English analogues.

Material and methods. The analyzed idioms were chosen from the list of 100 units according to their popularity. Fifty students of our university took part in the pool and ranged the suggested list of idioms. 15 popular idioms were transliterated, translated word by word, examined from the point of etymology and meaning with the help of various lexicographical and the Internet sources.

Findings and their discussion. 1. In Russian: делать из мухи слона [delat' iz mukhi slona]. In English: to make an elephant out of a fly. Meaning: to greatly exaggerate. Origin: the idiom has its roots in ancient Greece. The author is unknown, but the ancient satirist Lucian was the author of The Praise of the Fly, which is where the well-known expression with this meaning comes from. An analogue of the idiom in English: to make a mountain out of a molehill.

2. In Russian: подковать блоху [podkovat' blokhu]. In English: shoe a flea. Meaning: to show skill or ingenuity in a task. Origin: the Russian writer Nikolai Leskov has a story called «Lefty». The hero of the story is Lefty – a miracle craftsman who managed to shoe a mechanical flea that winds up with a key and performs a dance. The expression has been in the Russian language ever since. An analogue of the idiom in English: make ropes out of sand.

3. In Russian: когда рак на горе свистнет [kogda rak na gore svistnet]. In English: when the lobster whistles on the hill. Meaning: unknown when or never. Origin: it is a joking idiom because crayfish cannot whistle and climb a mountain. An analogue of the idiom in English: when pigs fly/ when the cows come home to roost.

4. In Russian: С легким паром! [s legkim parom]! In English: with light steam! Meaning: greeting and wishing health to someone who has just taken a steam or a bath (Enjoy your bath). Origin: this is what people in Russia used to say to those who had been cleansed of their sins and diseases by the bath and then breathed easy. An analogue of the idiom in English: Happy regeneration!

5. In Russian: выпрыгнуть из штатов [vyprygnut' iz shtatov]. In English: jump out of your pants. Meaning: to rejoice greatly/ to admire or try hard to do something. Origin: when a person is overjoyed, it feels like they are about to jump out of their trousers. An analogue of the idiom in English: bend over backwards.

6. In Russian: пускать пыль в глаза [puskat' pyl' v glaza]. In English: to throw dust in one’s eyes. Meaning: to create a false impression, presenting oneself, one's situation in a better light than it really is. Origin: men in Russia liked fist fights. Sometimes strength yielded to cunning. You could cheat and throw a bag of sand in your opponent's eyes. The notion eventually narrowed to «cheat». An analogue of the idiom in English: show off. An analogue of the idiom in English: to blow smoke/ to put wool over one's eyes. *New definition:* gatsbying – post pretty pictures on social media for a specific person to see.

7. In Russian: как сельдей в бочке [kak sel'dei v bochke]. In English: like herring in a barrel. Meaning: about a large gathering of people. A great many, which is crowded. Origin: a captain of a fishing seiner came to town on business, and in the morning, he got on a bus and went to the ministry. The bus was so crowded that he couldn't get off at the bus stop at the ministry and had to drive to the end stop. He drove back, but again he could not get off, and again he could not get off, and again he could not get off... He returned to the seiner, looked at the fresh catch, remembered himself on the bus, and said: «Like a herring in a barrel...». An analogue of the idiom in English: packed like sardines.

8. In Russian: заморить червяка [zamorit' chervyaka]. In English: starve the worm. Meaning: to eat a little of something. Origin: in Russia, peasants believed that digestive organs were inhabited by worms that caused hunger. You have to eat

something so that the worms are satiated and do not disturb the person. An analogue of the idiom in English: to stay one's hunger.

9. In Russian: выйти из себя [vyiti iz sebya]. In English: to come out of oneself. Meaning: to get angry. Origins: When a person is angry, it is as if their bodily shell is ripped open and they come out of it, revealing their emotions to the world. An analogue of the idiom in English: To fly off the handle.

10. In Russian: вешать лапшу на уши [veshat' lapshu na ushi]. In English: to hang noodles on the ears. Meaning: to fudge, to deceive. Origin: it is not a dough dish. The etymology of the word «noodles» is not entirely clear. The dictionary of P. Chernykh suggests that the word «noodles» comes from the verb «to lacquer», hence mindless tongue chattering. An analogue of the idiom in English: to pull the wool over someone's eyes.

11. In Russian: зарубить на носу [zarubit' na nosu]. In English: to make a notch on one’s nose. Значение: запомнить раз и навсегда. Origin: the word «nose» in this idiom does not mean the organ of smell. The word means «memorial tablet» or «record label». The idiom originated in ancient times, when illiterate people carried plaques with them everywhere and made various notes and notes on them. These were called «noses». An analogue of the idiom in English: put it into your pipe and smoke it.

12. In Russian: битый час [bityi chas]. In English: the beaten hour. Meaning: a very long time. Origin: in Russia time was measured by the sun. It was not until the 15th century that a clock appeared on the tower of the Moscow Kremlin. Every 60 minutes a chime would «beating». An analogue of the idiom in English: Donkey’s ears/years.

13. In Russian: держи хвост пистолетом [derzhi khvost pistoletom]. In English: hold your tale as a gun. Meaning: don't get down, don't get discouraged. Origin: when dogs are in a good mood, they hold their tail high, but when they are afraid or sad, they lower their tail. An analogue of the idiom in English: keep your pecker up!

14. In Russian: вот где собака зарыта! [vot gde sobaka zaryta]! In English: that's where the dog is buried! Meaning: this is what it's all about, this is the real reason. Origin: There are several versions. The best known is that treasure hunters, for fear of evil spirits, did not say the word «treasure», but spoke of a dog, implying a devil and a treasure. An analogue of the idiom in English: that’s where the shoe pinches.

15. In Russian: белая ворона [belaya vorona]. In English: the white crown. Meaning: a person who differs in behaviour or value system from others in the community. Origin: Crows with white plumage are considered very rare, as their colour is due to a mutation-albinoism. An analogue of the idiom in English: black ship.

Conclusion. Coming to the conclusion we note that rendering of idioms word by word is incorrect, they cannot be taken literally, as they are used in a figurative sense. There are many idioms in the Russian language, which make the language funnier, more diverse, and at the same time special for foreigners.

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THE CONNECTION OF PHRASEOLOGY WITH PEOPLE'S HISTORY (ON THE ENGLISH LANGUAGE MATERIAL)

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Keywords: phraseology, idiom, collocation, toponym, historical event, historical personality.

No nation is conceivable without its traditions and customs, and no nation is conceivable without its own language. Language is the soul of the people, the wisdom of the ancestors, so reverently transmitted over many centuries and millennia. The most vividly the national specificity of the language picture of the world and the people's history are reflected in the phraseology of any language, in particular the English language.

The aim of our research is to identify English phraseological units associated with historical events, personalities and processes and to classify them.

Material and methods. While working on the research we have selected and analyzed 30 historically themed phraseological units from Collins Cobuild «Dictionary of idioms» [2], and A.V. Kunin's «English-Russian phraseological dictionary» [4]. Such methods as the descriptive method, the method of the analysis and classification were used.

Findings and their discussion. Idioms are stable expressions of two or more words [1]. They live perfectly in every culture, while it is impossible to literally translate them into other languages – for a foreigner, such a translation will sound strange and incomprehensible [3].

There is the following classification of idioms:

- <u>Phraseological fusions (idioms).</u> These are indivisible turns. The loss or replacement of one of the components renders the phrase meaningless. *(Ex.: One's fingers are all thumbs).*
- <u>Phraseological unities.</u> Is a persistent turnover, in which, nevertheless, the signs of semantic separation of the components are clearly preserved. *(Ex.: To spill the beans).*
- <u>Phraseological combinations (collocations)</u>. These are stable expressions consisting of free meaning and phraseological meaning components. They may contain word substitutions. *(Ex.: A bosom friend).*
- <u>Phraseological expressions.</u> These are phraseological expressions that are stable in their meaning and composition and which have their complete meaning. *(Ex.: Live and learn)* [5].

There are different types of phraseological units in English. Phraseological units associated with historical events, personalities and processes occupy a special place in the language. They can also be classified in several groups.

The **first group** includes expressions with stable use and distribution, but it is difficult to call them phraseological units, since their semantic meanings are not associated with a specific event or person, but with a typical common phenomenon. These expressions are often found both in texts of strict historical orientation, and in journalistic works and works of literature.

Conventionally, a group of such phraseological units can be called «general historical» phraseological units [5].

Phraseological units such as *"stick to your guns"*, *"to swear loyalty"*,*" to claim the throne"*, *"above board"*, *"to lay siege*" are associated with common historical events and help to describe them more colorfully and present them to people.

Next, it is possible to distinguish the **second group** of «proper historical» phraseological units. The idioms of this group are associated with a specific historical event and help to approach the study of history more informally and interest the audience in learning the discipline.

For example, the idiom *"turn a blind eye"* reflects the Battle of Copenhagen in 1801, when British Admiral Horatio Nelson was practically blind in his right eye due to a shrapnel wound. When he saw the command to retreat, he put a telescope to his blind eye and pretended not to see the signal, whereupon the force under his command continued the battle and eventually won.

The idiom *"It's not my cup of tea"* is associated with the arrival of Americans on English lands after the Second World War. The British did not like the manner of behavior of the Americans, nor their culture, and they began to use the expression "*not my cup of tea*" in relation to them. Since then, this expression has been used only in an educational context, despite the fact that tea is an essential part of English culture.

Idioms "*to send to Coventry"*, "*Breadline", "to show one's true colours"* are associated with many significant events in English history: English Civil War, the period of hunger, the golden age of piracy, etc.

The **third** equally interesting **group** of idioms relates to historical figures, their contributions to the history of England and also historical sites. These idioms help to shape the image of influential, historically important people and places more clearly and vividly. This group can be called «personality» idioms and phraseology toponyms.

Some examples from this group are the following «personal» idioms: *"the admirable Crichton"* – this idiom is derived from the name of the famous Scottish scholar J. Crichton, who received his Master's degree in the sixteenth century at the age of 14. Crichton was also noted for his very attractive appearance. Queen Elizabeth I gave some of her courtiers nicknames, such as William Cecil, the Queen's head of government, was nicknamed *"Sir Spirit"* for his insight into all matters of the society. *"The Weary Knight"* was the nickname of the Earl of Essex, a favourite of Elizabeth I who rebelled in 1601. *"The Lady in the Tower"* was the nickname of Ann Boleyn, Henry VIII's second wife to be executed, a nickname that remained for many years*; "the Flower of Oxford"* was John Wycliffe who in 14th century laid the foundations for the future reformation of the church. *"A She-Wolf of France"* – Isabella of France, wife of Edward II was particularly cruel and took a direct part in plotting and murdering her husband. "*Bloody Bonner"* – Edmund Bonner, bishop actively fought heretics in the time of Mary I. He was ruthless and called for the burning at the stake, which earned him the «title» of bloodsucker. "*Hobson's choice"* – Thomas Hobson, a livery stable owner in Cambridge, who offered customers the choice of either taking the horse in his stall nearest to the door or taking none at all.

Idioms reflecting toponyms show the informal names of significant places that reflect historical and political processes. For example, Anglo-Saxon tribes, who invaded England in the fifth century named their new country *England (the land of Angles*). The Roman conquest of the British Isles had a major influence on place names: for example, *Eccles* (from the Latin *ecclesia*, i.e. *chester/ ceaster*), *Manchester, Lancashire, Chester, Cheshire, etc*. In 1807, Washington Irving, in his short story collection Salmagudi, compared the Village of Fools to New York City, from which time the word *"Gotham"* became one of his nicknames. *"The Suffrage State"* – Wyoming; *"the Battleground of Freedom"* –Kansas; *"Battle-Born State"* – Nevada. These nicknames well reflect the events that were decisive in determining the names of the states.

Conclusion. The research has shown that there is a large number of English phraseological units associated with historical events, personalities and processes. Idioms reflect national and cultural characteristics of people. Learning idioms enhances understanding native speakers and their culture and promotes the development of students' sociocultural competence.

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SOME PECULIARITIES OF THE DIALOGUE DEVELOPMENT IN THE PLAY BY J. BUTTERWORTH "THE RIVER"

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Keywords: dialogue, dialogue type, dialogical unity, one-sided dialogue, semantic, structural and communicative coherence.

As an act of social-speech interaction dialogue has been widely analyzed and different classifications of dialogue types have been introduced so far by many Russian and foreign linguists as: I. Zaizeva [1], G. Ipsen, D. Crystal, W. Franke, G. Leech and others [2].

Nevertheless, artistic dialogues in British plays, particularly in the second decade of the 21st century are barely examined. This fact determines the relevance of the material under discussion – one of the comparatively modern plays by J. Butterworth "The River" published in 2012 [3] and that was also performed at the Royal Court Theatre Upstairs, London where it got good reviews. The purpose of the article is to define the dialogue type by analyzing semantic, structural and communicative peculiarities in the dialogue.

Material and methods. The material for the research is a dialogue in the mentioned play. In accordance with the aim set in the work, the main methods used in the study are: observation, generalization, semantic structure analysis, compositional analysis.

Findings and their discussion. Dialogue is a speech form, characterized by exchange of utterances of 2 or several participants and direct connection of these utterances with the present situation [4]. The analysis of communicants' utterances, called lines is advisable to conduct within a dialogical unity – the notion, representing a structural and semantic unit, consisting of 3 or more components of different communicants, adjusting to the center and characterized by semantic, structural and communicative coherence [5, p. 27]. The analysis of the participants' lines in the dialogical unity enables us to see the contribution of each person to the theme development more clearly, which in its turn makes it possible to specify the dialogue type according to the classification by M. Blokh, S. Polyakov, who classified the dialogues on the basis of the type of comments in the response line and distinguished active, one-sided and quasi dialogues [5, p. 40–41].

In the play under consideration we will analyze the dialogue between 2 characters, presented by the playwright as the Man and the Woman. Taking into account a limited amount of the publication, we will present one of the dialogical unities singled out in the dialogue on the basis of semantic, structural and communicative coherence:

THE WOMAN. There's a pair of gold earrings in the soap dish. Next to the soap.

Silence.

THE MAN. Okay –

THE WOMAN. You don't have to say anything. Really. It's none of my business. I mean –

THE MAN. Listen –

THE WOMAN. It's no big deal.

THE MAN. Sit down. Please –

THE WOMAN. After all, we're both adults. We can be honest with each other. Can't we? I mean, can't we?

Silence.

Today on the beach, you were teaching me to cast. And I asked you, as a joke, I think… just being silly, who knows why, I asked how many other women you'd brought here. To this place. And you went quiet. You picked up a stone. So for fun, or for some other reason, some deadly serious reason, or just playing, who knows, I said come on, give me a number. I don't know why. I mean what does it matter? If I'm the third, fourth, seventh, eighth. What difference does it make? (Beat.) But I asked. (Beat.)

And you looked me straight in the eye and said do you really want to know?

And it all went silent out there on the beach and the sea was coming in I looked back at you and I was suddenly afraid. I suddenly, desperately, urgently didn't want to know. But I said yes. Tell me. (Pause.) And you told me. (Beat.) And I said come on. In all these years. Come off it. I wasn't born yesterday. (Beat.) And you said it's true. (Beat.) Afterwards, in this room we made love. When it was over, you said something. You told me something. Words which completely surprised me and scared me. And I've thought of nothing else since.

THE MAN. Yes.

THE WOMAN. You said you loved me. You said 'I love you'.

THE MAN. Yes.

Pause.

THE WOMAN. This morning you said you came to the river, and you watched me dive in the water. You said it was the most honest thing you'd ever seen and you realised you had to be as honest and truthful as that moment.

THE MAN. Yes.

THE WOMAN. That you would always try to be that.

THE MAN. Yes.

THE WOMAN. Hanging in the cupboard next door is a dress. A scarlet dress.

Under the bed, in the box there's a framed picture. A drawing of a woman. She's sitting there in that chair. She's wearing a scarlet dress. The woman in the picture. Her face has been scratched out.

Silence.

Why is her face scratched out? (Pause.) Why is her dress still here? [3, p. 42–44].

In the dialogue, consisting of 15 lines the initiative of the conversation belongs to the woman, who wants to know the owner of a pair of gold earrings found in the bathroom. Her communicative intention to find out the information is expressed implicitly and explicitly in all her lines. The anxiety caused by the finding is revealed in her 2nd, 3nd, 4th lines in which she interrupts the interlocutor, which is identified in the text by a symbol (–), indicated by the playwright in the beginning of the play as interrupted speech. The Man's tactics in the first 3 lines is a failed attempt to calm down the woman.

Analyzing the lines of the both communicants it should be noted that the woman's lines far more exceed the man's lines in size. The theme development happens only in the woman's lines. The man's lines don't transmit any relevant information, but they are included in the general semantic of the dialogical unity and have a retrospective communicative direction to the woman's previous utterances in the form of the expression of his attitude to the given information. This allows us to talk about the presence of the semantic coherence in the analyzing lines.

The semantic coherence is accompanied by the structural one as there is a constant reaction of the addressee to the woman's narrative lines: the Man's first 3 lines express his attempt to speak, the rest of the lines – his consent with the Woman (yes – 4 times).

Conclusion. Having analyzed the lines of the both characters, we can state that all theme development happens only in the utterances of one communicant, while the role of the interlocutor comes down to the expressiveness of modal reactions, mostly to the simple confirmation of the received information. This conclusion allows us to define this dialogue as a one-sided dialogue.

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CLICKBAIT AS A FORM OF MANIPULATIVE INFLUENCE IN A MODERN MEDIA TEXT

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Keywords: clickbait, media, headline, manipulative influence, target.

Information is an integral part of the life of every society. Despite this fact, we can't say with utter certainty that all aspects of information as a phenomenon will ever be studied since our reality is constantly changing. The **scientific novelty** of this study is defined by the object of the research. It is commonly asserted that with the rise of the Internet, a great deal of information that was previously inaccessible has become public. The main feature of the Internet is that it contains all possible media, so now people have a possibility to choose from a variety of available resources. In addition, the Global Web is hard to control, that's why censorship of any kind doesn't really work there. This explains the fact that the media struggle for the reader's interest at all costs, sometimes even neglecting morality.

Clickbait is a "catchy", emotional type of headline, that makes us click on the link and "snap at their bait". The main **research purpose** is to study clickbait as a new method of attraction, its types and manipulative potential.

Material and methods. Research methods used in this study are data collection and analysis, interviewing. As a material we used information in the public domain (articles in various publications and their headlines, the number of views). The Global Web allows us to study the demand and therefore the effectiveness of a clickbait influence. An equally important part of the study was an interview with an editor of the "Psychologies" magazine (Moscow, Russian Federation).

Findings and their discussion. The way a media text is defined, first of all, by its title. A title saves readers' time and effort in the search of information and performs a nominative function by giving a name to an article and allowing us to distinguish it from a number of others. A headline is the first thing readers see and it is considered to be the main selection criterion. That's why the role of naming and the choice of appropriate methods of attraction have risen. We can't but agree that clickbait is the best example how to arouse reader's attention. Our study has shown there are different types of clickbait. Above all we separated misleading and misinforming headlines that have nothing to do with the contents from the simply intriguing type that leads readers to the expected content. The first type includes: 1) exaggeration (when a simple fact is presented as a sensation or suspicion is presented as a fact:"Mother of «sausage king» Vladimir Marugov found guilty in death of the son", 17 237 views [9]); 2) misinterpretation ("one thing in words, another in deed": "Not just his brother's wife: Prince Harry and his special relationship with Duchess Kate", 186 493 views [7]); 3) putting pressure on emotions ("The astrologer named what months will be difficult for Russia and announced when the special operation in Ukraine will end", 1 561 338 views [8], "Be careful! These people are toxic! Zodiac signs considered energy vampires", 143 790 views [4]); 4) call for action (direct address to the reader:

“Don’t miss your chance to get the best smartphone of 2022: Note 12 Pro review from Infinix. We’re talking about a «flagship killer» that will change your life.” [3]

The second type of clickbait is a way to attract readers without cheating. It includes: 1) numbers (usually a numbered list of things, places, reasons, ways to do something: “6 signs of a person who didn’t get enough love in childhood”, 158 812 views [5], 2) piggybacking (to use the fame of celebrities to attract attention, telling about their lives, to take an interview: “Irina Khakamada: “It is useful to dive into the very depths of despair”, 27 882 views [2]; 3) successful solution of the question (including phrases “how to”, “what to”, “this is how”, “this is what”: “What to do when you do not know what to do? Psychologist's advice”, 2 593 views [6].

According to our observations, clickbait is not always effective. [1] It depends on its type, aim, media’s reputation and target audience. People stopped responding to traditional forms of clickbait including the words “Shock!”, “Sensation!” or “You won’t believe!” as their media-literacy rate has increased. But users also tend to leave common sense if it’s a burning topic. As in our above-mentioned article about an astrologist and his/her predictions about the special operation. The most remarkable fact is that people are still interested in the life of celebrities and fall into the trap of fake news of someone’s death. Clickbait is also used as a manipulative instrument, for example to make people do something: to buy a product, to form certain political views under the influence of emotions, to find an easy way to solve problems, to play and win.

Conclusion. Clickbait is a powerful marketing strategy if used correctly. It can be dangerous in the context of Information Warfare, because information or misinformation is the strongest weapon.

Thus, clickbait is more commonly used by the gutter press. The reason for this is that it undermines reader’s trust and leads to drop in rankings. According to an editor of Psychologies magazine Alexandra Kravchenko, the cost of clickbait is too high. In modern reality mass media ratings depend on the operation of algorithms as all of them have an online version, which is usually more popular. “Algorithms can put you in a shadow ban (like a silence mode), when your site still exists, but no one sees your activity”. The worst-case scenario is complete blocking of a site. We can call it artificial intelligence censorship.

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LINGUISTIC FEATURES OF ADVERTISING TEXTS

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Keywords: advertising, linguistics, lexis, syntax, semantics, pragmatics, stylistics.

The relevance of this work is determined primarily by the fact that advertisement comes into all spheres of society, has a variety of broadcast channels, a flexible system for responding to public requests and changes, a wide arsenal of tools and techniques to achieve the goal.

The purpose of the study – to consider the lexical, syntactic, semantic, pragmatic and stylistic features of the advertising text.

Material and methods. While writing this paper, scientific and educational literature, articles from scientific journals, and the results of research by specialists in the field of linguistics were used. The main sources were the works of Yagodkina N.V., Aniskina N.V. and Arnold I.V.

Findings and their discussion. Advertising from a linguistic point of view is a special area of practical activity, the product of which is verbal works - advertising texts. Advertising communication can be viewed as "an indirect form of persuasion based on an informational or emotional description of the benefits of a product. Its task is to create a favorable impression for consumers about the product and "focus their minds on making a purchase". To do this it is necessary to study the specific features of the language, as they are used to form a message that holds the interest of the target consumer. These features are associated with lexis, syntax, semantics, pragmatics and stylistics [1].

Lexical features: the words chosen for advertising attract attention. Vocabulary is chosen according to the target audience, it should be simple and easy to understand with the exception of the technical vocabulary, which is used to emphasize the technical parameters of products such as computers, medicines etc. Complex and colloquial words are used to capture attention instantly. Advertisements are full of adjectives and adverbs to emphasize the merits, features of the product and service in terms of price, quality, usefulness, convenience etc. Often a limited range of evaluative adjectives are used such as *"new, real, fresh, correct, natural, useful"*, etc. When addressing the audience second person pronouns are used. There are neologisms. Such words are immediately evident and understandable in meaning. Euphemisms are used to avoid *"unpleasant"* situations or offensive language. Advertising usually emphasizes a positive side of a product, a negative side is omitted. To do this, sometimes misleading words are used, such as: *"helps, proven, guaranteed"* etc. Some words are often repeated to give the impression that the company wants the audience to feel connected to the product created in the advertisement. In addition, signs and symbols are used to reinforce and convey the message effectively [2].

Syntactic features: simple sentences in the present tense are used in advertising, complex sentences are avoided so that there is no ambiguity in interpretation. However sometimes ambiguity is introduced intentionally to create confusion. Ambiguity can be syntactic, created by grammatical structure. This can make a phrase memorable and make you reread it. Short sentences are often used to influence the reader in terms of clarity, ease of remembering. Disjunctive conjunctions are used for better memorization. However, many ads contain complex sentences to create a repetitive rhythm. Sometimes only phrases are used as sentences. Rhetorical questions are used to provoke thought. They convey a message in a very convincing way but do not require a response, such as *"does your toothpaste contain salt"*. Such questions puzzle the audience. Sometimes an antimetabole is used to achieve the desired effect, that is the repetition in the second part of the sentence of words that are in a different order in the first part, and the meaning changes, for example: "I know what I like, and I like what I know" [3].

Semantic features: use of different meanings. The level of understanding of the meaning remains simple, ambiguity is avoided. But sometimes semantic ambiguity is created with the help of puns. In advertising there may be expressions with undefined meanings. When such expressions are used, several coexisting values become available [4].

Pragmatic features: semantics deals with the direct examination of the meaning of a sentence, while pragmatics deals with the meaning of an utterance based on who uses it and in which context. Advertising language is language used for a particular purpose or in a particular social context. In the language of advertising, it is important to know not only the content but also the structure of signs, the ways in which meanings are exchanged, the ways of designation, how advertising includes other systems and ideologies, and how they create meaning. Advertising offers us only text and our own experience and knowledge allow us to give meaning to what we see and hear. Advertising was invented by society to influence people, and now advertising itself influences society, ideas and opinions. They address a wide range of basic aspects of life such as standard of living, social and economic status, social belief system, marriage, education, and so on, as well as less important aspects of human life such as habits, preferences, beliefs. Advertising influences the culture of the society in which it operates. Advertising is not just a business it affects every person in society, in all spheres. Attitude change is the main concern of the advertiser, which he seeks to fulfill through persuasion. To do this the advertising language can use various motives such as rational motive, in which logical and rational explanations of the brand are provided, moral motive, which emphasizes the moral importance of the brand, emotional motive in which emotional experiences are mixed. Thus the pragmatic features of the advertising language are aimed at achieving both psychological and sociological impact [5-6].

Stylistic features: the use of a huge number of stylistic devices:

1) Style: in advertising, simple, informal. Everything becomes embellished, for example old houses become *"unique"*, housing next to a busy road becomes *"convenient for transportation"*;

2) Deviation from the norm: advertising violates the rules of *"normal"* language. The deviation may be syntactic, when word order is changed or lexical, when parts of speech undergo changes. For example, a word normally used as a noun might be used as a verb in advertising language, "*сникерс* - *сникерсни*";

3) Bringing to the foreground: refers to the use of techniques that *"bring"* the act of expression to the foreground so that the advertising language draws attention to itself. Bringing to the foreground can be achieved with parallelism;

4) Comparison: a figure of speech that compares two elements to show similarities. It is very often used to create a lively and vibrant association. For example, in an advertisement for mineral water *"fresh as a mountain spring"* suggests crystal clear water;

5) Metaphor: a figure of speech that compares two elements but the comparison is implied, not stated. By figurative comparison of the advertised product or service with a thing with a similar characteristic, the characteristic feature of the product or service is clearly emphasized so that consumers can easily remember it. For example, the name of an advertising agency is *"Ambulance Creative Assistance"*;

6) Personification: this is a figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities. In advertising, personification gives the product a *"human attribute"* and inspires feelings in the advertised product. For example, the Colgate ad featuring toothbrushes as match commentators;

7) Parallelism: parallelism means the parallel presentation of two or more identical ideas in similar structural forms used to create a sense of balance, symmetry and rhythm;

8) Hyperbole: the use of exaggeration to emphasize or enhance an effect. Used to encourage customers to buy their products and thereby increase sales. Hyperbole is based on adjectives and adverbs. For example, *"king of cereal"*;

9) Repetition: a rhetorical device for repeatedly using certain words or sentences to emphasize the importance of a message or to demonstrate a strong feeling. Includes repetition of the brand name and slogan in order to improve memorization [7].

Conclusion. Advertising – a special language, with its own laws and rules. Its ultimate goal is to get the advertiser's message across to you and make sure you interpret it correctly. In this connection, there is a need to create such an advertising text that will have its own distinctive linguistic features.

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THE WORLD OF POPULAR CARNIVALITY IN N. GOGOL'S "EVENINGS ON A FARM NEAR DIKANKA"

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Keywords: popular carnivality, laughter, humour, character, N. Gogol, comicism.

Carnivality is a special type of popular laughter culture, which has had a strong influence on art and fiction for many centuries. Thanks to carnivality not only the author's model of the world and man has changed significantly, but also significant adjustments have taken place in the writer's discourse itself. Various forms and types of folk carnivality form the basis of Gogol's collection "Evenings on a Farm near Dikanka". Ukrainian folk festive and fair life, well known to the author, is described in most of the stories in this book. And motives of the holiday and merry atmosphere are revealed in the stories and images. The study of this aspect is significant and relevant, as it allows us to expand our scientific understanding of the artistic world of this Russian classic.

The aim of the study is to identify universal motifs of carnival in the book "Evenings on a Farm near Dikanka" as the basis of the author's comic discourse.

Material and methods. The material for the study was the writer's cycle of short stories. Research methods: concrete-historical, descriptive.

Findings and their discussion. As is well known, carnivality refers to the transposition of forms of folk-meaning culture into the language of literature.

The main goal of carnivality is to change the usual ideas about the world, to change the usual order of things, to ridicule everything habitual and familiar in order to contribute to its revival and renewal through denial, ridicule.

Gogol's carnivality is a situation where the characters, as it were, put on masks, show unusual properties, change places and everything seems confused, mixed up and unusual. A kind of Gogol's fiction arises on this basis [3, p. 131].

"May Night" widely describes the pictures of parubki festivities. These episodes are the beginning of the plot of the work: the protagonist Levko decides to teach his own disreputable father a lesson, and he encourages the rambunctious couplets to play a practical joke: "Do you agree to have a good laugh today? [2, p. 86]. For this reason, he asks everyone to change clothes "who gets into whatever." Here Gogol touches upon not only aspects of the traditional generation gap, but also the motive of carnival dressing up, public ridicule of the "head" is practically realized.

The Night Before Christmas is also dominated by motifs of carnivality. As soon as the devil stole a month from the sky, everything got mixed up in the human world. And all he had to do was to hurt his enemy, blacksmith Vacula. However, according to the laws of carnivality, the infernal character, who had decided to deceive everyone, was fooled himself: he was captured by Vacula and obediently forced to serve the hero.

The evil element – the devil becomes a character who is no longer feared, but rather laughed at. For example, Vacula was amused by the way the devil sneezed and coughed when the hero took a cypress cross off his neck and held it up to him.

In this work, the image of Patsyuk is also comical. The author shows a very fascinating and multifaceted scene when Patsyuk eats dumplings. His laziness, gluttony and sense of his own power drove the character to the point of wanting to do nothing physically, but to use magic to make the dumplings fall into his mouth.

Talking about Gogol's work, the scientist M.M. Bakhtin noted the carnival motif of playing the fool in the underworld, presented in the story "The Missing Letter". The plot is based on the fact that the witches, playing, suggest to the narrator's grandfather joining them and promise to return, if he is lucky, his hat.

The chronotope of carnivality was defined by Bakhtin as a "merry place" and "merry time", that is, the singularity of the place and time is a prerequisite for the manifestation of the corresponding comic beginning.

An example of a 'merry place' in Gogol is, for example, the fair, where all the people seem to unite in a carnival riot, or St Petersburg, where everything seems unusual for a simple blacksmith. "Merry time" is, in the book, the night before Christmas itself, any holiday.

The folk festive character of Gogol's laughter in "Evenings on a Farm near Dikanka" also has a dual character. Bakhtin rightly noted that laughter is always accompanied by tears, merriment by fear, birth by death, and so on. J.W. Mann pointed to "the rethinking of motifs, images and scenes traditionally associated with folk-mocking culture, the complication of ambivalence, the gaping contrast of individual death and the life of the whole" in Gogol's prose.

This Russian writer often turned to the artistic device of hyperbole (both in portraiture and in the plot), which again can be interpreted as additional artistic means of carnivalisation in the construction of the artistic world.

So, the folk laughter basis of Gogol's laughter world is beyond doubt. Moreover, M.M. Bakhtin noted in Gogol various manifestations of folk culture of laughter and the Rabelaisian carnival tradition.

At the same time, one should note the ambiguity of the laughing nature of Gogol. The writer, who deeply felt the universality and power of his laughter at the same time, "could not find a suitable place, nor a theoretical justification and illumination for such laughter in the conditions of the "serious" culture of the XIX century" [1, p. 531], – M.M. Bakhtin considered.

The peculiarity of the artistic world of Gogol's stories is associated primarily with the extensive use of folklore traditions: it is in folk tales, semi-pagan legends and legends that the writer found themes and plots for his works. He was referring to the legend of the fern that blooms on the night before St. John's Eve, the legend of mysterious treasures, the sale of the soul to the devil, the flights and transformations of witches, etc. Many of his works feature mythological characters: sorcerers and witches, werewolves and mermaids and, of course, the devil, to whose shenanigans popular superstition is ready to attribute any evil deed.

Conclusion. Carnival laughter is very organic of Gogol's discourse. N. Gogol, who deeply felt the people, their element and spirit, had to introduce a truly carnival basis into his comic world.

Gogol's fiction has forever become a treasure not only of Russian, but also of world literature, entered its golden fund. Modern art openly recognises Gogol as its mentor. The ridiculous is paradoxically combined in his work with the tragic. Gogol has revealed the common origins of the tragic and the comic (including carnival ambivalence). Gogol's ideological and stylistic influence in literature is palpable in the novels of Bulgakov, in the plays of Mayakovsky, and in the phantasmagorias of Kafka. Years will pass, but the mystery of Gogol's laughter will remain a mystery to new generations of readers and followers.

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PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF THE EDUCATIONAL SPACE AND THE SOCIAL SPHERE

PROSOCIAL ASPECTS OF VOLUNTEER ACTIVITIES

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Keywords: prosocial behavior, volunteers, help, sympathy, empathy.

The issue of human activity aimed not at satisfaction of one's own interests but at the benefit of other people concerns representatives of various scientific fields and is connected with prosocial behavior (E.V. Grishunina, A.A. Kovtun, N.V. Kukhtova, D.A. Romanov, V.G. Minenko, V.A. Petkov) [3, 5].

Volunteer work can be considered in the context of prosocial behavior, which is understood as any socially approved behavior or any action aimed at the well-being of others. At the same time this is the type of activity where a person can reveal his or her individual potential to the fullest extent. By helping others, a person acquires a lot of new knowledge improving himself.

In psychology there are attempts to connect prosocial behavior with separate personal characteristics, and in this context a volunteer can be considered as a personality characterized by prosociality [3]. The main features are the voluntariness of the act of helping, focus on helping people and even not familiar ones.

The relevance of this article is caused by the fact that despite the significant amount of research on prosocial behavior that has been conducted, a number of issues are still not adequately explored. For example, the correlation between prosocial behavior and personality characteristics has not been investigated; moreover, there hasn’t been done any search for individual differences in helping people and predictors of appropriate behavior, especially in volunteers whose activities are related to helping.

Material and methods. Research methods include theoretical analysis of the literature on the problem (comparative, descriptive and analytical analysis).

Findings and their discussion. Volunteering is based on unselfishness, the "freeness" of the work being done. At the same time people engaged in volunteering need encouragement, motivation" [1]. N.E. Zlokazova also emphasizes voluntariness and disinterestedness of volunteer work, but points out that "its motives are not in material encouragement, but in satisfaction of social and spiritual needs" [2]. Although in the perception of the population the true motives of benefactors are not always altruistic. I.V. Mersyanova writes, "The majority of respondents believe that the population has little faith in the purity of benefactors intentions". According to I.V. Mersyanova's research, 72% of the Russians agree that the authorities should monitor the true motives of charitable organizations. [4, 6].

Volunteers are able to understand the consequences of behavior and the meaning of words depending on the nature of the relationship; they are friendly and altruistic, show volitional powers, are extroverted and have a low level of suspicion.

U.P. Kreptova considers volunteer activity as a kind of non–adaptive activity of a personality that is readiness of a person to unforeseen situations and non-standard decisions. Observing volunteers U.P. Kreptova came to the conclusion that volunteers take their activity seriously, consider it valuable for the society, and also tend to overcome their weaknesses and aspire to self-development.

In researches of N.V. Kuhtova and M.N. Orlova it is noted that participation of volunteers in the decision of socially significant problems is directed on improvement of social well-being of other people and therefore represents prosocial behavior [3].

Thus, as P.A. Kislyakov, E.A. Shmeleva, O. Govin specify, the psychological characteristic of the volunteer is based on motives, personal qualities and conditions of volunteer activity. So, in their opinion, qualities of the volunteer include charity, sincerity, benevolence, responsibility and desire to help. [2]

Volunteers also learn to understand people and are not afraid of taking responsibility and initiative; have an active lifestyle; tend to take risks, engage in activities that are unusual and force to go beyond their comfort zones and find creative ways to solve problem situations.

Volunteers gain great experience while communicating with people of different occupations, they learn tolerance and tactfulness, and they are less affected by various gender, ethnic and age stereotypes.

Conclusion. Understanding of socio-psychological features of volunteering activity allows comprehending its prosocial essence. Thus, volunteering activity is prosocial and is defined by modern scientists in the substantial, target, procedural and technological aspects. Participating in volunteering, the person on a gratuitous basis aspires to positively influenced social transformation processes. The young generation is an active socio-demographic group that possesses high volunteer potential and makes a skeleton of volunteer movement. Student involvement in volunteer movement and effectiveness of socially-oriented activities should improve the quality of education and efficiency of educational environment functioning. Socially oriented activity is an indicator of a number of personal and professional qualities development, as well as it is a significant factor in the formation of readiness for independent life activities.

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WORKBOOK AS PART OF THE PHYSICS TEACHING COMPLEX

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Keywords: teaching complex, workbook, content of a workbook, workbook structure.

New requirements are being developed on the content and organization of education, which should be aimed at developing a child's personality and initiative, as well as at organizing students' independent cognitive activity. Teachers and students organize the educational process on the basis of educational and methodical complex. Therefore, there is a need to create a didactic textbook for students focused on carrying out their cognitive activities. It is advisable to consider a workbook as such a tool. The content and structure of such a workbook should be developed.

Material and methods. The didactic basis for the organization of the educational process in an educational institution is an educational-methodical complex (EMC) based on modern achievements of pedagogical science (modern educational paradigm).

In accordance with the modern educational paradigm, the educational process is represented as the organization of students' independent cognitive activity. The subjects of interaction are a teacher and a student. In this case, the teacher acts as an organizer of educational environment, and the student recreates the content of subject knowledge using the methods of basic science [1].

On the one hand, a CBM is defined as a model description of the projected pedagogical system that underlies it. On the other hand, QMS is considered as a system of didactic teaching tools for a particular subject (with the leading role of a textbook), created for the fullest implementation of educational and training tasks, formulated by the educational standard and curriculum for this subject and serving the comprehensive development of students' personality.

Findings and their discussion. Educational complex is an open system of didactic tools (as opposed to a complex). Being components of a complex, learning tools are interconnected in terms of content and complement each other in terms of functionality.

The structure of the teaching and learning complex includes tools that allow the teacher to organize all the stages of students' independent cognitive activity (planning, perception, comprehension, memorization and application) effectively. It gives the complex integrity and determines the composition and filling of its components [2].

The composition of the workbook and the relationship between its components according to the stages of knowledge acquisition are shown in Figure 1.

The structure and content of a workbook are determined by a set of the following types of learning activities (learning actions) carried out by students while mastering subject knowledge and skills, ways of subject cognitive activity:

The workbook structure and content are determined by the combination of the following types of learning activities that students carry out when obtaining subject knowledge and skills and ways of subject-related cognitive activity:

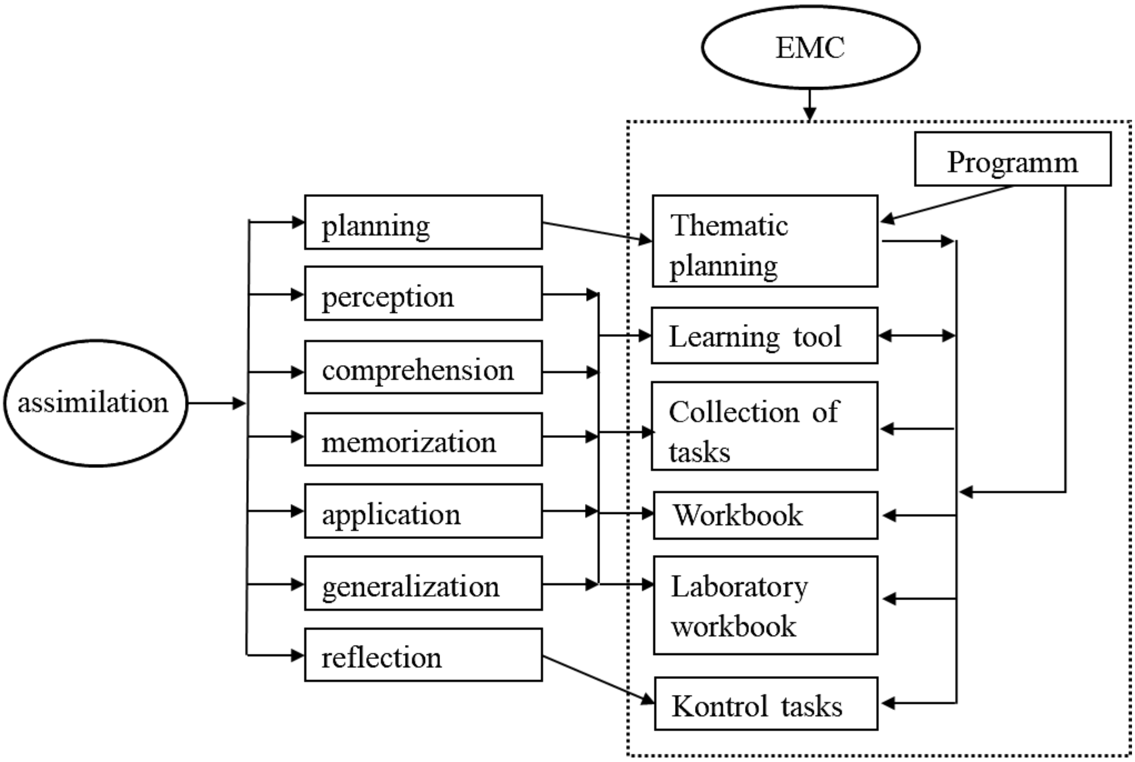

Fig. 1

- planning cognitive activities;
- selecting an orientation framework for acquiring knowledge and skills;
- selection of available sources of learning information;
- subjective creation of the structural elements content of physical knowledge;
- planning and carrying out educational research;
- solving physical tasks;
- self-control of cognitive activity.

The list of these cognitive activities of students allows us to define the structure of the workbook and to include the following:

- generalized schemes of describing the content of the structural elements of physical knowledge;
- logical-structural schemes of learning content;
- algorithms and samples of problem solving;
- a brief description of the experimental tasks;
- outlines;
- descriptions of the results of learning experiments;
- tasks for home experiments and observations;
- self-monitoring quizzes.

The idea of a modular representation of learning content can be chosen as an organizational basis for defining the structure of a workbook. There are different approaches to interpret the concept of module and module technology both in terms of structuring learning content and developing forms and methods of teaching.

Each training module includes interconnected and interdependent structural elements of subject knowledge. This determines the place and role of each structural element of the module, and the educational module as a system formation.

The modular construction of physical knowledge allows to:

- organize students' planning of learning cognitive activities effectively;
- clearly define benchmarks for mastering physical knowledge;
- use class time in the economical way through focused carrying out of the main stages of students' cognitive activity;
- use modern educational technologies based on the idea of modular construction of the teaching content;
- consciously select and use various didactic teaching aids;
- conduct an objective assessment of knowledge and skills of students;
- organize reflection on the cognitive activity of students effectively [1, p. 54].

Conclusion. The use of a workbook when organizing the learning process provides conditions that allow you to focus students' attention on the main and essential issues.

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COMPARATIVE ANALYSIS OF M. MONTESSORI, A.V. ZAPOROZHETS AND L.A. WENGER'S SENSORY EDUCATION SYSTEMS FOR PRE–SCHOOL CHILDREN

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Keywords: sensory education, perception, sensory experience, preschool age, methodology.

With the humanization of modern education, great attention is paid to the development of individual characteristics of the child, the formation of his or her personality. Preschool children should develop intellectual abilities and form cognitive interest. In the present conditions, this can be implemented by paying attention to sensory education from an early age. [3]

The aim of the work is to analyze and compare the features of the organization of sensory education in the system of M. Montessori, A.V. Zaporozhets, L.A. Wenger.

Material and methods. The teaching materials used in research include the pedagogical works of M. Montessori, A.V. Zaporozhets, L.A. Wenger as well as scientific articles on this topic. Analysis of the literature on the problem of research, logical research methods were used as research methods.

Findings and their discussion. Sensory education is the formation and development of children's sensory organs. The basis of sensory education are subject knowledge and skills regarding external properties. It is sensory education that allows children to relate shapes, sizes, colors, volume and temperature to reality. Sensory education is linked organically to the child's mental development.

Interest in sensory education of pre-school children is observed due to the fact that it is the age when children begin to act with enthusiasm, learn new information about the world around them and themselves in it. The main means of cognition is assimilation of reality with the help of sensory perception and visual representation. At the preschool age, the child's sensory experience is enriched; touch, the muscular senses and vision are used to cognize objects. The systematic development of the sensory sphere provides the necessary prerequisites for the emergence of all other, more complex cognitive processes.

The development of pedagogical systems for the sensory education of children has been investigated by many prominent psychologists and educators. Let us consider the sensory development of preschool children, which is best described in the methods of the famous Italian psychologist and educator Maria Montessori.

Maria Montessori's main idea is to give each child the opportunity to develop his or her inner potential to the fullest, through free independent activity in a specially prepared environment. It is this environment that is a background for a child to develop and learn at his or her own individual pace. [4]

The child is born with the urge to explore this world, according to the Montessori system; children should be allowed to do whatever they want within the classroom. The choices consist of rigorously packaged materials that are the keys to understanding a particular area of the world around them. The teacher's task is very subtle since teacher assists the child in mastering the function of the self-selected materials or offers them activities according to their interests. This approach eliminates the need for a strict educational program, and every child learns the material at his or her own pace. Consequently, the system takes into account individual natural dispositions of each child.

The essence of the Montessori system is to help the child to adapt in such a big and yet unfamiliar world to get objective and reliable information about it, to find independence and autonomy, to develop the inner freedom of choice in it.

The basic components of the Montessori Method are prepared environment, a trained adult and a child. The talented teacher was convinced that following the child's needs was the best and the only right way. Only the child knows what is most relevant to him or her here and now.

Another important principle of methodology that Maria Montessori relied on was the age specifics of children and their favorable periods of development. One of the driving forces for development is a special characteristic of the child's psyche before the age of 6 called the "absorptive mind". Another developmental force of the child is the sensitive periods of development. They are characterized by the child's particular sensitivity to certain aspects of development, activities in which certain skills, abilities, characteristics and traits can be mastered most effectively and quickly.

The famous Soviet psychologist A.V. Zaporozhets also made a great contribution to the study of sensory education of preschool children. He saw his main task as the formation of children's perception and representation of objects and phenomena, contributing to the improvement of all psychological processes occurring in the body.

He introduces the concept of sensory standards considered as systems of sensory qualities of objects: their shape, color, size and position in space.

Zaporozhets identified stages and levels of sensory development according to the years of a child's life. During the first stage (from 1 to 3 years old) sensory sensations appear, practical mastery of sensory sensations occurs through trying and relating objects, and manipulative functions develop: color relations, object-production, and verbal activity. In the second stage (from 4 to 5 years old), object activity moves to normative activity, the concept of the color spectrum emerges, and the concept of geometric shapes and complex shapes of objects is systematized and consolidated. In the final third stage (6 years old), the concept of basic and complementary colors, geometric shapes, size parameters are formed and the child learns to analyze complex shapes of objects.

Zaporozhets believed that sensory processes are developed not in isolation, but in the context of a child's complex activity and they depend on the conditions and nature of this activity. Being organically connected with various kinds of activity and developing together with them, they are active themselves, have peculiar orientation and research actions [2, p. 3-15].

A prominent Russian psychologist L.A. Wenger considered the developed sensory abilities to be the key to successful cognition of the world and the basis for success in different areas. [1, p.78] He considered sensory education of preschool children as pedagogical guidance aimed at improving and developing sensory processes: sensation, perception, representations. The most important element of its complication is organized by the teacher to give children generalized and systematized knowledge about the perceived qualities of objects.

In his opinion, training consists of introducing children to sensory standards and developing their perspective operations on the use of mastered standards for examining objects and phenomena, identifying their characteristic properties. [1, c.13]

Perspective actions are actions aimed at the child's adequate reflection of the surrounding world (detection, distinction, identification of an object or phenomenon, formation of an image, recognition). The development of perspective actions helps to form thought operations: generalizing, dividing, and classifying, as identifying the most important qualities of each object makes it possible to further combine them into classes and concepts.

Conclusion. Sensory education is a purposeful pedagogical intervention that provides sensory experience and improves the perception of a pre-school child. There are many systems aimed at sensory education that have developed in the history of pedagogy. They differ from each other in their psychological approaches to understanding the nature of perception and its relationship to thinking. M. Montessori reduced a child's development exclusively to the development of forces and abilities of the body. A.V. Zaporozhets believed that its formation occurred under the influence of practice and learning, as a result of exposure to sensory culture. L.A. Venger was convinced that the decisive role in the sensory education of the child was played by the use of sensory standards and construction of models of relations of the selected properties of the object.

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PHUBBING AS A PROBLEM OF MODERN SOCIETY

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Keywords: phubbing, social networks, internet, gadget, smartphone.

Every day the influence of the Internet on our daily life is increasing, that leads to changes in the psychological, social and cultural characteristics of the individual [1]. So, the creation of new gadgets, the use of the Internet is focused on expanding human capabilities. However, a smartphone that combines the functions of a phone, computer and other gadgets allows a person practically not to leave the virtual space, scrolling through the pages of the network [2]. As many authors note, phubbing is a social phenomenon characterized by the gadgets abuse in the process of communication with other people. David and Roberts [3] found that when phubbing, people turn to social networks rather than interacting with other people to restore their sense of inclusion. This connection is especially important to take into account when potentially negative consequences associated with the active use of social networks are considered.

Like any addiction, phubbing can have destroying effect on personality and health. The spread of phubbing among students is particularly relevant since in most cases it is a student who may be the subject of Internet addiction. Those who overuse smartphones have an increased level of anxiety and stress, unstable emotional background, problems in the communicative sphere. Addiction to a smartphone can cause conflicts, misunderstanding between people and risks being left alone.

The consequences of phubbing can be found a complex of negative emotions (jealousy, anger and resentment), a feeling of uselessness and a decrease in self-esteem. The active use of the Internet and various gadgets contribute to the rapid spread of phubbing, the satisfaction from communication decreases, there is a loss of communication skills leading to a deterioration in the quality of interpersonal relationships [4].

The purpose of this study was to measure the role of modern gadgets and the frequency of their use among students.

Material and methods. Empirical and statistical research methods were used to achieve the goal. The material for the study was the results of the psychodiagnostic technique "General Phubbing Scale (GSP)" (Chotpitayasunondh & Douglas, 2018), which was attended by 24 students of VSU named after P.M. Masherov.

Findings and their discussion. When processing data using the "General Phubbing Scale" method among students, it was revealed that 27% of respondents were characterized by a feeling of anxiety if their phone was not nearby. 33% of participants can't leave their phone alone for fear of missing something important. Quite a large number of students (44%) got into conflicts due to frequent phone viewing. More than half of the students (60%) noted that they pay attention to the phone, for they have fear of missing the opportunity to talk to other people.

Thus, the results of the study indicate that the gadget for students is means for operational communication and interaction with the environment. Consequently, such frequent use of smartphones increases the risk of addiction.

Conclusion. The active use of the Internet and various gadgets contribute to the rapid spread of phubbing and exacerbation of its negative impact on people. Those who overuse gadgets have an increased level of anxiety and stress, an unstable emotional background, and problems in the communicative sphere. Since the problem of phubbing has not yet been fully studied, the perspectives of further research are the study of this phenomenon on different samples, as well as the development and improvement of methods of preventive work among students.

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SOCIOCULTURAL EDUCATIONAL SPACE AS ENVIRONMENT FOR FORMING SOCIOCULTURAL COMPETENCE

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Keywords: sociocultural space, educational environment, sociocultural competence, educational space, sociocultural educational space.

The relevance of this study lies in the interdisciplinary nature of sociocultural activity expressed in the presence of many different studies on this topic within the framework of such disciplines as sociology, cultural studies and philosophy. In pedagogy, there are no comprehensive studies that consider the process of forming sociocultural competence through the creation of a special sociocultural space at the university. In addition, there is no definition of the term “sociocultural educational space” in the pedagogical doctrine. From our point of view, it is the basic one in the formation of sociocultural competence of students receiving higher education.

The aim of the research is to substantiate the need and propose a doctrinal definition of the concept of "sociocultural educational space" as a platform for the formation of sociocultural competence among students of higher educational institutions.

Material and methods. The material for the study was the works of Belarusian and Russian scientists (V. Rubtsov, Y. Senko, V. Slobodchikov, A. Zucker etc.) who studied the formation of students' competencies. The following methods were used in the course of the study: analysis, synthesis and the method of pedagogical observation.

Findings and their discussion. Over the past decades such terms as "educational space" and "educational environment", as well as "sociocultural space" – in sociological research – are increasingly encountered in pedagogical scientific works. It seems appropriate to differentiate these concepts, clarify their meaning, since this plays an important role in determining the factors for achieving new educational results.

In our opinion, there is a direct relationship between the sociocultural space of an educational institution and the educational space and educational environment, the definitions of which are sometimes interpreted as identical. Therefore, it is necessary first of all to determine the essence of these concepts and their role in the formation of the socio-cultural space of the university.

It should be noted that the definition of the concept of "educational space" appeared in the scientific pedagogical vocabulary in the late 80s, and later it was mentioned in regulatory legal acts (for example, Article 2 of the Education Code of the Republic of Belarus). At the same time, the doctrine still lacks a common understanding of the definition of the concept of "educational space". So, A.A. Zucker understands educational space as a place for a person to make an educational movement. A place where a person can move or advance about their own education [1, p. 26].

A special place in the study of issues of the socio-cultural environment is occupied by the scientific works of V.V. Rubtsov, which are based on work with psychologists. According to V.V. Rubtsov, the educational environment is understood as the form of cooperation (communicative interaction) that creates special types of community between students and the teacher and between students themselves, ensuring the transfer of the norms of life necessary for functioning in this community to students, including methods, knowledge, skills, skills of educational and communicative activity. At the same time, considering the school educational environment as an object of psychological expertise, V.V. Rubtsov defines it as “a more or less established polystructural system of direct and indirect educational influence that implements explicitly or implicitly presented psychological and pedagogical attitudes of teachers that characterize the goals, objectives, methods, means and forms of the educational process in this school” [2, p. 177].

A different approach to understanding the educational environment is offered by V.I. Slobodchikov. As an initial prerequisite for introducing the concept of the educational environment, he considers the principle of development, emphasizing that development in modern human knowledge is regarded both as a natural, spontaneous process (“in the essence of nature”), and as an artificial process regulated with the help of self-development, that is not reduced to either procedural or activity characteristics, but expresses the fundamental feature of a person “to become and be a true subject of his own life. And from this point of view, a truly developing education can be considered in that, and only in that way, which implements all three types of development, the central of which (and essential in this sense) is self-development" [3, p. 183].

As for the similar features of the educational space and the educational environment, both terms are fixed on the environment in which the educational process takes place. At the same time, the educational space can be interpreted as external one in relation to this process, and the educational environment as internal one. Consequently, the educational space of the country is formed from the totality of the educational environments of individual educational institutions, which means the educational environment acts as an element of the educational space. Today we can talk about a single educational space as a set of all subjects participating (directly or indirectly) in educational processes. Within the framework of this study, we adhere to the widespread study of the formation of socio-cultural space, therefore, further we will focus on the educational space and its role in the development of socio-cultural competence among students of legal specialties.

Conclusion. Thus, having studied the definitions of the concept, we believe that the educational space of an educational institution aimed at the formation of socio-cultural competence among students (socio-cultural educational space) should be understood as an internal system, the elements of which in interaction are aimed at the sociocultural reproduction of a person, the formation and development of his personality. It is necessary to understand that such formation takes place in various planes, the development of each of them in symbiosis makes it possible to create a single socio-cultural space both in the educational institution as a whole and in particular faculties. In our opinion, such planes can be considered as special zones with a social and cultural impact on the student.

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ACTING SKILLS AS A COMPONENT OF ATEACHER'S PROFESSIONAL ACTIVITY

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Keywords: education, acting skills, teacher, professionalism, artistry.

Education of the XXI century focuses on free development of a person, creative initiative, independence and competitiveness. In modern conditions of education development, special attention is paid to a highly professional teacher who possesses not only the ability to self-development and self-improvement, the creation and transfer of values, but also a highly developed creative potential. A modern teacher integrates spiritual, moral, aesthetic and intellectual culture. That is why so much attention is being paid to the issue of a modern teacher training, especially in the works of national scientists such as E.V. Gelyasina [2] and N.A. Rakova [5].

The professional roles a teacher should perform today, and consequently master them during the period of professional training actualize the task of forming his acting skills. Therefore, the purpose of this work is to identify the content and structure of the teacher's acting skills, which allows him to solve professional tasks qualitatively.

Materials and methods. The author uses methods of comparative literature analysis, theoretical analysis and methods of pedagogical design. The material was bibliographic sources of a pedagogical nature, as well as some texts that are thematically close to the mentioned problem.

Findings and their discussion. Pedagogical mastery requires a teacher to manifest certain qualities in the process of interacting with students that make his profession akin to acting and directing. Such qualities include observation, attention, imagination, fantasy, sense of time and space, sense of rhythm and plasticity, emotionality, etc. Without them, it is impossible for a teacher, as well as an actor, to achieve an optimal result. According to the Great Russian Encyclopedia, acting separately is "...a professional creative activity in the field of performing arts, consisting in the creation of stage images (roles), a type of performing creativity" [1]. The work of N.V. Kondratieva "The use of acting skills by an educator in the pedagogical process of preschool education" has a very precise definition what acting skills are in the pedagogical profession and why they are needed: "The acting skills of a teacher in its structure include the same elements as the skills of a theater actor. Ways and means of achieving acting skills are considered in the works of the famous theater director and teacher K. S. Stanislavsky. In his opinion, an artist should move well, possess special facial expressions and gestures, breathe correctly, have a rich imagination, be able to communicate with different people, etc." [3]. These skills are important components of pedagogical skills, so attention must be paid to their formation in the process of teacher training. Along with this, an important role in the formation of the teacher's acting skills is played by the development of perception, memory, attention, thinking, imagination, etc.

To identify the content and structure of the acting skills of a teacher, let's compare the professional pedagogical activity and the theatrical activity of an actor in general terms. Theatrical and pedagogical activities have a number of common features: creative nature, publicity of the activity, group nature, limited time, fundamental incompleteness of the communication process. The teacher in the lesson is a screenwriter, a director, and an actor in one person. At the stage of preparing a training session any teacher thinks over his lesson scenario and thus performs the role of a screenwriter. Pedagogical activity is connected with the director's activity by the need to "breathe life into the lesson" by realizing a creative idea, solving all the tasks set, fulfilling their expectations and the expectations of children.

According to N.A. Neudakhina, the key similarity of acting and teaching activities lies in the presence of a super task. A super task for an actor is "the level of human mental activity uncontrolled by consciousness in solving creative tasks" [4, p. 190]. The super task is a "source of energy" that determines both the behavior of the actor and the behavior of the teacher. The second feature of similarity is designated by N.A. Neudakhina as "the truth of life". Lies, falsehoods, approximations should be allowed neither in pedagogical creativity, nor in the play of an actor. Successful pedagogical and acting activities presuppose that the teacher and the actor have similar abilities. They include the ability to regulate one's well-being, to manage it; the ability to "win" the audience and control it; to own one's own voice, it is advisable to use gestures and facial expressions; the ability to transform, feel, experience, emotional impact.

Studying the system of K.S. Stanislavsky, we can conclude that there are many similarities in theatrical and pedagogical art. According to this system, a modern lesson is realized through a focus on a super-task, has a plot-dramatic outline, obeys the law of the "emotional curve" and requires the preparation of artistic details. A teacher and an actor should know and feel the audience, understand who needs to be guided, who needs to be helped first of all. It is vital for both a teacher and an actor to know and understand the "basics of human reactions" depending on age, gender and professional orientation.

Analyzing the activity of the teacher in the lesson as elements of the teacher's creative feeling, we can name the following: teacher preparation for the lesson, familiarity with the educational material; incentive; desire to create; understanding of the whole class, each student, as well as their actions in relation to them; dividing the lesson into "pieces" united by a common pedagogical task, the appeal of this task; weakening of muscles, training of attention circles.

Conclusion. The problem of the formation of pedagogical skills in science is given a rather significant place. However, the interpretation of the concept of "pedagogical skill" in scientific and pedagogical works differs in its diversity. Today there is quite a lot of literature linking pedagogical skills with acting. However, few sources give a concrete idea of the acting skills of a teacher. Nevertheless, acting is the main and significant element in the professional training of a teacher, especially if the teacher strives to become the best in his field. But it is important to draw a clear line between the stage and the place at the blackboard; between the audience of different ages and between the children of a homogeneous group; between acting for the pleasure of a viewer and acting for the sake of upbringing and education. Thus, the content and structure of the teacher's acting skills practically does not differ from the skills of the actor himself, but the teacher is more responsible than the actor.

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TEACHING METHODS SPECIFICS FROM THE PERSPECTIVE OF VISUAL MODELLING APPLICATION

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Keywords: visualization, modeling, cognitive thinking, methods of teaching chemistry.

Nowadays teachers and psychologists talk about special cognitive style of modern students, highlighting their inability to absorb a large amount of information, to deepen into the essence of the studied concepts, to apply them to solve the subject problems. In science teaching, this results in the occurrence of difficulties related to misunderstanding of the learning material. Such difficulties arise in chemistry because of a high-level abstraction of the studied processes and phenomena itself, because one cannot touch an atom, a molecule, see the breakage or formation of a chemical bond. Therefore, the most common cause of misunderstanding of chemistry is the lack of spatial and visual representation of chemical information.

The aim of the article is to provide a theoretical justification for the use of visual modelling in the educational process.

Material and methods. The material of the research was normative-legal and programmatic-methodological documentation on the problem of the research works of scientists (educational standards of the Republic of Belarus, curricula, etc.) on visual modeling application in the educational process, the authors' experience of working with students.

Findings and their discussion. General logical (comparison, analysis, generalization, systematization), general pedagogical (lecture, conversation, independent work) and specific teaching methods have been used in the course of general chemistry. From specific methods for this subject the most relevant ones are observation of chemical objects and their images; chemical experiment; solution of calculation tasks; modeling of chemical objects; description of chemical objects, explanation of chemical phenomena. All these methods are applied in combination in practice; they integrate mutually and complement each other. Visual modelling offers unlimited opportunities for such integration, allowing models to be incorporated into almost all teaching methods. Let us consider the classification and types of educational models used in general pedagogical methods of teaching chemistry in more detail.

The presentation of lecture material in general chemistry implies the constant use *of symbolic models* (chemical symbols), *Tabular-symbolic models underlie* methods of comparison, analysis, systematization, classification. These models allow structuring chemical information, finding relationships between individual objects, predicting chemical properties of substances under study. For systematization of theoretical knowledge, it is convenient to use tabular models "Fundamental concepts and laws in the structure of the content of general chemistry"; "Classification of inorganic substances"; "Qualitative reactions to cations and anions". Drawing up of supporting notes on "Thermodynamics of chemical reactions", "Chemical equilibrium", and "Chemical kinetics" contributes to a better assimilation of the material and its organization into a certain system. *Illustrative-graphic* and *illustrative-dynamic* models are indispensable for studying the structure of the atom and the periodic system of chemical elements, as this material is characterized by a high degree of abstraction [1].

The multifaceted possibilities of visual modelling are used in preparation for general chemistry labs at all stages of the lab (testing theoretical knowledge and practical skills; solving calculation problems; conducting a chemical experiment). In addition to the above-mentioned models, comics, computer animations and virtual laboratories can be used here.

Let us look at concrete examples of the use of visual modelling in the teaching of general chemistry.

Often, for the sake of clarity, chemical compounds are represented graphically by showing the sequence in which the atoms are connected to each other in a given substance molecule. The symbol of each element is represented by a number of dashes equal to the valence of the element in that compound.

It should be kept in mind that the graphical representation of formulas does not always reflect the actual arrangement and bonding of atoms in a substance molecule. Therefore, a graphic representation should not be equated with *a structural formula*. Structural formulas, while depicting the order of connection of atoms in a molecule, do not, however, reflect their actual spatial arrangement.

With the help of *spatial models*, it is possible to visualize the connections between atoms and their mutual arrangement. A correct representation of the filling of the intramolecular space can be obtained by using spherical rod and hemispherical (Stewart-Brigleb model) models of molecules.

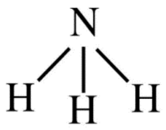
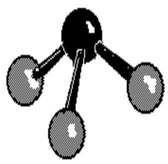
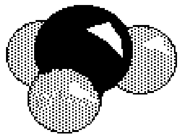
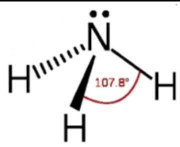
Ball-and-stick models of molecules make the relative position of atoms in space visible, but do not correspond to the actual ratio of atomic radii and chemical bond lengths. They are assembled from balls symbolizing individual atoms. The balls-atoms are placed at some distance from each other and are fastened together by a rod base.

In *Stuart-Brigleb hemispherical models*, atoms are represented as truncated spheres with their sizes taken into account. These models are often called scale models and are widely used to establish the possible degree of convergence of groups in a molecule.

However, it is often necessary to represent the spatial structure of a molecule on the plane. It is clear that it is inconvenient to use drawings of models, and not everyone can do it. In such cases, various projection formulas are resorted to prospective formulas. In the perspective formula, solid lines represent connections in the plane of paper, a solid wedge represents connections that emerge from the plane of paper, and dashed lines represent connections behind the paper.

Structural formulas, spherical, hemispherical, projection models help us to visualise the atoms connecting to each other in molecules. Table 1 shows several ways of representing an ammonia molecule.

Table 1 – The way in which molecules are depicted

Molecular	Structural	Ball and socket	Hemispherical	Prospective (wedge-shaped)
NH_3				

Thus, our analysis has confirmed the need to use visual modelling in teaching general chemistry. From our point of view, the selection of content and methods of teaching general chemistry should be based on the following requirements:

– the selection of the types of training models should be based on the objectives of the lesson, the programme and the training material.

– the structure of a general chemistry course from the perspective of visual modelling should be multi-level;

– a combination of traditional teaching methods and visual modelling should be predominantly used in the presentation of the selected content;

– the use of models should take into account existing achievements in this respect and the current level of information and communication technology development.

Conclusion. Thus, the specifics of the use of visual modeling is that it should be optimally combined with other methods of teaching to ensure the integrity of ideas about the studied chemical objects and phenomena, contributing to a better understanding and assimilation of the material on general chemistry.

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PHUBBING AS A MODERN PROBLEM

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Keywords: phubbing, phenomenon, informatisation, gadgets, questionnaire.

The XXI century is characterized by the dynamic informatization of society, the penetration of modern technologies into all spheres of life. Currently, an integral part of a person is a smartphone with access to the Internet. The invention of this gadget has a number of advantages, but we do not always deal with a positive effect.

Since the creation of the mobile device, new functions are constantly being introduced into it. However, the improvement of this invention’s capabilities leads to the loss of certain skills, abilities and aspirations of a person. The process of socialization is especially strongly influenced by the smartphone and the World Wide Web. With virtual communication, people forget about live communication, not understanding its significance and benefits for existence in society.

The purpose of our work is to identify how common this phenomenon is among the students of the Vitebsk State Academy of Veterinary Medicine, to analyze the dependence of young people on gadgets, to determine the degree of phubbing influence on the educational process and students' socialization.

Materials and methods. The research materials are Internet sources and already existing statistical data. The empirical study results carried out at the Educational Establishment "VSAVM" in the 2021–2022 academic year are presented. We have developed a questionnaire "Phubbing and its influence on a person" consisting of 15 questions. The study sample consisted of 226 1st-year students of full-time and 2d-year students of extramural education in the specialties "Veterinary medicine" and "Zootechny". We used the methods of questioning and mathematical data processing in the study.

Findings and their discussion. A phenomenon of phubbing is widespread in modern society. Phubbing is a nonverbal reaction that occurs between talking people, which reveals itself in the constant distraction to their mobile phone. This leads to a loss of eye contact and interest in the interlocutor. The habit may seem quite harmless and can be explained as the desire to be always aware of current events. However, the danger of this phenomenon should not be underestimated. Phubbing negatively affects the process of interpersonal communication, the formation of social ties and, first of all, the psyche. This cannot but make us think about the negative impact of technology development, so this problem should not be left without attention.

Despite the fact that 61,06% of the respondents did not know about the existence of such a term as "phubbing", this phenomenon is part of the daily life of the students of the academy. 7,08% of students are quite often distracted by their gadget during interpersonal communication, 52,21% are practically not distracted, and 40,71% pick up a smartphone only if the conversation is not interesting to them.

While many prefer virtual communication, real communication turned out to be a priority for our respondents (62%), only in some situations 35% of students choose between real and virtual.

One of the reasons for the phubbing spread is the behavior of the interlocutor. As for the surveyed students of the veterinary academy, only 10,18% of them will do the same if the opponent is fascinated by his gadget during the conversation, 51,33% will try to distract a friend from the smartphone. The majority of young people (60,18%) feel annoyed when the interlocutor is more interested in the device than in their conversation. 11,06% of respondents indicated that they could not help but immediately look at the phone if a notification came to it.

When assessing the impact of phubbing on the educational process, 11,06% of students noted that they looked into their smartphone even while studying. 47,35% of respondents always take their phone with them wherever they go, 73,01% of respondents spend more than 3 hours in their smartphone every day, while 57,08% do not consider it is necessary to reduce the amount of time devoted to the gadget. 46,46% of academy students are more likely to devote their free time to being online. However, despite the fact that most of the respondents are strongly influenced by the smartphone, 62,39% still prefer real communication.

Conclusion. The study showed that in general students of the Vitebsk State Academy of Veterinary Medicine have a low level of phubbing. Only about 10% of young people have all the signs that make it possible to judge their susceptibility to this phenomenon. More than half of the respondents value and prioritize live communication. The development of technology and the process of society informatization have left its mark on the lifestyle of people in general, and especially of the younger generation. All this has led to the fact that the smartphone is a common and familiar attribute of everyday life.

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CHEMICAL EXPERIMENT WITH THE USE OF PLANT OBJECTS IN THE LESSON AND EXTRA-COURSE ACTIVITIES

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Keywords: teaching chemistry, experiments with plants, school experiment, teaching methods.

The most important thing for a chemistry teacher and any chemist is to get interested in their subject. Many people are faced with the misconception that a chemistry lesson is conducted using only chemicals.

The chemical experiment at school is currently used in smaller quantities due to the reduction of the program and the features associated with the use of chemical reagents. Therefore, it is necessary to search for safe objects that can be used for chemical research by students. Plants are such objects [1].

The purpose of the work is to give a methodological justification and develop a school chemical experiment for extracurricular work using plant objects in a school chemical experiment.

Material and methods. Theoretical methods used in the research are analytical review of information sources, modeling; practical method is designing methodological materials for a school chemical experiment using a chemical experiment.

Findings and their discussion. The methodological aspects of teaching at school are the integration of all techniques, methods, means and forms of education for students to acquire knowledge of chemistry and the ability to apply them in practice. Accordingly, for the successful assimilation of new knowledge in the subject, teachers need to apply similar components of the methodology, as well as select special techniques and principles. One of the main elements of the methodological aspects of teaching chemistry at school is the principle of visibility.

The key to successful assimilation of the program by students is the use of a problematic approach, when a problem situation arises and students become aware. The problematic approach makes it possible to activate the student's mental activity. Nowadays students and teachers are facing the following problem situations:

1. The main problem of educational institutions is the material base. The lack of material base includes not only reagents, instruments and materials. Most educational institutions use "old stocks" of 20-40 years ago. In addition, there are ventilation and drainage problems. Solving these problems requires significant financial expenditures from educational institutions.

2. Problems of storage and accounting of reagents. In addition to strict conditions for the storage and use of reagents, the problem of using reagents for terrorist purposes has arisen and requires more attention from the teacher. In addition, another part of the reagents was included in the list of narcotic substances, which also requires special methods of their storage and accounting and sale respectively.

3. Utilization of reagents after a chemical experiment. Most of the waste after a chemical experiment is discharged into a centralized sewerage system. Disposal of this waste is minimally organized. Touching upon the issue of ecology, a chemistry teacher is obliged in every possible way to follow the rules and be an example for students.

4. Staff problems. In this case, many schools do not have a laboratory assistant, or these duties are performed by a chemistry teacher. It turns out that after each practical lesson, the chemistry teacher must clean up the materials and prepare for the classes, and often this is limited to changes between lessons.

5. Safety of practical work. Teachers often face the problem of dangerous and non-dangerous substances. We do not know and will never know about all the adverse effects of chemicals on humans. Often, students are very eager to put all the reagents into one tube and see what happens. And this is another problem. Thus, the huge responsibility of the teacher for the safety of the experiment, with the growing level of irresponsible behavior of students, leads to a reduction in practical work, too.

6. The next factor contributing to the reduction of practical activities is the low level of preparation for the experiment of chemistry teachers themselves. This is explained by the fact that the tendency to reduce practical work is observed not only in schools, but also in universities, including pedagogical ones. Many modern graduates of pedagogical universities themselves have a very poor command of the methodology for conducting an experiment. And as a result, they exclude experiments in the classroom in order to hide the gap in their knowledge.

7. Repeatability of chemical experiments. In most cases all the practical activity of students with reagents is reduced to the implementation of a strictly defined algorithm of actions according to a detailed method with a precisely specified result. At almost every practical lesson, the question arises among students: “What will happen if everything is merged together?” Children tend to experiment on their own, rather than follow a plan with a known result.

Traditionally, the specific teaching of chemistry is an experiment, which distinguishes the process of teaching chemistry from teaching other subjects of the natural science cycle. An essential feature of the educational chemical experiment is that it is used not only as a source of knowledge and ideas about the methods of chemical science, but also has a positive impact on the formation of students' cognitive interest and learning motivation [2].

Plants in the educational process find the most versatile applications. They have many qualities necessary to work with them in a school setting. The most valuable of them are: the availability of growing on large areas, conducting experimental work throughout the year, the speed of obtaining the results of ongoing experiments, the possibility of demonstrating living plants in the classroom.

Conclusion. Thus, the use of plant objects is, first of all, accessible to all educational institutions, and is safe for students. In the process of experimenting with plant objects, children activate their thought processes, as it is constantly necessary to compare, classify and generalize the data obtained. In this activity, the moment of self-development is clearly represented: as a result of transformations, objects reveal new properties, which, in turn, allow the child to build new, more complex transformations. Experimentation stimulates the search for new actions and promotes courage and flexibility of thinking. Independent experimentation gives the child the opportunity to try out different methods of action, while removing both the fear of making a mistake and the constraint of thinking with ready-made schemes of action.

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INFOGRAPHICS: ADAPTING GEOMETRY MATERIAL FOR THE VISUAL-SPATIAL LEARNING

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Keywords: education, infographic, geometry, spatial learning, multiple intelligence.

Infographic is a graphic way of presenting information and knowledge, which contains small in volume, but meaningful and properly designed information. "Clip thinking" become more common among modern students. It is a phenomenon when students are not able to memorize large volumes of text, but can remember separate vivid objects that students see in textbooks or the Internet. Moreover, William G. Allyn Professor of Medical Optics pointed out "More than 50 percent of the cortex, the surface of the brain, is devoted to processing visual information". These facts confirm the need for devising, improving, and using infographics in school learning.

Basic principles of creating infographics include rational use of text, clear structure and logic, proper use of colors (amount number is not more than 4), and using the same style for all products in one series. One of the most important principles is using different elements. Each one must make sense. Otherwise, we should delete it. We also have to search for a balance between an oversaturated infographic and having full and correct information. Only a well-thought-out and structured infographic can help in the education process. At the same time, poorly made products can lead to not only waste of time, but also to the wrong perception and memorizing information.

The paucity of quality infographics led us to the purpose of our research, i.e., devising infographics for teaching geometry in the 9th grade.

Material and methods. There are a few types of infographics: static, interactive, and video-infographic. We chose the first one because it is the most convenient for using on the lessons since it does not require a computer or the Internet. Moreover, it can be printed for each student without losing quality.

For the platform, after a few tests, we chose *Canva*, because it has the easiest understanding interface and you are not required to have special knowledge for using it. At the same time, *Canva* has rich functionality and library elements even in the free version.

Based on the research of P.M. Gorev "Methods of working with infographics in the educational process of a secondary school" we emphasized few different ways of infographics application.

The first case is when teacher demonstrates infographic to students as a finished product. It can be done either after each topic or after the whole section as information summarized from few topics or chapters. Infographics after each topic will help students memorize new material and after that students will be able to use it during individual work. Summarized infographic can include material from previous topics or even additional material which can help in solving hard and unusual problems.

The second case is when teacher constructs infographic with students together in real-time. It can be used at the end of each lesson, as a reflection and repetition of new material. Or it can be used during the special lesson before the test or exam, for example. The main advantage of this method is the individualization of infographics; children understand exactly which elements are on it and why. However, it has a big disadvantage as well: teacher has to be well-prepared for the different scenarios and has a lot of preforms to put the children`s elements correctly and quickly.

Findings and their discussions. The best example of both cases we can demonstrate on infographic “Polygons” (Figure 1).

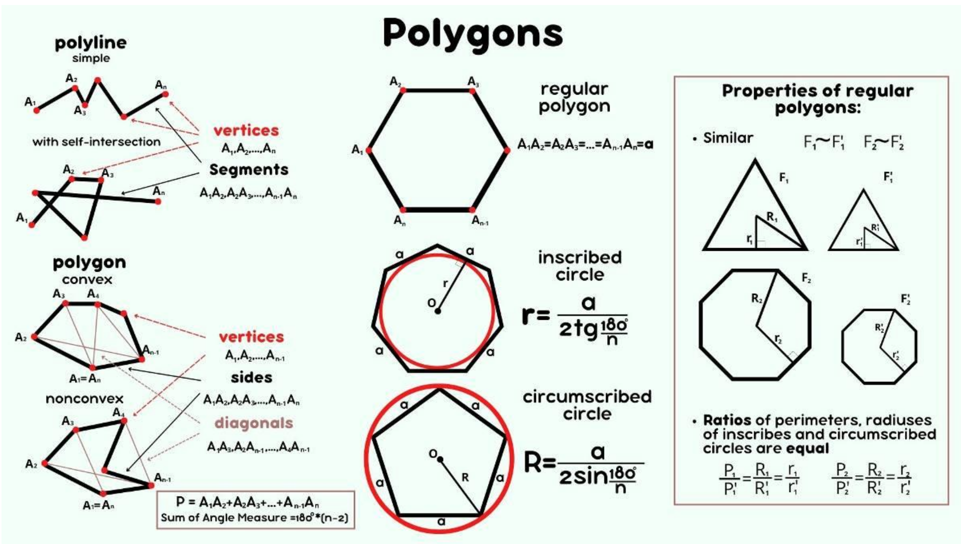

Figure 1 – Infographic “Polygons”

There we put material from the Chapter "Polygons". If we watch from the left side to the right, we will find all topics from that chapter in order, so it can be used as a summarizing infographic. At the same time, it shows how we can use infographic for the 2nd case. It is very easy to change it based on students' opinions and expectations. For example, the first topic of the Chapter is "Polyline". At the end of the lesson, teacher can suggest students apply new terms on the infographic. In this case, students can choose, where it will be, what polyline, how many segments it will have, etc. Best variant is if every student has his/her own paper or file on a computer, so that they will be able to do it by themselves in real-time while teacher does it on the desk as an example. Additionally, in this case, education will not promote standard thinking (for instance, that only triangles or octagons can be similar), because every student will have an opportunity to put their own similar polygons on infographic.

Conclusion. Infographic is a modern way for learning a large amount of information. We devised 7 infographics for 9th grade students. Infographics had an expert assessment of teachers from the university. In the future, we are going to test our products during working at school and change them taking into account feedback from students and other teachers. After that, we will present our results in the next articles.

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PSYCHOLOGICAL COMPONENT OF THE ADAPTATION PROCESS

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Keywords: psychological adaptation, adaptability, adaptation period, adaptation, social group.

In modern science the term "adaptation" is polysemantic, manifested at all levels of human life, structural-functional, spiritual-practical formation. It belongs to the category of interdisciplinary scientific concepts in the field of philosophy, biology, sociology, psychology and pedagogy.

The problem of adaptation in the period of training is relevant, since at this time the foundations of professionalism are laid, the need and readiness for continuous self-education are formed.

Material and methods. In the process of writing the article the following theoretical methods were used: analysis of the psychological literature, generalization and synthesis. The works of Belarusian and foreign psychologists, who studied the concepts of "adaptation" and revealed their essence in their publications, were used as a basis.

Findings and their discussion. In psychology, the concept of "adaptation" has been borrowed from physiology and refers to the desire of each organism to achieve equilibrium with the external environment. Provided that development is a strategy of life, adaptation is a tactic that allows a person to stay within certain evolutionary limits, while ensuring the possibility of progress. It should be noted that the decisive difference in the interpretation of the concept "adaptation" within psychology is related to the psychological interpretation of human activity, which does not accept the identification of human mental development with simple adaptation of the organism [1].

The process of adaptation is directly related to the study of a person's new activity, a new role, a change in the environment. Adaptation is described in A.V. Petrovsky's concept as a special moment of personality formation, which largely determines the nature of its further development [2].

According to E.P. Ermolaeva "human adaptation is a function of an arbitrary subject, therefore it cannot represent the adaptation of a personality to the environment only as a one-sided assimilation of its norms and values in principle. Conditionally, in this process there is a reflection of the needs of the surrounding world in the "I" of the subject, i.e., in the reflected "We". But at the same time, constructive adaptation is impossible without the presence of the necessary range of variability in the social environment itself, giving the individual an opportunity to find his own way of self-realization in the adaptation strategy, i.e., the reflected "We" must also be present in the "We", or rather, there must be a prototype of variants of adaptation strategies of the subject to its social norms and values". [3]. This position, in our opinion, reveals adaptation as a complex-organized phenomenon in relation to adaptation to new conditions, which includes the ability of a person to choose the direction of their development from many options that are embedded in the environment.

Recognizing the ability of a person to choose a strategy of adaptation to the environment, we recognize the presence of activity in this process.

E.V. Osipchukova singles out the following stages in the adaptation of the personality in the educational process:

1) the initial stage. In this period the individual or group becomes aware of how they should behave in the new conditions of life, but at the same time they have not yet formed a readiness to recognize and accept this system and each subject of adaptation tends to stick to their former values;

2) the stage of tolerance. At this stage the individual, the group and the new environment are mutually tolerant to the value systems and behavior patterns, values and norms of each other;

3) accommodation. At this stage the subject of adaptation begins to recognize and accept the basic elements of the value system of the new environment with simultaneous

recognition of some values of the individual, group by the new socio-cultural environment;

4) assimilation. In this period there is a full coincidence of value systems of the individual, group and environment [4].

M.S. Yanitsky describes the period of education in an educational institution as a peculiar system, which includes a number of value and meaning relationships that change over time under the influence of learning and education, the purpose of which is to transmit new ideas, values and thoughts [5].

V.N. Druzhinin and V.I. Kovalev distinguish the following types of adaptation during training:

1. Pedagogical adaptation. It includes adaptation of students to the new system of training, which can differ significantly from the previous one.

2. Psychophysiological adaptation. It is understood as a fracture of old and formation of new patterns of learning as a consequence of changes in the environment, its internal values, ideas and thoughts. The success of this type of adaptation is largely determined by individual, psychological and physiological features of students.

3. Professional adaptation. It includes the subject's entry into a new professional environment, assimilation and acceptance of its norms and values [6].

The classification developed by A.A. Smirnov identifies three components of adaptation: social, didactic and professional.

Social adaptation includes assimilation and acceptance of norms, stereotypes, values, which are necessary for life activity. With their help, a person actively adjusts to the new conditions of life. During this period, the learner expects adaptation not only to the new learning environment, but also to the new team which consists of classmates and teachers.

Didactic adaptation lies at the basis of continuity between educational institutions, gradual transition from one environment to another and consists in mastering new forms and methods of learning by students, development of skills of independence in learning activities.

Professional adaptation is understood as a process of formation of students' psychological readiness to the conditions of professional activity choice.

In general, adaptation is understood as the adjustment of an individual's values, thoughts and norms to environmental conditions. Psychological adaptation is related to the activity of an individual or group and is an interaction of processes of assimilation of rules.

Conclusion. Adaptation is a phenomenon of a complex highly organized structure, an integral quality of character that is available to every person. It represents a characteristic of personal development created by environment, upbringing and self-education, the indicator of which is the acquisition by a person of a status satisfactory to him and accepted by society.

It should be noted that adaptation is a process of meeting a person's needs as a result of his/her active exposure to the requirements of the environment, new relationships, types of activity and the ability to develop further without compromising health. Thus, based on the fact that the person takes a positive position in the relationship with others, in the process of personal development adaptation is considered to correspond life goals and the motives behind them with social significance, ways of behavior and means are adequate in relation to the goals and objectives.

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PSYCHOLOGICAL FEATURES OF CADETS' ADAPTATION IN EDUCATIONAL INSTITUTIONS OF THE MINISTRY OF INTERNAL AFFAIRS

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Keywords: adaptation, cadets, educational process, educational institution, Ministry of Internal Affairs.

Adaptation is the applying of the organism to the circumstances and conditions of the external world. In the case of the social environment, we need to talk about social adaptation, which is the process of active adaptation of an individual to the conditions of the social environment. This process is characterized by rather complex psychological features. For example, in the conditions of educational institutions of the Ministry of Internal Affairs, the problem of adaptation is most acute during the first month of training.

For cadets of educational institutions of the "closed" type, the issue of primary restructuring of life, entering a new stage of education is especially acute. Habitual way of life, social circle, established duties change. There is a need to enter into a new system of subordination, to follow unusual rules of internal and external communication.

Material and methods. We conducted a study of the psychological characteristics of the adaptation of cadets of educational institutions of the Ministry of Internal Affairs in the first month of training. Methods of participant observation, questioning and psychological modeling were used.

Findings and their discussion. Each adaptation basically goes through three stages:

1) awareness by the individual of the new environmental conditions (at the same time, the tendency to maintain their former system of values remains);

2) the manifestation of tolerance for different value systems, but with the priority of the familiar system;

3) restructuring of the mechanisms of mental activity for the successful assimilation of information.

Already upon admission to the educational institutions of the Ministry of Internal Affairs, each applicant is faced with a number of tests: checking the state of health, the level of physical development, moral and psychological preparation. In recent years, enrollment in such educational institutions has been expanded for those who experience difficulties not only in the course of admission, but also in the process of adapting to the educational process. Cadets are faced with strict discipline, subordination, a specific mode of study and leisure.

Let's consider each of these problems. Using participant observation and questionnaire methods, we identified their main psychological consequences.

1. Adaptation to the daily routine. Most of the cadets faced this problem, because not everyone had got up at 6 AM and not everyone had had a minute-by-minute schedule all the time. 80% of our respondents paid attention to this problem.

2. Adaptation to submission. This problem, in our opinion, is associated with a large degree of freedom in modern society. Not every teenager complied with the requirements of their parents, while in an educational institution, failure to comply with the order of the head is punished. Difficulties in this direction are not of an objective nature, but are caused by the personal characteristics of the cadets (30% of the respondents paid attention to them).

3. Adaptation to the limited receipt of external information. In today's society, almost everyone starts their morning by watching the news feed. For a cadet of the Ministry of Internal Affairs, the morning begins with physical exercises, followed by scheduled classes and activities according to the daily routine. Thus, the flow of external information is dosed, as is the use of mobile phones.

4. Adaptation to forms of communication. This problem lies in the fact that the directive form of communication prevails in the educational institution of the Ministry of Internal Affairs, which is rare in civilian life. Speech adaptation outwardly occurs quite quickly (within 1-2 months), but its internal acceptance requires a longer time (up to 1 year). This allows us to speak about the manifestation of a special form of verbal deformation of employees of the internal affairs bodies, which begins already during the training period [1].

5. Changing the circle of communication. Upon admission to the educational institution of the Ministry of Internal Affairs, the usual connection with friends is lost. This is due to the lack of time for communication and the difference in interests. Also, in the first months, a slight communicative deformation takes place: cadets begin to notice violations of discipline and point this out to their friends, which can lead to disagreements.

The most difficult is the first year of study. Cadets find themselves in a completely different environment, where the main thing is independence, the desire to learn, the ability to properly allocate time and be responsible for their actions. New habits appear, the pattern structure of behavior changes, difficulties arise related to the amount of material being studied. It is worth noting significant differences in the system of education in civil and military institutions. The military ones are characterized by:

1) the specificity of knowledge, skills aimed at neutralizing various kinds of offenses and ensuring law and order;

2) consideration of training as an official duty, which is based on knowledge of the disciplinary and combat regulations, as well as the study of special disciplines included in operational combat training;

3) training of cadets with a practical orientation.

Conclusion. We believe that in the process of psychological adaptation of cadets to training in an educational institution of the education system, the main part is adaptation to the daily routine and life in a conventionally isolated community. The factor of successful adaptation is the presence of a target setting for successful learning, the acceptance of possible difficulties as a given. It is also important to have a hobby and the formation of a close social circle that can provide psychological support.

The duration of the adaptation process is individual and takes from two or three months to a year. In the first year of study, the formation of an independent personality takes place, life values and guidelines are determined. A major role in this development is played by the assimilation of training competencies in a power university: the psychological state of the cadet, his academic performance and future professional activity depend on how quickly this period passes. The primary task of commanders, course officers, teachers and psychologists are to help cadets successfully pass the mandatory period of adaptation.

Thus, in the educational institutions of the Ministry of Internal Affairs, the process of psychological adaptation is associated both with a general change in the nature of social activity and cognitive activity of cadets, and with the need for integration into a hierarchically constructed and strictly regulated system of internal affairs bodies. This process can be called successful in the case when, before the end of the first year of study, the cadet masters the skills of effective educational and service activities, learns the system of subordination, and perceives the choice of profession as a conscious act of will.

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PERFECTIONISM AND RELATED TO IT EATING DISORDERS

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Keywords: perfectionism, anorexia nervosa, bulimia nervosa, compulsive overeating, eating behavior, “the Complex of an Excellent Student”.

Food addiction refers to those forms of behavior that do not seem to contradict legal, moral, and cultural norms in any way, but at the same time they disrupt the integrity of the person, inhibit formation, make it one-sided, and also seriously complicate interpersonal relationships. Having considered the psychological distinguishing features of a person with food addiction, we can come to the corresponding general conclusion: this is an individual who, in a situation of emotional tension, applies hyperalimentation in the property of the compensatory key of positive emotions [1].

Perfectionism has many meanings, and it is also used to denote various concepts. Today no definition of perfectionism is generally accepted, therefore the study of this quality has not yet been completed. Psychological studies of perfectionism are of particular value in studying the specifics of personality formation in adolescence, in the study of extreme forms of behavior, in understanding the causes and factors of association in youth subcultural communities. In addition, timely identification of the perfectionist's personality orientation can prevent both the development of depression and suicidal manifestations of the personality. Thus, the problem of perfectionism and the appropriate detection of its pathological forms contain practical significance and needs further study [2].

The purpose of this article is to highlight the essence of the problem of perfectionism, to identify the possibility of perfectionism impact on the formation of eating disorders in adolescence.

Material and methods. We used theoretical analysis of the literature on the research topic as the main method of research.

Findings and their discussion. According to N.G. Garanyan, A.B. Kholmogorova and T.Y. Yudeeva, "perfectionism is not an individual absurd tendency, but a disease of the culture of our time. As stated by H. Remschmidt, about half of the girls and a third of the boys in the period of growing up are puzzled by their own body size, figure and weight. This is due to fears of remaining too small or becoming too big, and moreover, the disproportionality of addition has increased this year [3]. As for the indicators of self-perception, there are differences between boys and girls.

If masculinity is conditioned by physical strength and sports achievements, then girls mainly pay attention to their own face and skin.

It should be noted that both boys and girls are concerned about pathologies of body proportions, for example, a "protruding" nose, long arms compared to legs, protruding cheekbones, very wide hips. However, since such disproportionality is caused by the different growth rates of different parts of the body during puberty, it completely disappears with its completion. Unfortunately, the anxiety of admitting such experiences to an adult for fear of being ridiculed is characteristic of young people [4].

The range of food acceptability is laid from infancy and is determined by the nature of feeding, the attitude of parents to the child's diet. Eating behavior is structured since the introduction of complementary foods, we range food products by offering and limiting a definite type of food, as well as time, amount and a situation of the child's eating. This process is social in nature, since it is implemented by other people, its nature and features determine the model of eating behavior in the future.

There are three types of eating disorders (in order of increasing prevalence):

1) anorexia nervosa (It's an eating disorder characterized by deliberate loss of body weight caused and maintained by the patient himself, fear of gaining extra pounds, distorted perception of his own body);

2) nervous bulimia (This type is characterized by recurrent episodes of overeating, followed by inadequate compensatory behavior, such as provoking vomiting, the use of laxatives and diuretics, starvation or increased physical activity);

3) compulsive overeating. The latter is often combined with obesity (characterized by recurrent episodes of eating a large amount of food with a sense of loss of self-control. These episodes do not alternate with cleansing procedures: patients do not induce vomiting, do not take laxatives).

Let's analyze in more detail the causes and symptoms of these disorders:

1. The fear of fatness is partly due to the fashion for a fit, thin figure. Fashion, as you know, is changing; the modern weight loss hype arose in the late 60s. Similar situation was observed in the 20s, but at that time slimness was achieved with the help of clothes (for example, they tightened the chest to add a boyish shape to the figure). Currently, the diet has come to the fore. Many girls immediately became dissatisfied with their figure and weight, and therefore had to limit themselves in food. In different social groups, this phenomenon is expressed differently: for example, in the USA it is most pronounced among white women from the upper and middle strata. Consequently, we may regard it as eating disorder if the concern about one's own weight and figure is stronger than that of a "normal" woman of the same ethnicity and class.

2. Self-restrictions in food observed in anorexia nervosa, bulimia nervosa and compulsive overeating are the result of a fear of fatness. These restrictions are particularly severe for anorexia nervosa, less so for compulsive overeating in obese people. Patients develop various principles of nutrition and strive to follow them invariably. These principles are often absolutely unjustified. Thus, patients reject, first of all, those foods from which, according to their judgment, it is possible to recover, but these foods are different for everyone. Those suffering from anorexia nervosa absolutely by all methods tighten the food regime, try to eat more slowly; to make the food unattractive, cut it into small pieces, over-salt or pepper. With bulimia nervosa and compulsive overeating, periods of self-restraint in eating alternate with bouts of overeating.

3. Bouts of overeating are moments of loss of control over the food craving, during which the patient is unable to overcome the desire to eat certain foods or just eat continuously. An attack is interrupted if this product (or available food) ends, when the patient is stopped by others, or if he is already physically unable to eat anymore. During the attack, the patient eats a huge amount of food from time to time, although its total calorie content varies – from several hundred to several thousand kilocalories. As a rule, the attack is short-lived, but it can stretch for a whole day – then the patient eats a little, but almost constantly. They usually prefer food that is easy to chew (bread, cakes, ice cream, fried crispy potatoes, sweets, etc.). Often, during attacks, they drink a large amount of liquid in order to then make it easier to induce vomiting. Patients in most cases eat in secret, fearing that they will be discovered or deprived of food. Bouts of overeating (gluttony) must be distinguished from ordinary overeating – for example, on holidays. Such overeating also happens more often in some than in others, but at the same time a person constantly has the opportunity to stop. Since overeating is not reprehensible, it is extremely rarely accompanied by a feeling of guilt or anxiety.

An attack of gluttony in patients with bulimia nervosa and compulsive overeating is most often preceded by attempts at self-restraint in food. They can only follow restrictions for a short time, and then, due to a number of factors, they lose power over themselves and begin to eat continuously. Among these factors are the type and aroma of favorite dishes, stressful situations [5].

The zeal to "be better" or "achieve new heights" is a priori an unattainable height. This road steals life over time, taking away mental balance and deteriorating health. The "complex of an excellent student" (the belief that the ideal can and should be achieved, the belief that an imperfect result of work has no right to exist) sooner or later turns into a permanent neurosis. The development of such disorders may occur at any age. The desire to exercise control over nutrition is another factor of imaginary perfection. This affects not only the successful in life: following the calorie plan, counting every bite and obsession with sports (not directly related, but is a frequent companion) – these are the areas where you can "be good" and receive constant positive support. Often similar disorders are a companion of the fear of not being good enough, unworthy of the love of others and oneself. Moreover, many perfectionists find themselves worthy of love only if these goals are achieved. Conditional goal setting makes personal well-being dependent on numbers, quantity and "body self-perception". Perfectionism (this is a personality trait characterized by the desire to improve and achieve the ideal. It is manifested by excessive demands on oneself and others, scrupulousness, frequent dissatisfaction with the result of actions) has absolutely nothing to do with perfection. Perfectionism is the feeling that you are not good enough. Sooner or later, this leads to the search for unhealthy compensations, where one of the alternatives is ED: anorexia as a form of control and praise for control, overeating as a form of satisfaction [5].

Conclusion. Thus, it should be emphasized that adolescence is a difficult period characterized by radical changes in the external and internal appearance. Family and social factors have a direct impact on these changes, and if they turn out to be psychotraumatic to a certain extent, then the emotional well-being of the individual is at risk, he has a high risk of eating disorders.

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STUDYING ADOLESCENTS ATTITUDES TOWARD HEALTH AND THEIR AWARENESS OF HEALTH PRESERVATION AND HEALTH PROMOTION

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Keywords: health, reproductive health, reproductive attitudes, sexually transmitted infections, HIV infection.

According to the WHO formulation, health is a state of complete physical, mental, social well-being, and not only the absence of disease and physical defects [1].

At the moment in the world, given the situation because of COVID-19, the problem of public health has become more acute. In addition to the rapid spread, mortality and various complications caused by this infection, the issue of psycho-emotional state of the population within the pandemic is also relevant. The attention of specialists in the educational, social and medical spheres is aimed at forming a value attitude to health and developing skills for a healthy lifestyle among children and youth [2; 3].

Purpose of our research is to study the attitude of adolescents to their health, to identify the most interesting issues for adolescents concerning the strengthening and preservation of health.

Material and methods. The research was conducted on the basis of the secondary school of Vitebsk. Students of grades 10 and 11 took part in it.

An introductory event with elements of training on the topic "The value of health and ways to preserve it" was held for the students. The main material for the study was the analysis of an anonymous survey of teenagers on the chosen topic. The survey was divided into blocks: health, reproductive health, reproductive attitudes, STIs, HIV infection.

Findings and their discussion. The analysis of the students' survey showed that 80% of them defined health as a satisfactory physical state of the body. Mental health was taken into account by only 20% of respondents. During the class, it was revealed that little was known about the social health of adolescents.

Reproductive health, according to the WHO formulation, is not just the absence of diseases and ailments of the reproductive system, its functions and processes, including reproduction and harmony in psychosocial relationships in the family, but also a state of well-being in all spheres [1].

Table – analysis of health maintenance methods used by the participants of the event

The way of health maintenance	%
I do physical exercises	80
I visit a doctor for preventive purposes	50
I avoid bad habits	60

I care of my sleep mode	40
I stick to a proper nutrition	60
I maintain a balance of work and rest	30
I keep track of my weight	70

The concept of reproductive health is understood by almost all respondents as the ability to conceive, have children and the ability to lead a full sexual life.

By analyzing the responses in the "reproductive attitudes" block, it was revealed that most teenagers plan to start a family at the age of 25 and older; the birth of children is also reduced to this age. Mostly the desired number of children is reduced to 2.

Students' knowledge on the prevention of STIs and HIV infection is insufficient. Respondents most often referred to the following sexually transmitted infections: syphilis, thrush, with which they differentiated HIV and AIDS as two different diseases. Some believe that they can become infected with blood transfusions and when visiting the pool [4].

Only a few were able to decipher the abbreviations of HIV, AIDS, STIs and name several of their manifestations, symptoms.

About the period of time when the infection has already entered the body and is multiplying, but the antibodies in the patient's blood have not yet appeared and it was impossible for students to detect the disease by testing.

Teenagers called weight loss and weight gain, sex education and eating disorders the most interesting topics to study about health.

Almost everyone noted the importance of the highlighted issue and would like to gain more knowledge in this area.

Conclusion. The problem of health has always been and will be relevant, but not everyone has a sufficient understanding of its components, ways to preserve and improve. The conducted lesson and the analysis of the survey showed that teenagers are trying to take care of their health, and want to get more information on this topic, but have gaps in knowledge in some areas of this topic. The issues related to STIs turned out to be particularly challenging. Students quite well assimilate the information that is presented in the format of a dialogue, this is indicated by an oral survey at the end of the event on a given topic.

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MODERN TEACHING METHODS REFLECTION IN THE DIDACTIC SYSTEM OF N.I. PIROGOV

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Keywords: N.I. Pirogov, pedagogical heritage, didactic system, methods, techniques, means.

Nikolai Ivanovich Pirogov is an outstanding scientist, surgeon, talented teacher, author of unique pedagogical works, as well as fundamental humanistic and didactic ideas that undoubtedly require deep understanding, development and implementation in the context of studying the modern educational process.

Modern scientists place great emphasis on the importance of studying the pedagogical heritage [1; 2; 4]. It is necessary to agree with the opinion of O.V. Panisheva and M.V. Ovchinnikova that pedagogical ideas are reflected centuries later in the educational theory and practice, which confirms their undoubted value significance, depth, viability, as well as the fact that they stand the test of time and can be considered as a guideline for future education [2, p. 107].

The aim of the study is to identify and characterize the potential of N.I. Pirogov's pedagogical heritage realized in the modern educational environment.

Material and methods. During the research there have been used the following methods**:** analysis of N.I. Pirogov's pedagogical works, analysis and synthesis of modern psychological and pedagogical literature, method of comparing N.I. Pirogov's didactic system to modern approaches and teaching methods.

Findings and their discussion. Reflecting on what to expect from university teaching, N.I. Pirogov in his works reveals problematic issues concerning methods, techniques and means of teaching, so relevant at the present stage.

Criticizing the education system that developed at that time, in which the student remains a passive listener, N.I. Pirogov rightly notes: «nothing excites as much mental activity as active participation in scientific classes» [3, p. 138]. This thesis contains a deep meaning. In modern terms, we are talking about activating students' mental activity. This problem seems to be of great importance for modern pedagogy.

In order to solve it, N.I. Pirogov proposes to introduce instead of «ordinary lectures, a Socratic way of teaching in the form of conversations, the main purpose of which would be to discuss the main and independent issues of science» for many disciplines [3, p. 139]. Today these are problem lectures, problem seminars, etc.

The analysis of modern psychological and pedagogical literature shows a clear reflection of the key ideas of N.I. Pirogov. Thus, A.A. Somkin notes that the monological type of communication ceases to meet the challenges of the time, the directive style of presentation of disciplines, the dominance of the teacher in the audience are becoming a thing of the past [4, p. 9]. It is replaced by subject-subject, personality-oriented learning.

Despite the modern digital technologies' abundance, nothing can replace live human communication, which should be carried out in university practice in the form of a dialogue with elements of a problematic nature, thereby activating the mental activity of students. As N.I. Pirogov correctly writes, «there is no doubt that such conversations would give incomparably more food for the mind and would contribute more to the assimilation of science by the independent activity of the mind of students» [3, p. 139].

It is also interesting to reflect such a way of teaching as an «flipped classroom». In modern theory and practice, this method is becoming increasingly popular. In N.I. Pirogov we find the following description of the didactic idea: «students would have to prepare themselves at home by reading the sources, manuals or notes indicated by them, and in conversations to clarify the subject, they would not only answer as at rehearsals, but they themselves would ask, judge and object. Using this teaching method, the professor would have no need to read his lectures every day and waste time on a systematic presentation of such truths that every listener who knows how to read and, although somewhat prepared, can read himself, slowly and carefully thinking about it, in any textbook, and every mentor could use it more usefully it takes time to compile good manuals, monographs and a conversational explanation of what really needs to be clarified» [3, p. 139]. There are great opportunities for modifying this idea nowadays. In particular, many teachers upload lecture materials and presentations to the EIES system (Electronic Information and Educational System) for the purpose of students' preliminary preparation. This undoubtedly improves the quality of work at the lecture, provided that students are responsible for completing tasks.

Conclusion. Thus, N.I. Pirogov is the creator of a unique didactic system in which a huge role is given to the independent work of students, their mental activity activation. Considerable attention is paid to the methods, techniques and means of teaching used in the educational process. The key didactic ideas of N.I. Pirogov, which had a profound impact on the development of pedagogical thought, serve as the basis for the development and implementation of modern educational technologies, some of which have already been reflected in the modern educational process of the university. However, it should be noted that the potential of N.I. Pirogov's pedagogical heritage has not yet been exhausted and requires further in-depth research in order to develop psychological and pedagogical science in new, changed conditions.

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THE IMPLEMENTATION OF STEM APPROACH IN TEACHING PHYSICS IN INSTITUTIONS OF GENERAL SECONDARY EDUCATION

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Keywords: STEM approach, physics, student, educational task, educational project.

Intensive society development presupposes the education system development. The education focused on memorizing subject knowledge and mastering elementary skills is gradually being replaced by the education based on the development of abilities and thinking, proactive personal activity. To this end, in the educational process there is a need to develop and apply new approaches to its organization and modern educational technologies.

One of the modern ways of learning improvement is the implementation of STEM (Science, Technology, Engineering, Mathematics) educational approach (educational technology), which is an integrative strategy for its implementation, in which educational (practical, technical and technological) tasks are considered at the interdisciplinary level in the context of real life and are solved in the form of student project activity.

The STEM approach in education is widely used in many developed countries, such as Australia, Great Britain, Israel, China, Korea, USA, Singapore and Finland with the introduction of STEM disciplines into the educational process. In the education systems of these and other countries, the use of STEM is represented by different variations. Teaching is carried out in different ways depending on their capabilities, the focus of education. This indicates that currently in practice there is no consensus on how to implement this technology.

Therefore, there is a need for scientific substantiation of the STEM approach application in teaching disciplines of the natural science cycle in secondary school. This fully applies to physics. [1, 3]

Material and methods. Physics is a natural science discipline that studies the structure of matter and the simplest forms of its motion and interaction. Matter in physics is represented in two forms: substance and physical field.

Motion in natural science is considered as a change in the material system state. The simplest forms of matter motion include mechanical, thermal, electromagnetic motion and mutual transformations of elementary particles and the physical field.

The change in the material system state occurs as a result of its interaction with other systems. All interactions observed in the reality surrounding an individual consists in four main types: gravitational, electromagnetic, weak and strong.

Other natural science disciplines study more complex types of matter motion. Therefore, physics can be considered the foundation of modern natural science. At the junction of physics and other natural sciences, new scientific disciplines, such as agrophysics, astrophysics, biophysics, chemical physics and petrophysics, have appeared.

Physics as a science allows a person to learn about the world around and at each stage of its development forms a physical picture of the world. This is the way of forming the mechanical, electromagnetic and modern physical pictures of the world. This is the cognitive potential of physics.

The achievements of physical science are extensively used in the technical device creation and the modern technologies development. Due to the success of physics in the study of solids, gas discharge, the structure of atoms and the interaction of optical radiation with a substance, it became possible to create lasers that are used in modern technics and technologies. So, lasers are used as a surgical scalpel, monitor the degree of atmospheric pollution, ensure the production of highly pure substances, transmit information over distances and manage chemical processes and nuclear reaction. The nuclear physics development resulted in the creation of nuclear power engineering.

The development of technics, in turn, affects the development of physics. This is manifested in the emergence of new problems for research in physics and the creation of conditions for the intensification of their implementation. This is the essence of the technical potential of physics.

Findings and their discussion. The peculiarity of physics lies in the fact that it explores the world around on models. This is fully reflected in the educational knowledge in physics. Therefore, when studying physics in institutions of general secondary education, it becomes possible to convince students that all physical concepts and theories only approximately reflect objective reality.

Physics also has a high humanitarian potential. Thus, the principles of relativity and correspondence, which are used not only in other sciences, but also in human practical activity, and the probabilistic nature of many processes were discovered and proved. This corresponds to a deeper stage in the process of knowing the world.

The role that physical science plays in the life of modern society determines the importance of physics in general secondary education. [2]

Conclusion. The analysis of the content and structure of physics as a science allows to draw a conclusion that physics has great potential for implementing the STEM approach when teaching students in general secondary education institutions. When creating didactic support for the application of this approach in teaching physics, it is necessary to be guided by the following principles of its implementation:

1. When organizing the educational process in physics, it is necessary to organize the student project activities.
2. It is necessary to use practice-oriented tasks, tasks with technical and technological content as educational tasks in physics.
3. To solve such tasks, it is necessary to use the knowledge of other natural science disciplines.

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PENSION SUICIDE: PSYCHOLOGICAL GROUNDS

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Keywords: suicide, suicidal behavior, pensioner, psychological help.

Suicide is a serious public health problem, which is a real tragedy for the families of the victim. Suicidal behavior is currently a global public problem. According to the World Health Organization, about 400–500 thousand people in the world commit suicide every year, and the number of attempts is ten times larger. Suicide is the fourth leading cause of death in the 15–30 age group 77% of the world's suicides occur in low-income countries.

The most common methods of suicide include the use of poisonous substances, the use of firearms and edged weapons, hanging, falling from a height. According to the World Health Organization, about 20% of suicides are the result of self-poisoning. In the Republic of Belarus, about 80% of suicides are committed by hanging, in second place is falling from a height.

Material and methods. In this paper, through consideration of the factors of committing suicides, we raise the problem of the psychological grounds for suicide in the older age group. Methods of secondary sociological analysis, psychological analysis, generalization and systematization are used.

Findings and their discussion. Factors in the spread of suicidal behavior depend on the age group. Adolescents can commit suicide for various reasons: loneliness, loss of loved ones, conflicts in the family, bullying by peers, loss of meaning in life. In adulthood, many suicides occur due to mental disorders, depression caused by a person's inability to cope with accumulated problems (financial difficulties, intrapersonal crisis, breakup, incurable disease, etc.).

Quite often, suicide is committed by people of retirement age. This is influenced by the socio-economic crisis, the loss of the meaning of life, illness. Most pensioners die of loneliness. At a young age, many devote time to fulfilling their careers, achieving success in work, and there is not much time to find a spouse, so often people are left without a family, children and grandchildren [1, p. 124–126].

Also, one of the reasons for retirement loneliness, which provokes death, is quarrels with children, misunderstandings and resentment against the past. Children and grandchildren of older people often cannot devote enough time to them, because they have their own worries, they need to create a family on their own, earn a living. As a result, pensioners can "invent" illnesses for themselves, thus forcing loved ones to pay attention to them.

Many older people commit suicide due to an incurable disease. Some do not withstand severe torment, others commit suicide due to a mental disorder during the manifestation of the disease, and some do not want to be a "burden" for their loved ones, as they cannot take care of themselves on their own.

We can also talk about socio-demographic factors of suicidal risk:

1. Sex. The suicide rate in men is 3-6 times higher than in women. The level of suicide attempts, on the contrary, is about 1.5 times higher among women.

2. Age. The suicide rate in the population increases with age, and reaches a maximum after 45 years. Suicide rates are highest in the elderly.

3. Marital status. Suicide rates are higher among the unmarried, divorced, widowed, childless and living alone.

4. Professional status. Violation of occupational stereotypes (loss of a job, retirement, unemployment status) are associated with an increased risk of suicide.

5. Religion. Suicide rates are higher among atheists than among believers. Among the main faiths, the maximum suicide rates are recorded among Buddhists, the minimum – among Muslims; Christians and Hindus occupy an intermediate position.

The motives for suicidal behavior of pensioners are very diverse.

1. “Cry for help”. The motive of a suicidal act (as a rule, this is a suicidal attempt) is to draw the attention of others to their condition and find help.

2. Protest, revenge. It is provoked by a feeling of “resentment”, “injustice”. Suicidal actions (attempt or suicide) are aimed at causing a feeling of guilt in a loved one in a conflict situation.

3. Avoidance of an intolerable life situation. With varying degrees of awareness, the suicidal act can be used as a means of manipulating others. At the same time, the degree of its danger to the individual can remain very high.

4. Avoiding suffering. It is provoked by physical or psychological suffering; death or self-harm seems to be a way to interrupt them.

5. Self-punishment. It is provoked by an exaggerated sense of guilt. A non-adaptive way to “relieve” feelings of guilt is self-punishment, including through suicidal acts.

6. Reunion. It is a motif that comes from the fantasy of being reunited with a loved one after death. Such ideas can become relevant when experiencing severe loss.

Conclusion. Typically, the suicidal act is driven by more than one motive. For example, an elderly person in a depressed state may experience both the need to avoid an intolerable situation and self-punishment, and to demonstrate their suffering in order to seek help.

The development of suicidal motivations is often provoked by stressful events: interpersonal problems, rejection, loss, changes in social status, fear of punishment, resentment, fear of shame and blame.

Thus, in order to prevent suicide among the elderly, psychological support should be provided to them. It is important to give pensioners the opportunity to feel needed, to find some kind of hobby. Various circles, clubs and sections are useful in this regard, there pensioners can communicate with each other and exchange experiences. The role of social services is also important.

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INCREASING THE QUALIFICATION OF A GEOGRAPHY TEACHER IN MODERN CONDITIONS

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Keywords: advanced training, professionalism of a geography teacher, qualification.

The modern education system is in constant systemic transformation and the search for constructive models and advanced training programs for teachers. Raising the qualifications of a geography teacher in modern conditions is associated with the teacher's understanding of these changes.

The training of geography teachers in a higher educational institution begins with the basic foundations of pedagogy and psychology and ends with the traditional blocks of geographical science, namely: geography, geography of continents and oceans, physical geography, social and economic geography, political geography, etc.

The purpose of the study is to review and analyze current advanced training courses for teachers of geography in Leningrad region.

Material and methods. The material of the study is the advanced training programs for geography teachers, which were developed by educational institutions of higher professional education and institutions for the development of education in Leningrad region of the Russian Federation. The following methods were used in the study: system method (system approach), component analysis method, comparative and descriptive methods.

Findings and their discussion. It is important for a geography teacher to know the theoretical basis of geographical science, but the teacher's knowledge of geographical nomenclature is of great importance. Just as a history teacher should be able to operate well with the facts and dates of history, so a geography teacher should know and be able to show various objects on a geographical map [1, 3].

The process of advanced training of a geography teacher in modern conditions can be considered from two sides. Firstly, advanced training of a geography teacher as a systematic assessment of professional activity implies certification for obtaining the first or highest certification category. Secondly, a geography teacher should pass advanced training courses.

The main bases for advanced training of education staff in Leningrad Region are:

1. Leningrad Regional Institute for the Development of Education (LOIRO);
2. Institute of Professional Retraining and Advanced Training of Leningrad State University A.S. Pushkin (Department of Theory and Methods of Continuous Professional Education);
3. Department of support of additional education of the Russian State Pedagogical University. A.I. Herzen.

The Leningrad Regional Institute for the Development of Education offers a range of advanced training courses [4]. For teachers, advanced training courses are offered on the basis of the requirements of the Federal State Educational Standard. This approach is constructive, since the Federal State Educational Standard directs the entire system towards quality education. For geography teachers, LOIRO offers advanced training courses:

1. "OGE in geography: a methodology for checking and evaluating tasks with a detailed answer" (36 hours);

2. "Actual issues of preparing schoolchildren for participation in the All-Russian Olympiad for schoolchildren in geography" (18 hours);

3. "Actual issues of teaching geography on the basis of the Federal State Educational Standards of the OO" (144 hours);

4. "Implementation of the requirements of the updated FSES IEO, FSES LLC in the work of a teacher (geography)" (36 hours);

5. "Improvement of analytical activities based on the results of external evaluation procedures in biology and geography" (35 hours) [4].

Institute of Professional Retraining and Advanced Training of Leningrad State University A.S. Pushkin does not offer advanced training programs specifically for teachers of geography, but the system of further vocational education at Leningrad State University n.a. A.S. Pushkin performs a unique function of an operational, tactical and strategic resource for the development of the education system of the Leningrad region [2].

The Institute for Professional Retraining and Advanced Training offers various programs for 16, 36, 72, 144 or more hours. Geography teachers may be interested in continuing education programs:

1. "Updating the content of education at school in the context of the implementation of the Federal State Educational Standard" (72 hours);

2. "Designing additional educational programs of a new generation" (72 hours);

3. "Integrated education of students with disabilities in a general education school" (72 hours) [5].

The system of additional education RSPU n.a. A.I. Herzen offers only one advanced training program for geography teachers. It is “The content of geographical education in a secondary school in the context of the implementation of the Federal State Educational Standard” (72 hours) [6].

It is worth emphasizing that we have considered only professional development programs directly for geography teachers. Of course, teachers should not stop at courses of a narrow geographical direction. It is necessary to approach professional development in a systematic way, so that as a result, the process of passing courses will be beneficial. Geography teachers should be motivated to systematically improve their professional qualifications, both in the workplace and in organizations of additional professional education.

Conclusion. The process of improving the professional qualifications of a geography teacher should be a systematic process aimed at results. The result should be equated in this case with the development of the professionalism of a geography teacher in modern conditions.

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AGGRESSION, DEPRESSIVE STATES, ANXIETY CAUSED BY EARLY ADULTHOOD

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Keywords: aggression, depressive states, anxiety, positive influence, mental disorder, suicidal behavior, computer games.

Aggression, depression, dependence on computer games are actual problems in modern society. However, their relationship with suicidal behavior has not yet been revealed. This fact could not but attract the attention of psychologists. A fairly large percentage (10–14% according to various sources) are seriously interested in them, devoting a lot of time to this activity, often to the detriment of work, study, etc. [1]. Interest in the problem is caused by a strong increase in the number of people who show aggression in everyday normal life and many of them seem to be playing computer games. Studies in all countries of the world show that depression, like cardiovascular diseases, is becoming the most common ailment of our time [2]. Scientific research, long-term experience of scientists aims to show that computer games require comprehensive study. Unfortunately, some researchers are trying to award all the troubles and problems of modern society to computer games [3]. Thus, despite the large number of scientific developments, articles on this topic, the problem of diagnosing manifestations of aggression, depressive states and anxiety within the age period from 20 to 35 years remains urgent.

The purpose of this work is to identify aggression, depression, dependence on computer games as indicators of suicidal risk.

Material and methods. Theoretical (review and analytical analysis) and empirical (comparative and systematic analysis of the obtained research data) methods were used.

Findings and their discussion. Suicidal behavior has been studied by Belarusian and foreign researchers, such as A.G. Ambrumova, M.V. Zotov, B.S. Polozhiy, E.A. Panchenko, E.N. Krivulin. In modern Russian scientific and practical psychology, suicide is considered as a connection of social, biological and psychological factors. The founder of the sociological concept E. Durkheim believed that the basis of suicidal behavior was the decline and instability of social integration [5]. From the point of view of A.G. Ambrumova, suicidal behavior is a consequence of socio-psychological maladaptation of a person experienced the condition of a microsocial conflict [6]. Suicidal behavior is called any internal and external forms of mental acts, guided by ideas about depriving oneself of life. Internal forms of suicidal behavior include: thoughts, ideas, experiences, suicidal thoughts and intentions. The emergence of suicide is preceded by anti-vital experiences in which there is a denial of life: "You do not live, but you exist." The external forms of suicidal behavior include: suicidal attempt and completed suicide. A.G. Ambrumova and V.A. Tikhonenko call two types of suicidal attempts: true and demonstrative blackmail. The latter may be indicated by the choice of low-risk methods of suicide, an attempt to commit suicide in front of others [7]. The probability of committing suicidal actions is influenced by a variety of factors: individual psychological characteristics of a person and national customs, age and marital status, cultural values and the level of psychoactive substances consumption. Ambrumova, classifying the motives and causes of suicidal acts, identifies personal and family conflicts; mental health conditions; physical health conditions; conflicts related to the antisocial behavior of a suicidal person; conflicts in the professional or educational sphere; material and everyday difficulties [6]. In addition to factors, there are indicators of suicidal risk. Behavioral indicators include alcohol abuse, substance abuse; leaving home; a strong decrease in daily activity; self-isolation from other people and life; changing habits (for example, non-compliance with the rules of appearance care); choosing topics of conversation and reading related to suicide and death. The study of the circumstances of suicidal cases shows that most of the people who have taken their own lives are practically healthy people who have fallen into acute traumatic situations. According to a number of experts in developmental psychology and age psychology, adolescent age crises and midlife crises are the most severe and painful for the human soul in psychosocial terms. Thus, when studying the causes of suicides, it is necessary to keep in mind not only the motives of these acts, but also the circumstances characterizing the social environment and personality, as well as deviations from a normal lifestyle.

The study used the following methods is "Assessment of aggressiveness in relationships (A. Assinger)", it allows to study a person's aggressiveness towards others; "Abbreviated Mini-Cartoon/ RESIN test", "Diagnosis of depressive states (Zhmurov)", which is designed to diagnose the level of severity (depth, severity) of a person's depressive state, mainly dreary or melancholic depression, at the time of examination; "Integrative anxiety test (A.P. Bizyuk, L.I. Wasserman, B.V. Iovlev). The ITT technique is of indisputable importance in solving the problem of primary psychoprophylaxis of the occurrence of mental maladaptation in persons whose professional activity takes place under conditions of emotional stress and the impact of complex social factors. The study participants were middle-aged people (from 21 to 33 years old, professionally working: programmers, graphic designers and others). Purposeful and consistent empirical research was conducted. The study involved 20 people with various computer game experiences, 10 of them were female and there was the same number of males. According to the results of the study presented by the test "Assessment of aggressiveness in relationships (A. Assinger)", the following conclusions are made: non-playing men are more aggressive than playing men and women. And only one out of ten women surveyed is the most aggressive. Non-playing men (the total score of 20,2 is 34,2%) are the most aggressive. According to the results of the study of the test "Diagnosis of depressive states (Zhmurov)", the following conclusions were made: according to the strength of the propensity in depressive states, men who do not play computer games can be put in the first place. As a result of the study of depressive states by the method of "Abbreviated Mini-Cartoon / RESIN test", a kind of confirmation was revealed that men and women playing computer games in early adulthood were less susceptible to depressive states than those who were not playing. Based on the results of the study of anxiety states by the method of "Integrative anxiety test" (A.P. Bizyuk, L.I. Wasserman, B.V. Iovlev) the following conclusion is made: according to the strength of the propensity to anxiety states, women who do not play computer games can be put in the first place (19,7%).

Conclusion. Therefore, the final conclusion was made: the analysis of the literature helped to determine the further direction of the study of the problem and made it one of the most pressing problems of the modern world, an important theoretical and practical task.

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STRUCTURE OF PERFECTIONISM IN STUDENTS OF VARIOUS SPECIALTIES

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Keywords: perfectionism, psychological well-being, interconnection, perfectionism, oriented towards others, socially prescribed perfectionism, student.

Perfectionism (from Latin perfectio – perfection) is a multidimensional psychological construct characterized by excessive demands on oneself and others in relation to any activity, behavior, personal qualities [1]. Perfectionism leads people to strive to achieve unattainable ideals or unrealistic goals, which often lead to many forms of adjustment problems such as depression, anxiety, OCD, OCDD, and low self-esteem. The relevance of the study of perfectionism is that it can affect other psychological, physical, social aspects of the life of children, adolescents and adults, is associated with adaptation, can affect the subjective well-being of the individual, lead to suicidal thoughts and tendencies [4].

Material and methods. The purpose of this study is to study the structure of perfectionism among students of various specialties. To achieve the goal of the study, an empirical study was conducted using the Hewitt-Flett Multidimensional Perfectionism Scale [3]. This model describes perfectionism through the prism of its social aspects and distinguishes three main components: "self-oriented perfectionism", "other-oriented perfectionism" and "socially prescribed perfectionism". Adaptation of the methodology on the Russian-speaking sample was carried out by I.I. Gracheva [3].

The sample consists of 119 first, second and third year Polessky State University students in various specialties. These are students of the Faculty of Economics and Finance (FEIF, students of economics), the Faculty of Biotechnology (BTF, students of biotechnology), the Faculty of Engineering (IF, students of engineering) and the Faculty of Organizing a Healthy Lifestyle (FOLS, students-athletes). Among them there are 76 girls and 43 boys.

The distribution of subjects by specialty is presented in Table 1.

Table 1 – Distribution of boys and girls by specialties

	Total	Youths	Girls
FEIF	48	7	41
BTF	29	7	22
IF	25	23	2
FOLS	17	6	11

Next, we will consider the features of perfectionism among students of various areas of training (according to the results of the Hewitt-Flett multidimensional scale of perfectionism) (Table 2).

Table 2 – The severity of the general level of perfectionism among students of various specialties (% – severity of the group)

Speciality	Expression levels		
	Low level	Average level	High level
General sample	39,495%	49,579%	10,926%
Economists	31,25%	54,16%	14,59%
Biotechnologists	41,379%	51,724%	6,897%
Engineers	60%	40%	0%
Athletes	29,411%	47,058%	23,531%

Findings and their discussion. An analysis of the obtained empirical data allows us to conclude that the distribution of students according to the general level of perfectionism differs depending on the specialty. The highest percentage of a high level of perfectionism is observed among student-athletes (24%), the lowest is among engineering students (0%). In our opinion, this may be due to the fact that students of the faculty of organizing a healthy lifestyle, in addition to educational activities, are very seriously involved in sports activities. This circumstance leaves an imprint on approaches to time planning, motivation for educational, sports and competitive activities, teaches to overcome obstacles and be demanding of oneself. Sport forms the volitional qualities of a person associated with overcoming obstacles and striving for success.

The most differentiated, depending on the direction of professional training, is precisely the high level of perfectionism. The low and medium levels of perfectionism in students of all areas of professional training vary slightly. As a trend, it can be noted that the low level of perfectionism is most characteristic of engineering students (60%).

In our opinion, the revealed differences in the level of perfectionism can be to some extent related to the peculiarities of the educational activities of students of various specialties: the humanities mainly perform tasks related to the search, reading and assimilation of a large amount of theoretical material. But engineering students are often faced with tasks of an applied nature that require a lot of time.

Let's move on to the consideration of the features of perfectionism among students of various areas of training, analyzing the components of perfectionism (Table 3).

Table 3 – The results of the analysis of the components of perfectionism

Speciality	Components		
	Self-centered perfectionism	Other-oriented perfectionism	Socially prescribed perfectionism
General sample	81,512%	5,042%	13,446%
Economists	89,6%	6,25%	4,15%
Biotechnologists	62,069%	6,9%	31,031%
Engineers	88%	4%	8%
Athletes	82,35%	0%	17,65%

Thus, students with an average and low degree of perfectionism have a smoother distribution across subscales, in contrast to a high degree, where the indicators differ significantly. Self-oriented perfectionism (90%) is more typical for students of the direction "Economics". Students typically make inflated claims to themselves and the results of their own activities. A large number of biotechnology students have socially prescribed perfectionism (31%). With this type of perfectionism, young people regard the demands placed on them by others (most often parents) as exaggerated and idealistic, which subsequently affects the learning outcomes.

The results obtained on other-oriented perfectionism are interesting. A low degree of orientation of all specialties to other people was found. This is due to the fact that students are quite self-sufficient and confident in their abilities and capabilities, which can also be considered as a type of avoidance of stress reactions and tension due to their own inconsistency with the requirements that they place on other people.

Similar results were obtained in the study carried out by I.S. Slasten and A.S. Danilova, who also conducted a study of perfectionism among students [2]. They established a smooth distribution of low and medium levels of perfectionism in humanities students. They also revealed a trend of higher demands on themselves than on other people, which leads to enormous difficulties, due to the fact that excessively high demands are placed on their own personality and the results of their activities. The results of our analysis also showed no wide differences between low and medium levels of perfectionism. In addition, most “PolesGU” students equally showed a high level of self-oriented perfectionism. Since such people are proactive, enterprising, independent and risk-taking, they can be successful in various activities.

Conclusion. Thus, according to the results of the study, it can be concluded that the level of perfectionism among students differs depending on the specialty, while the greatest differences were found between students of various specialties in terms of a high level of perfectionism. The low and medium levels of perfectionism in students of all areas of professional training vary slightly.

The largest number of students with a high level of perfectionism was found among students of the faculty of organizing a healthy lifestyle. They also have a pronounced perfectionism, focused on themselves. Students of all analyzed specialties have a low level of other-oriented perfectionism. The highest values of socially prescribed perfectionism were found among students of the Faculty of Biotechnology.

The results of the study can serve as a basis for developing psychological recommendations on the problem of perfectionism.

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THE USE OF PROBLEMATIC TEACHING IN THE FORMATION OF SOCIAL IDEAS ABOUT LIFE SAFETY

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Keywords: social concepts, social experience, social development, socialization, life safety.

At the current stage, in order to organize the educational process for people with intellectual disabilities, they are increasingly resorting to creating special conditions in the formation of social ideas. As it is shown in the field of special pedagogy by a number of foreign and Belarusian researchers, social ideas of children with intellectual disability are formed in those spheres of life that are narrowly focused on the development of self-service skills, educational and labor activities [1]. Consequently, such a narrowly focused approach impoverishes the opportunities of the social experience of children and adolescents with intellectual disabilities, which requires improvement of the educational and process in auxiliary schools.

The purpose of this article is to describe the scientific and methodological features of the formation of social ideas about the safety of life in children with intellectual impairment.

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. Analysis of special literature showed that the formation of social representations in children with disabilities, including children with intellectual disabilities, considered as a problem of familiarizing preschoolers and younger schoolchildren with the surrounding natural and social world, awareness of yourself in this world, orientation in it, the formation of a culture of a healthy lifestyle, etc., by such researchers as A.N. Kosymova, E.N. Lebedeva, I.M. Novikova, E.N. Petukhova, M.R. Khaidarpashich, L.F. Khairtdinova, L.Yu. Shamko, L.V. Shinkareva and others. Currently, there are different approaches to research in the field of social representations, but each relies on the provisions of the theory of S. Moskovich. V. Wagner was like-minded by S. Moskovich that the subject of social ideas should be significant for a social group.

The study was based on the analysis of scientific and methodological approaches of domestic and foreign researchers on this problem. The most important result of research in this area conducted in the Republic of Belarus was the development of curricula and teaching aids for the 1st branch of the auxiliary school in the subjects "Social and household orientation" and "Subject and practical activity".

To study the scientific and methodological foundations for the formation of social ideas about life safety in children with intellectual disability, it is necessary to focus on the disclosure of the concepts "social ideas" and "life safety." The very concept of "social representations" in different scientific disciplines is interpreted in different ways. Even within the same discipline, there are different theories and approaches to defining this concept. "Social representations" are characterized as reflecting and recreating specific images of objects, events and phenomena of the surrounding natural and social world, directly related to all life environments: with the life and relationships of people in society, with an orientation to 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. This concept of social representations describes and discloses the mechanism of education, structure, functions, components, essential characteristics, as well as the systemic belonging of social representations regarding the individual picture of the world, intergroup relations as an element of everyday consciousness, communication, etc. [1].

It can be assumed that the elimination of these gaps requires the primary awareness by the defectologist teacher of the characteristics of the levels of formation of social ideas about life safety in children with intellectual disability, indicated below, and further targeted work in the proposed context.

In a perceptual and effective plan: the use of examination actions (consideration, groping, etc.) using specific manipulations; the ability to imitate an adult; the desire to act on a model or verbal instruction, choose on a model; purposefulness of actions in visual correlation; ability to act on the basis of previously identified properties and features of objects in a new situation; ability to perceive the signal and reproduce actions in accordance with it; adequacy of spatial orientation actions (distance, direction, etc.); application of methods of coordination, substitution, movement, etc. [2, 3].

Figuratively: recalling and sensual reflection of the phenomena and events of the surrounding world; distinguishing and comparing the color, shape, magnitude of the subject, sound manifestations; focusing on visual, auditory, motor, tactile, taste images-representations (systems of sensory standards); Attachment of view images to specific conditions schematicity and refinement of one's own experience of cognition.

Symbolically: mental reconstruction of reality if it is impossible to perceive it directly (as described); distinguishing between real volumetric space and its image on a plane (paper, board, etc.) and their correlation; understanding and establishing causal and environmental relationships; the presence of a variety of information about the objects, phenomena and events of the surrounding world, which constitutes a system of guidelines governing behavior; specifics of children's use of a holistic system of representations in the process of solving life situations, playing various social roles; expression and consolidation of ideas in products of various activities: constructive, musical, visual, labor, game, etc.

The data and research results described in the scientific and methodological literature showed that in children with intellectual impairment in the absence of corrective effects, social ideas about life safety in children with intellectual impairment do not form a single structural system. and their scope, content and focus do not determine the availability of stored and reproducible knowledge at the right time and ultimately do not correlate with the level of understanding and solving a life problem, preventing potential danger in some substantive and practical field.

Conclusion. The analysis of special scientific and pedagogical literature allows us to come to the following conclusions: the problem of the formation of social ideas in students with intellectual disability (mostly students in the curricula of the 1st department of the auxiliary school) remains virtually unexplored. Students with intellectual disability experience specific difficulties in mastering social ideas about life safety due to their mental development characteristics. Special training of students with intellectual insufficiency in social ideas as methods of assimilating life safety is an essential condition for ensuring the effectiveness of the educational process. In corrective and developmental work, the right use of methods, a combination of flexible forms, methods and techniques for teaching children with intellectual disability will be able to contribute to the formation of the personality of each child, capable of leading a safe lifestyle, primarily his own life safety, and most importantly, the opportunity to fulfill available social roles independently.

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PERSONALITY AUTONOMY AS THE MAIN PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANT IN THE MODERN EDUCATIONAL SPACE

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Keywords: educational process, psychological and pedagogical determinants, personality autonomy, adolescent psychology, personality determinants.

Personal autonomy is currently one of the most important problems of psychological and pedagogical sciences, which is dictated, firstly, by the socio-psychological position of minors in the social structure of society, and, secondly, by the acute need of modern society for individuals who can bear personalized responsibility for their actions.

The purpose of this article is to determine the main psychological and pedagogical determinant of working with individuals whose trajectory of psychosocial development is different from the autonomous one.

Material and method. When writing this article, we used the method of theoretical analysis of the scientific research of D.A. Leontiev and O.V. Sulimina, which allowed us to decompose the theory of personal autonomy into separate elements. Further analysis of these elements allowed us to draw a conclusion about the actual correlation of personal autonomy as a category of the main psychological and pedagogical determinant in the modern educational space.

Findings and their discussion. Appealing to the need to identify the prevailing psychological and pedagogical determinant when working with minors, it should be noted that the current framework of the educational space causes a tendency to expand the level of adolescent aggression, which often manifests itself in extremely deviant forms, which may be evidenced by the fact of the growing crime rate among Russian minors over the past 10 years [1]. Aggression, being a variation of social behavior, is certainly regulated by a variety of social norms, among which we can consider both legal sanctions, among which it is customary to distinguish formally defined rules and laws, and moral categories, the primary foundation of which is the idea of good and evil. A sense of personal responsibility for one's activities and a developed ability to self-regulate social behavior through moral categories is an integral feature of an autonomous personality [2], the determinants of which were discussed below.

The interdisciplinary nature of the problem of personal autonomy is a rational justification for the fact that many domestic and foreign scientists show their scientific interest in the above-mentioned problems, among which D.A. Leontiev, E.N. Solovova, O.V. Sulimina, R. Wright, D. Shapiro and many others can be distinguished in a special way. In our opinion, the problem of personal autonomy is extremely relevant today, since the latter, acting as a criterion of psychological health and stability of an individual, firstly, can be a utilitarian tool for operationalizing the level of information and psychological security of a person and, secondly, is a promising tool for developing psychological and pedagogical determinants in the educational process that meet the following criteria: for a steady increase in the level of this autonomy.

Theoretical analysis of the study by D.A. Leontiev and O.V. Sulimina allowed us to identify the following trajectories of psychosocial development of a minor personality [3]: autonomous; impulsive; maladaptive; conformal.

According to the authors of the study, the autonomous trajectory of personal development is the only way that an individual will be able to have psychological stability and stability. In our opinion, the authors single out the autonomous type of social psychosocial development as the only correct one, since its foundation is integrated feelings of personal responsibility and unlimited freedom, which forces the individual to independently determine the area of acceptable behavior in society, which, of course, is a direct consequence of having the skill to bear personalized responsibility, which, in itself, is not a It is already one of the determinants, because a person who has a sense of autonomy is less susceptible to the destructive influences of the social and cultural environment than an individual who adheres to a different trajectory of psychosocial development.

An important factor of psychological and pedagogical work is that timely detection of aberration in the developmental trajectory of a teenager allows it to be corrected by means of psychotherapeutic techniques, which contributes both to the development of self-determination mechanisms and to the disclosure of internal potential in underage children [4].

The written above allows us to conclude that the modern educational environment requires a qualitative modernization of the content of psychological and pedagogical work through the course of developing determinants of the development of adolescent autonomy. The determination of the individual psychosocial trajectory of a minor's personality should undoubtedly be accompanied by interpersonal and competent interaction of subjects of the educational process, among which the teacher, the parent and the teenager himself can be distinguished. The role of the teacher, as a determinant of the development of personal autonomy of a minor, is to provide the necessary psychological and pedagogical support in the educational process, which is manifested in the formation of self-confidence in the student and their abilities, which further helps him to make a choice and adequately evaluate it, set long-term goals in the short term and achieve them [5].

Conclusion. In our opinion, the indicated directions in psychological and pedagogical work with subjects of the educational process are of paramount importance in the process of developing the autonomy of the minor's personality. The key determinant of the educational space in modern society should be the competent work of the teacher, as the central subject of the educational process, built in conditions of continuous interpersonal and productive communication of its peripheral elements.

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FORMING FUNCTIONAL NATURAL SCIENTIFIC LITERACY IN TEACHING PHYSICS

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Keywords: natural scientific literacy, physics as science, aims and goals of teaching physics, teaching methods, didactic means.

One of the most important aims of teaching students in the general secondary educational institutions is formation and development of their ways of action on using knowledge they got for solving problems for continuous self-education, in real life and in their future professional activity. That ways of activity are parts of functional literacy of students.

Functional literacy represents integrative feature of character, which includes such components as mathematical, reading, natural scientific and financial literacy, as well as many important competence, and creative features of person. It is formed while learning wide specter of educational subjects, including physics.

Physics in the system of natural scientific disciplines plays fundamental role because it explores structure of mater and simplest forms of its movement and interaction and is tightly connected with other educational subjects, which study more difficult types of movement. That is why physics has high possibilities of forming functional natural scientific literacy of students. However, there is a need to create didactic support for the implementation of this opportunity in the process of studying in institutions of general secondary education.

Material and methods. For the purpose of correlation, let’s compare the content of the concept of natural science functional literacy and the aims (goals) of teaching physics, formulated in the regulatory documents on the organization of the educational process.

Natural scientifical literacy is understood as the student's ability to form an opinion about the problems associated with the natural sciences. This is expressed in student’s ability to interpret scientific data, plan and carry out research, explain natural phenomena and technology, and find evidence.

Moreover, the study of the disciplines of the natural scientifical cycle allows students to form reading components (studying information in the text, understanding, comprehending, extracting, interpreting and collapsing educational information) and mathematical (using the mathematical tools to output calculation formulas, convert units of measurement to the SI system, calculate the value physical quantities) [4].

The following skills are defined as the main aims and goals of teaching physics in institutions of general secondary education in the concept and educational standard of the subject "Physics":

- planning, fulfilling and valuation of the results of physical experiments, presentation of measurement results in tabular and graphical forms, identification of empirical dependencies on this basis;
- usage of various sources of information and computer technologies in the process of mastering knowledge and skills in physics, valuating verity of the used information used;

• conducting observations of natural phenomena, describing and summarizing the results of observations, using simple measuring tools to study physical phenomena;

• usage of acquired knowledge to explain various natural phenomena and processes, the principles of operation of the most important technical tools, to solve practical physical problems. [1, 3]

Achieving these aims and solving set goals corresponds to the need of development of functional natural scientific literacy among students. And for this it's important to apply those teaching methods and educational technologies that have a high educational potential for its development. These methods include the method of problem-based learning, the method of teaching as educational research, the solvation of practice-oriented and creative problems, individual homework.

Findings and their discussion. Practice-oriented tasks have a high potential in the development of natural scientific literacy, which is understood as educational tasks for describing the surrounding reality, connected with the formation of practical skills required in everyday life, including elements of production processes. The aim of these tasks is to form the ability of acting in socially significant situations.

The skillful usage of individual homework assignments plays an important role in the development of functional literacy. Their usage encourages the development of students' thinking, takes into account their individual characteristics. A variety of homework is not an aim in itself, but one of the ways to achieve the main aim – the development of functional literacy of students.

The technology of educational research is a student-oriented modern educational technology. Students in the educational process act as researchers who independently acquire knowledge using a variety of sources and materials. The main goal of the teacher in usage the technology of educational research is to prepare students for creative activity [2].

Conclusion. For the effective development of students' functional natural scientific literacy, a physics teacher needs to create an appropriate didactic system that includes modern educational technologies and didactic tools.

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SPECIFICS OF THE EDUCATIONAL ENVIRONMENT ORGANIZATION FOR CHILDREN WITH INTELLECTUAL DISABILITIES IN GENERAL EDUCATION SCHOOLS: INCLUSIVE APPROACH

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Keywords: educational environment, environmental approach, intellectual disability, inclusion.

In recent years, more and more attention has been paid to the specifics of the organization of the educational environment in the context of improving the effectiveness of educational and correctional-developmental processes in educational institutions. A number of foreign and national teachers were engaged in studying the problems of the organization of the educational environment: V.A. Yasvin, S.E. Gaidukevich, E.A. Lemekh, S.N. Feklistova, I.K. Rusakovich, V.V. Khitryuk, etc.

The educational environment is understood as "a set of all influences and conditions that affect the child's development opportunities. The environmental aspect organized on the concept of the educational environment presupposes the concept and practice of indirect management of the educational process, purposeful influence through the environment on the formation of the child's qualities, on his upbringing and development" [1].

The idea of inclusive education is considered as one of the components of the modernization of the educational process, which allows any child, regardless of age, abilities, the presence of special features in development, to participate fully in the life of society and contribute to it [2].

The above facts confirm the relevance of our research and allow us to define its purpose as the study of the specifics of the organization of the educational environment for children with intellectual disabilities, taking into account inclusive approaches in secondary schools.

Material and methods. The following methods of studying the organization peculiarities of the educational environment in general education institutions were used: analysis of the content of psychological and pedagogical literature, questioning of school teachers, observation, as well as methods of quantitative and qualitative processing of factual data. The study was conducted on the basis of the SEI "Secondary School No. 3 of Vitebsk named after L.N. Belitsky", SEI "Secondary School No. 47 of Vitebsk named after E.F. Ivanovsky", SEI "Secondary School No. 18 named after Euphrosyne of Polotsk, Polotsk", SEI "Secondary School No. 10 of Novopolotsk", SEI "Secondary school No. 18 Vitebsk named after V.S. Smetanin".

Findings and their discussion. In the course of the study, a survey of teachers was conducted on the basis of the vector modeling methodology of the educational environment V.A. Yasvina. This technique allowed us to evaluate the educational environment according to the parameters "freedom-dependence" and "activity-passivity" [3].

According to the results of the diagnostic questionnaire, a vector is constructed in the coordinate system, which allows establishing the type of environment of the educational institution and characterizing its visible features. Depending on the direction of the vector, the educational environment can be attributed to one of 4 main types: dogmatic, career, serene, creative [4].

Vector graphs were compiled based on the results of the survey. To determine the type of educational environment, a graph was used-the spectrum of modules-vectors of the educational environment V.A. Yasvina. Thus, during the experiment we've obtained the following data:

1. The educational environment of the State Educational Institution "Secondary School No. 47 of Vitebsk named after E.F. Ivanovsky" belongs to the type of "typical creative environment". This environment is characterized by a high degree of freedom and activity; creativity, morality, respect for the child; courage, enthusiasm, go aheadedness in the activities of the teacher.

2. The educational environment of the State Educational Institution "Secondary School No. 18 named after Euphrosyne of Polotsk, Polotsk" belongs to the type of "serene environment of passive freedom". This type of educational environment is characterized by a high degree of freedom and a slight degree of passivity; caring attitude towards students, the absence of punishments and a large number of incentives; teachers are characterized by a high degree of reflexivity, responsibility.

3. The educational environment of the State Educational Institution "Secondary School No. 3 of Vitebsk" refers to a "typical serene environment". It is characterized by a sufficient degree of freedom and passivity; justice, morality in relation to students is combined with care and lack of encouragement; teachers possess diligence, truthfulness, observation, prudence that are noted in combination with modesty, privacy and phlegmatism in relation to activity.

4. The educational environment of the State Educational Institution "Secondary School No. 10 of Novopolotsk" is a "career environment of active dependence". This type of environment is characterized by the following parameters: a significant degree of dependence and a sufficient degree of passivity; a sufficiently strong hierarchy in the institution's system, strict discipline; on the part of teachers, there is perseverance, a sense of pride, self-confidence, a desire to improve professionalism and career growth.

5. For the educational environment of the State Educational Institution "Secondary School No. 18 of Vitebsk named after V.S. Smetanin", Based on the data of the schedule, it can be noted that this educational environment belongs to the "creative environment of free activity", which is quite close in characteristics to the "normal (ideological)" educational environment.

We have developed an observation form for the analysis of environmental and spatial resources. It includes 3 main categories: school space, internal equipment, compliance with the principles of building an educational environment [5].

Based on the results of the observation, we've made the following conclusions:

1) not all schools are equipped with the necessary material environmental resources that would allow high-quality educational and correctional and developmental work with children with intellectual disabilities;

2) the school teaching staff is not sufficiently familiar with the necessity of the environment organization that ensures the integration of children with special features of psychophysical development;

3) not every educational institution has the opportunity to organize a barrier-free environment because of a certain financial situation of schools and the architecture of buildings;

4) there is rarely an active children's impact on the educational environment, many didactic manuals are kept by teachers and are not provided to children in their free time.

Conclusion. Thus, in accordance with the vector modeling technology, we have classified the educational environments of experimental educational institutions. However, for a more comprehensive study of the specifics of the organization of the educational environment, it is necessary to conduct more systematic observation according to the maximum number of criteria.

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THE SPECIFICS OF VISUAL MODELING CONTENT IN TEACHING GENERAL CHEMISTRY

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Keywords: visibility in teaching, modeling, general chemistry, visualization.

A promising means of overcoming cognitive barriers in the conditions of modern learning is the use of cognitive technologies. The term "cognitive technology" (cognitive science) is proposed to describe the impact of methods and electronic devices, other means (devices, models, etc.) on human mental processes, including observation, perception, retention and reproduction of information from memory in the learning process, forming behavior not only in the educational process, but also most importantly – when solving life tasks [1].

One of the directions of implementing cognitive technologies in practice to increase the level of understanding of chemistry is the use of visual modeling, which allows transferring the characteristics of a real object, the features of its structure and functioning to a duplicate model.

The purpose of the work is to substantiate theoretically the need to use visual modeling in the educational process and to investigate this problem in the context of teaching general chemistry.

Material and methods. The following research methods were used: a systematic analysis of the literature on the problem under study, the study of the experience of university teachers, pedagogical observation, a pilot pedagogical experiment.

Findings and their discussion. The general chemistry course is a link between the pre-university and university stages of chemical education. The content of the subject is based on knowledge of chemistry, physics and mathematics in the scope of the curriculum of institutions of general secondary education and is combined with related disciplines of the chemical block (Introduction to Organic Chemistry, Chemistry of Elements, Organic Chemistry, Analytical Chemistry, Biological Chemistry, Physical and Colloidal Chemistry, Methods of teaching Chemistry) [2].

In accordance with the requirements of the new educational standard, the academic discipline "General Chemistry" belongs to the state component block and is located in the module "General and Organic Chemistry". The study of this module should ensure the formation of students' basic professional competencies, such as to interpret the basic regularities of the periodicity of the properties of elements and their compounds, the structure, properties and methods of obtaining chemicals, the flow of chemical processes with their participation, to master the methodology for solving computational and experimental chemical problems.

When teaching general chemistry, it is possible to fully implement one of the tasks specified in Chapter 5 of the concept of the development of the education system of the Republic of Belarus until 2030 (approved Resolution of the Council of Ministers of the Republic of Belarus date 30.11.2021, № 683), which refers to the application of teaching methods aimed at critical and creative thinking formation among students. It is promising to base the solution of this issue on the use of visual modeling.

The frequency of using models in the learning process can be estimated by analyzing the content of the general chemistry course from the perspective of visual modeling (table 1).

Table 1 – Overview of the content of the general chemistry course from the point of view of the application of visual modeling

№	Main topics and sections	Concepts studied on the basis of modeling	Type of training model
1	Basic chemical concepts and laws	A chemical element. Types of chemical particles. Structural units in chemistry.	Chemical formula of the element. Table. Visual comparison of atomic masses with the mass standard. Schematic drawing of an atom, molecule, ion, macromolecule.
2	Classification and nomenclature of inorganic substances	Substance. The main classes of inorganic substances: oxides, hydroxides, salts. The general chemical properties of representatives of these	Chemical formula of the substance (molecular, structural, stoichiometric). Ball and ball-rod model of molecules of simple and complex substances.

		classes and the genetic relationship between them.	Table. General chemical properties of classes of inorganic substances and the genetic relationship between them.
3	Chemical reactions. Thermodynamics of chemical reactions	Chemical reactions. Homogeneous and heterogeneous systems. The concept of a state function. Change in the internal energy of the system. Enthalpy. Thermal effects of chemical reactions. The heat of formation of chemical compounds. Hess's law and its consequences. Entropy.	Equations of chemical reactions (molecular, full and abbreviated ionic). Schemes for drawing up systems for directing thermodynamic reactions. Schematic modeling of chemical processes of thermochemical reactions. Animations of the movement of molecules.
4	Chemical kinetics and catalysis	The speed of the chemical reaction. The concept of active molecules and the activation energy of the process. Free radicals. Catalysis.	Graph of the chemical reaction rate. Schemes of active molecules and the activation energy of the process. Energy diagram of the reaction of the first and second order.
5	Oxidation-reduction reactions	The degree of oxidation. Oxidizing agents and reducing agents. The electronic balance method and the ion-electronic method (the method of half-reactions). The concept of a galvanic cell. Standard redox potentials and their relation to the Gibbs energy change. The Nernst equation. Forecasting the direction of IAD in solutions. Corrosion of metals and the main ways to protect against it. Electrolysis.	A visual model for determining the degree of oxidation of atoms by the structural formula. Geometric method for determining the degree of oxidation. Galvanic cell circuit. Chemical equations of redox reactions. Animation of recoil and acceptance of electrons. Electrochemical series of voltages (standard electrode potentials) of metals. Standard redox potentials and their relation to the Gibbs energy change. Virtual models.

Conclusion. Thus, the specifics of using visual modeling is reflected in the fact that it should be optimally combined with other teaching methods, ensuring the integrity of ideas about the studied chemical objects and phenomena, contributing to a better understanding and assimilation of the material on general chemistry.

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FORMATION OF SENSORY CULTURE IN PRESCHOOLERS WITH INTELLECTUAL DISABILITY: MODERN APPROACHES

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Keywords: preschool children with intellectual disability, play activity, teacher, mental processes, sensory development.

The problem of sensory development disorders is very relevant in modern conditions. The presence of children with intellectual disabilities in preschool institutions further exacerbates this problem. Since childhood, the child is surrounded by a large number of interesting objects: toys, art objects, nature, he gets acquainted with them and studies them in the process of growing up. Sensory development promotes the effective formation and development of perception of the child starting from preschool age.

Many modern physiologists and psychologists, such as L.A. Wenger, R.A. Granit, A.V. Zaporozhets, V.P. Zinchenko, T.S. Komarova, E.E. Kravtsova, T.V. Lavrentieva, E.N. Sokolov, K.V. Tarasova, V.V. Yurtaykin, etc., have been studying sensory processes.

Sensory education is understood as a fundamental aspect in the development of all mental processes in a child: thinking, attention, memory, imagination, reality, and also it is the condition for the formation of the main type of activity of preschoolers known as a game. "The work of all sense organs develops and improves by involving a preschool-age child in activities, and also the ideas about the surrounding world are enriched" [1].

The purpose of this research was to study the conditions of sensory development of preschool children with intellectual disability.

Material and methods. We used the following methods: the study of psychological and pedagogical literature, experiment and observation, as well as methods of quantitative and qualitative data processing. When conducting the study, 5 techniques were selected and used: "Grouping of objects", "Find a pair of socks", "Disassemble and fold a matryoshka doll", "Collect a flower", "Phonematic component of auditory perception". The study was conducted on the basis of the SEI "Special kindergarten No1 Vitebsk", SEI "Children's home of Vitebsk". It was attended by 18 preschoolers with intellectual disability aged 5 to 8 years, of which 7 preschoolers have a mild degree of intellectual disability, 8 - moderate, 3 – severe.

Findings and their discussion. When performing all the methods, the student's activity was evaluated with the use of a four-point scale, where 1 point corresponds to a low level (in which a child does not accept and does not understand the tasks), and 4 points are given if the task is completed independently. The study took into account the age and individual characteristics of preschoolers. If the children had difficulties when performing tasks, they were assisted. Before the start of the study, a friendly environment was created, which contributed to the establishment of positive emotional contact between children and the teacher.

According to the results of the study, it was revealed that among 18 pre-school students with intellectual disability 3 children have a high level, 6 – average, 7 – satisfactory, 2 – low level. The results of the study can be presented in percentage terms: high level – 16.70%, average – 33.30%, satisfactory – 38.90%, low – 11.10%

In the course of the study, we've revealed that the majority of preschoolers with intellectual disabilities have an insufficient level of sentimental development. Most of the preschoolers accepted the help of a teacher, but made mistakes when completing the task. Therefore, we have compiled methodological recommendations for improving the level of sensory development of preschool children with intellectual disability. At the initial stage, an adult act as an organizer. Then all actions are performed together. The adult explains his actions, thereby involving the child in the activity. In addition, the adult controls the child's actions and reminds him of the purpose of the task and the way it is performed [2].

At the preparatory and initial stages of education, the child's natural ability to imitate should be used. Initially, all actions are performed together, then the children are shown the correct execution of actions, after which they proceed to the stage of joint execution. When forming ideas about geometric shapes, bodies and the shape of objects, all actions are performed together, then by imitation and pattern. It is necessary to use the display of geometric bodies, its naming by the teacher, the choice of "the same" by imitation and model. Then it is necessary to organize the child's actions with objects that are conditioned by his form. Next, exercises for recognizing, naming and differentiating forms are used; then go exercises for choosing according to a sample; exercises for choosing according to the verbal designation of the teacher; exercises in the form of didactic and outdoor games [3].

The leading activity of preschoolers is the game. In the process of play activity, the child acquires practical knowledge, skills and develops spatial representations. For classes with preschool children with intellectual disabilities, it is necessary to use such didactic toys as:

– toys for stringing (rings, balls, cubes that have holes for stringing);

– geometric bodies (balls, cubes, parallelepipeds, etc., which use sorting of game objects to perform actions for differentiation by color, shape and size);

– toys consisting of geometric shapes-inserts (cubes, cones, cylinders, designed for embedding and superimposing in color and shape);

– folk collapsible didactic toys (nesting dolls, eggs, which are used for embedding, familiarizing children with the size of objects; when they are selected by color and size to consolidate the grouping skill);

– plot toys are small in size (cars, mushrooms, animal figures) and objects selected according to certain characteristics (boxes, cups) [4].

Modifications of Seguin and Montessori boards can be used as material for training exercises. Due to very rapid fatigue, low concentration of attention for preschoolers with intellectual disabilities, it is necessary to organize the workplace in a special way. Toys and teaching aids for conducting classes, if possible, should be placed in various parts of the room (group, office; on the table, on the carpet, in the closet). With such an organization of space, the child and the teacher gradually and evenly move from one exercise to another. In this case, there is a change in the types of activities of the preschooler, the child retains interest in performing exercises, as well as increases the duration of active work and the prevention of overwork [5].

Conclusion. Thus, the study made it possible to identify the level of sensory development in preschoolers with intellectual disability, as well as to determine the course of further plans for the development of the sensory sphere in children. The organization of sensory education of preschoolers with intellectual insufficiency should be purposeful and come from the teacher. It is necessary to conduct a number of complex game classes. Properly selected methods and methods of teaching contribute to the development of preschool children with intellectual insufficiency not only sensory experience, but also enrich practical knowledge and experience, correct its cognitive processes.

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PEDAGOGY OF CHILDHOOD IN THE MODERN CONTEXT: PROBLEMS AND PROSPECTS

FEATURES OF AESTHETIC EDUCATION OF PUPILS OF THE AUXILIARY SCHOOL

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Keywords: aesthetic education, formation, training, aesthetic education.

Aesthetic education has a huge impact on how a child grows up, so it is necessary to pay official influence to this particular education. The auxiliary school sets many tasks, but the priority in the auxiliary school is organization of the educational process in such a way that the child with intellectual insufficiency, thanks to the formation of aesthetic education, can find the answer to the main questions in his life as early as possible: what he and the world around him are; what is the meaning of what happens in your life and the life of people around you; what interests him; how our lives work. Classes on the formation of aesthetic education in students with intellectual disability make it possible to solve such an important problem as socio-emotional development.

Aesthetic education refers to a process in which such skills as adequate perception, correct understanding, development of the ability to create and see beautiful, properly evaluate the beautiful in everything you see: in nature, society, music, art, are purposefully and systematically formed.

The purpose of this article is to reveal the peculiarities of the formation of aesthetic education among students of the auxiliary school.

Material and methods. The study was conducted in September – October 2022 on the basis of the SEI "Auxiliary School № 26 of Vitebsk." We involved 20 children with intellectual insufficiency of elementary students in the study. The following methods were used during the study: pedagogical observation, analysis and synthesis.

Findings and their discussion. The methodology of aesthetic education is based on the scientific provision that aesthetic education is inextricably linked with ethical one. Thus, the connection of beauty and morality favorably affects the intellectual, strong-willed and emotional activities of the student with intellectual insufficiency; the relationship between aesthetics and ethics has a significant impact on the development of a child's personal qualities.

Aesthetic education in an auxiliary school is systemic; this suggests that new knowledge and concepts of beauty are constantly consolidated by practical knowledge. Aesthetic education permeates all the disciplines taught in the auxiliary school. Due to weak opportunities in relation to creativity, as well as due to general intellectual underdevelopment, aesthetic education, of course, is difficult.

Aesthetic education is included in the sphere of pedagogical impact. All students of the auxiliary school have violations of the normal development of mental processes and personality qualities. Students with intellectual disability need not only the correction of intellectual development, but also of the emotional sphere. Defectology teachers try to take into account the psychophysical characteristics of students with intellectual disability, strive to smooth them out in the process of correctional and pedagogical development.

Pupils with intellectual disability perceive various works of fine art in a peculiar way: they poorly differentiate colors and shades, make mistakes when recognizing objects similar in style [1].

Aesthetic education allows you to bring joy, new emotions and sensations to the life of students of the auxiliary school.

The disadvantages of the cognitive, speech, emotional-volitional and motor spheres of mentally retarded children greatly complicate the solution of the above problems. Therefore, a special organization of work is needed, which provides, firstly, a more elementary level of aesthetic education than in a mass school, secondly, the rational use of a variety of forms, methods and means of education and training that meet the capabilities of students, and thirdly, the corrective nature of all educational measures. Therefore, aesthetic education in an auxiliary school has certain specificity, which is due to peculiarities of the psychophysical development of its pupils.

Pupils of the auxiliary school have a peculiarity in perception, the pace of perception is slowed down, and they may not recognize well-known paintings and subjects immediately. Retardation in psychophysical development, slowness or impulsivity of movements, decreased muscle tone, impaired visual-motor coordination – all this negatively affects the aesthetic education of students with intellectual impairment.

Aesthetic education is carried out in the course of training in lessons, as well as in extracurricular time. Most of the subjects that are studied at school have great opportunities for aesthetic education; such subjects include the visual arts, labor training, music, physical culture. For aesthetic education to be effective, it is necessary to use didactic material, which organically includes aesthetic ones with the properties that are inherent in them: colorfulness, imagery, expressiveness.

Fine art lessons, as mentioned above, have a special role in the aesthetic impact on students with intellectual disabilities. You can draw from nature, engage in thematic drawing, you also need to talk about art. During such classes, students of the auxiliary school are corrected for the shortcomings of psychophysical development, children learn elementary drawing, in addition to all this, students develop an emotional and aesthetic perception. In fine art lessons, students with intellectual disability are enriched with visual images, these images educate them in artistic taste, feelings, as well as the desire to engage in visual activities. All this is achieved using a variety of exercises that are aimed at developing perception, analytical and synthetic activity, reproducing the shape, flowers, size, structure of objects and their position in space.

Labor education lessons are also an important means of aesthetic education for students with intellectual disabilities. These lessons use a variety of colored materials: paper, plasticine, fabric – all these materials attract children both during and after work.

Labor lessons influence almost all senses. Thanks to this, excellent conditions for the development of aesthetic perception and elements of artistic creativity in children are created.

Reading lessons are important in the formation of aesthetic education. Children's literature and oral folk art allow the students with intellectual insufficiency to develop. Artistic words help to imbue with the wealth of the native language, they allow you to see the student all the beauty of the language. A well-chosen story allows you to touch the sensitive sphere of schoolchildren. Such a story can evoke various emotions in students with intellectual impairment. Expressive reading can arouse students' interest in books, it encourages them to read on their own.

Conclusion. Aesthetic education essentially begins with an external environment, with the aesthetics of life. The effectiveness of aesthetic education of students with intellectual disability is improved if this work is organized in the system, has clear planning and provides the correlation of activities held during extracurricular times with the program content of lessons such as fine art, labor training, literature, music, physical education, etc.

Thus, it can be concluded that aesthetic education has a huge impact on how a child grows up. Aesthetic education allows you to bring joy, new emotions and sensations to the life of students of the auxiliary school. An integrated approach must be taken to form an aesthetic need for beauty in a child. It is the complex approach that makes it possible to effectively influence the development of the emotional-volitional sphere of the student, cognitive activity, the formation of such positive qualities as kindness, responsiveness, attentiveness.

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NON-TRADITIONAL DRAWING TECHNIQUES AS A MEANS OF DEVELOPING THE CREATIVE IMAGINATION OF PRESCHOOL CHILDREN WITH SPECIAL PSYCHOPHYSICAL DEVELOPMENT

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Keywords: preschool age, imagination, visual activity, non-traditional drawing techniques, children with special psychophysical development.

The educational paradigm is focused on the development and realization of children's creative potential as well as the formation of a creatively active personality. The basis of creativity, the motive force of any creative process refers to imagination, which largely determines the development of personality as a whole (L.S. Vygotsky, G.D. Kirillova, V.M. Kozubovsky, Ya.L. Kolominsky, Yu.A. Poluyanov, etc.) [1].

The creation of an optimal correctional and developmental environment for mental cognitive processes development is one of the conditions for the educational inclusion of children with special educational needs [2]. The limited communication with adults and peers deprives children with special features of psychophysical development of the necessary amount of information and knowledge of techniques for reconstructing existing ideas. Therefore, the process of imagination in this case performs a compensatory function in addition to reflective one. That's why the problem of studying the peculiarities of imagination development in children of this category and determining the pedagogical conditions that ensure the formation of the considered mental function become particularly acute.

There are many methods of developing creative imagination investigated by G.S. Altshuller, E.A. Alyabyeva, T.G. Kazakova, A.M. Strauning, M.V. Soboleva, O.M. Dyachenko, N.E. Veraks, K.L. Novikova, N.V. Nischeva, etc. They are based on working with drawings, games, writing fairy tales, solving problematic issues, motor activity of children, etc.

The purpose of the study is to analyze the possibilities of using various non-traditional drawing techniques as a means of forming imagination in children with special features of psychophysical development of preschool age.

Material and methods. The material of this study was a set of theoretical conclusions on using non-traditional drawing techniques (M.V. Soboleva, A.V. Nikitina, N.P. Sakulina, I.A. Gordeeva, L.V. Nikolaeva, I.G. Galyant, L.I. Zabara, L.N. Yakina, etc.). Theoretical research method used in the work is a comparative scientific analysis of publications, which helped to formulate the initial positions of the study and methodological recommendations on the use of non-traditional drawing techniques in correctional work.

Findings and their discussion. Pedagogical problems of using various drawing techniques as a means of developing imagination were studied by the following researchers of children's fine art: A.A. Dmitrieva, S.V. Ivannikova, V.A. Engestoykova, R.G. Kazakova, T.G. Kazakova, T.S. Komarova, L.V. Kompantseva, N.P. Sakulina, E.A. Fleerin, etc.

In their works, they revealed the peculiarities of creating an image by children in various types of pictorial activities of preschoolers, defined it not only as a form of an image, but also as children's manifestation of their feelings, knowledge, skills and relationships. Nowadays there is a tendency to include various artistic image techniques in the pedagogical process, thus revealing new imaginative and plastic possibilities of artistic materials to children. These techniques contribute to the education of preschoolers with an emotionally positive attitude to the process of drawing, the development of imagination, the improvement of drawings in terms of quality and content (L.B. Gorunovich, N.V. Dubrovskaya, T.S. Komarova, S.D. Levin, A.A. Lukashova, etc.).

E.E. Kravtsova, M.V. Shklyarova, A.A. Ilyina recommended to use the following types of non-traditional image techniques in the work on the development of creative imagination in preschool children: monotype, blotting and tasks according to the type of blotting, drawing with colored threads, etc. While developing the skills of visual activity, we use non-traditional image techniques such as grattage, hand printing, drawing on raw and crumpled paper, drawing with colored semolina, monotype, drawing with colored threads and blotting. There is a large arsenal of types of non-traditional techniques: monotype, blotting, drawing with threads. The choice of these techniques is not accidental:

– firstly, they are the most favorable for the development of creative imagination, since their result is unpredictable and individual;
– secondly, they are technically accessible to preschool children with general speech underdevelopment;

– thirdly, the process of performing the image with these techniques is fascinating, interesting and is associated with positive emotional experience.

Monotype is considered to be one of the simplest graphic techniques. Thanks to this technique, the image acquires a specific texture, characterized by softness and slight vagueness of outlines with a special charm. The name is caused by the fact that the impression is obtained in a mirror image. A child may choose any number of colors. It is important that there is always an adult around in order to give a hint. Otherwise, in case of failure, the child will lose all interest in classes for a long time. Try to awaken the imagination of the baby, and for this, turn the classes into an exciting game. So, on a piece of paper, leave a few rather large drops of liquid diluted paint. Fold the sheet in half and squeeze tightly. Unfolding it, you will see unusual, bizarre patterns [3].

The next technique is "blotting". It is recommended to start work with simpler tasks. The teacher prepares sheets with colored blots in advance. The shape of the colored spots itself should be unusual, causing associations and desire to complement the image. Then you can ask a child to do the work himself from beginning to end. You can make a blob more interesting and expressive by inflating it. Games with blots help to develop the eye, coordination and strength of movements, imagination and imagination.

Another technique is "Colored threads". It will require threads 25-30 cm long, they need to be painted in different colors and arbitrarily laid out on one side of a folded sheet, the ends of the threads are brought out. The halves of the sheet are folded, pressed ant then smoothed out. Then the threads are carefully removed one by one with the right hand without removing the palm from the paper and after that the sheet of paper is unfolded. A child can complete the image with traditional techniques; the result may be correlated with any feeling, mood.

Conclusion. The development of creative imagination in children with general speech underdevelopment with the help of non-traditional techniques in the process of visual activity leads to positive changes in all components of the speech system related to the sound and semantic side. Productive activities have great potential in overcoming the general underdevelopment of speech in preschool children. Thus, the development of creativity in older preschoolers with general speech underdevelopment using non-traditional techniques leads to positive changes in all components of the speech system. It is a tool for disclosure of their individuality, self-expression of personality, the formation of an internal need for creative transformation of the surrounding reality.

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THE SPECIFICS OF THE FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN WITH INTELLECTUAL DISABILITIES

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Keywords: communication, communicative competence, children with intellectual disabilities, communicative actions.

One of the priority directions of the system of special and inclusive education development is the study and improvement of speech communication of children with special psychophysical development. The specificity of the current stage of the development of this problem lies in the multidimensional study of the communication process in theoretical, empirical, applied aspects, affecting not only general, but also children's age, pedagogical, social psychology [1].

The concept of "communicative competence" was first used by A. A. Bodalev and interpreted as the ability to establish and maintain effective contacts with other people in the presence of internal resources (knowledge and skills). The term "communicative competence" is used in works of Y.M. Zhukov, L.A. Petrovskaya, P.V. Astenikov, E.I. Mychko, A.R. Luria, A.A. Leontiev, I.A. Zimnaya, etc. The formation of children's communicative competence is an important social and psychological-pedagogical problem.

The importance of a child's speech development, speech as a way of communication, and the development of its communicative function have been discussed in many works by various authors (A.A. Bodalev, A.A. Brudny, L.P. Bueva, L.S. Vygotsky, G.V. Kolshansky, A.A. Leontiev, M.I. Lisina, etc.). The studies of speech pathologists also substantiate the need for the formation of speech and, in particular, its communicative function (A.K. Aksenova, L.S. Vavina, V.V. Voronkova, M.F. Gnezdilov, E.A. Gordienko, S.Y. Ilyina, R.I. Lalaeva, R.K. Lutskina, V.G. Petrova, T.A. Protsko, Lm.P. Feofanov).

The purpose of the study is to determine the features of the formation of communicative competence of children with intellectual disability.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained during the study of the peculiarities of the development of communicative competence of children with intellectual disabilities of various age groups. We used theoretical research method of a comparative scientific analysis of publications on the problem under consideration to formulate the initial positions of the study and determine the specific features of the development of communicative activity in children with intellectual disabilities. Most of the analysed special studies are devoted to the logical and substantive aspects of oral and written speech (V.Y. Vasilevskaya, M.F. Gnezdilov, E.A. Gordienko, R.I. Lalaeva, V.G. Petrova, etc.); identification and formation of its lexical side (G.I. Danilkina, G.M. Dulnev, Z.N. Smirnova, T.K. Ulyanova, etc.); determination of ways to correct the grammatical structure of speech (M.F. Gnezdilov, K.G. Ermilova, G.V. Savelyeva, M.P. Feofanov, etc.); methods of improving the skills of coherent oral and written speech (A.K. Aksenova, V.V. Voronkova, M.F. Gnezdilov, S.Y. Ilyina, I.Y. Sviridovich, etc.). The works of D.I. Boikov, V.A. Vyarianen, I.A. Yemelyanova, V.V. Tkacheva, O.V. Sivolobova are devoted to research in the field of communicative competence of children with intellectual disabilities.

Findings and their discussion. A violation of communicative actions is noticeable in the first year of life of children with intellectual disability. I.A. Emelyanova emphasizes that children with intellectual disabilities do not talk much to each other. Even when in a game situation they do not use speech enough and replace discussions and conversations with the utterance of individual words as an incentive to perform certain actions. The development of communication in children with intellectual disabilities differs significantly from normal development of a child. It is often difficult to establish emotional contact with children and adults for a child with intellectual disability. Communicative activity is characterized by persistent violations of all aspects of communication such as a sharp decrease in the communicative and cognitive need for communication, the lack of formation of phonetic, lexical and grammatical means of language necessary for the implementation of the finished speech product. Children with intellectual disabilities are characterized by defects in sound reproduction, difficulties in the process of perception and comprehension of reversed speech, the content of stories, fairy tales, etc. Coherent speech does not correspond to age. All this leads to the fact that most of the children in this category do not know how to maintain and start a conversation, how to answer the interlocutor's question, find it difficult to formulate a question, a request.

In connection with this isolation, there’s a distinct role for a specially organized formation of communicative skills and abilities for they have a greater impact on the processes of adaptation and integration of the child into society, as well as on the development of his personality as a whole [2]. The higher the child's level of speech development, the more successfully a child with intellectual disability adapts to society.

To increase the level of communicative competence in children with intellectual disabilities, N.S. Kulikova developed a correctional program aimed at developing the skills of socially adequate behavior of children. The main objectives of this pedagogical activity were the following: – development of interpersonal and conflict-free communication; – formation of self-control and self-regulation skills in the process of group interaction; – the development of children's knowledge of the rules of etiquette and the formation of skills for the practical application. The correctional and developmental program proposed by the author involves the use of story-role-playing games, psychodramatic exercises; elements of art therapy, music therapy and game therapy.

O.V. Sivolobova notes that the need for communication plays an important role in the life of a child with intellectual disability. Entering into a relationship with the outside world, he reports information about himself and receives the information he is interested in, analyzes it and plans his social activities based on this analysis. The effectiveness of this activity often depends on the quality of information exchange, which, in turn, is ensured by the availability of necessary and sufficient communication experience. The earlier this experience is mastered, the more diverse the communicative means, the more successfully the interaction is realized [3].

Conclusion. Thus, increasing the level of development of communicative competence is both an independent goal and a means to achieve significant success in all areas of development and correction of a child with intellectual disability. Self-realization and self-actualization of a child with intellectual disability in society directly depends on the level of formation of his communicative competence.

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THE USE OF PLASTICINOGRAPHY AS A FORM OF WORK WITH CHILDREN WITH DEVELOPMENTAL DISABILITIES

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Keywords: plasticinography, correctional work, children with developmental disorders, cognitive sphere.

One of the priority directions of the development of modern correctional pedagogy deals with improving the effectiveness of correctional and developmental work of a teacher-defectologist, including speeding up the correction process itself, strengthening awareness and interest of children, their inclusion in the pedagogical process. T.V. Lisovskaya, O.S. Khrul, E.A. Lemekh, O.E. Shapovalova, M.V. Zhigoreva and others point to the need to use non-standard approaches, innovative technologies, and individual development programs in this activity.

Art therapy is considered as one of the innovative approaches to correctional work with children with peculiarities of psychophysical development of various nosological groups (L.S. Vygotsky, I.A. Gordeeva, L.V. Nikolaeva, I.G. Galyant, L.I. Zabara, L.N. Yakina, etc.) [1]. Currently, a child of the category under consideration is given the opportunity to choose a wide range of visual materials, which in the process of work cause joy, emotional excitement, maintain interest in drawing, through the creation of a positive psychological climate and emotional atmosphere. According to researchers (I.A. Lykova, A.V. Nikitina, N.P. Sakulina, etc.), unconventional drawing techniques are ways to create a new, original work of art. One of the unconventional drawing techniques is "plasticinography", which can also be successfully used in solving various correctional and developmental tasks (E.B. Fetisova, A.V. Pokatskaya, G.V. Pavlyuchenko, O.A. Perelygina, etc.).

The purpose of the research is to analyze the possibilities of using plasticinography as a means of correctional and pedagogical work with children with disabilities of psychophysical development.

Material and methods. The material of this study is a set of approaches to the use of non-traditional techniques of visual activity in correctional and developmental activities (A.V. Nikitina, N.P. Sakulina, I.A. Gordeeva, L.V. Nikolaeva, I.G. Galyant, L.I. Zabara, L.N. Yakina, etc.). We applied theoretical research method of a comparative scientific analysis of publications to formulate the initial positions of the study and methodological recommendations for conducting classes using plasticine.

Findings and their discussion. Plasticineography is an unconventional artistic technique of working with plasticine. G.N. Davydova calls drawing with plasticine on cardboard or other dense base as the main principle of this technology [2]. It should be noted that both the background and the characters are depicted not by drawing, but by sculpting, and these objects can be convex, relief to some extent.

E.B. Fetisova, M.V. Shipilova consider plasticineography as one of the effective means of developing fine motor skills of preschool children with special psychophysical development. When mastering this technique, pupils get acquainted with the use of various methods of work: – performing decorative patches of various configurations; rolling (using rectilinear brush movements); – pinching; rolling with the help of circular brush movements; – pulling details away from the general shape; – smoothing (when creating smooth and flat surfaces); – flattening; – tight connection of parts by smearing one part to another. These processes contribute to the development of various muscle groups, strengthening the strength of the hands, coordination of hand movements, stimulation of sensorimotor skills is carried out, which, in turn, is a preparation for the development of writing [3, 4].

Plasticinography can also be considered as a means of speech development. In an interesting playful way, classes in this direction of decorative and applied art contribute to enriching the lexical side of the speech of children with special psychophysical development. V.I. Zukhar points out the need for continuous conversation with children in the process of playing the plot and performing practical actions with plasticine, which stimulates speech activity and the child's understanding of the speech of others, causes speech imitation, the formation of dictionary and its activation. The author emphasizes that in plasticine classes, participants are trained to perform collective work, which contributes to the formation of the ability to act according to the verbal instructions [5].

There are three stages of learning plasticineography. At the first, preparatory stage, children form the correct positioning of their fingers, they master the technique of plucking a small piece of plasticine from a whole piece, train to roll balls between two fingers, smear plasticine with finger pads, press, work in a limited space. At the next, main stage, children master the skills of modeling taking into account the contour of the drawing, learn to smear plasticine, filling the inner contour of the drawing, master the technique of infusing one color into another, by mixing two or more colors to get a new color or shade. At the third stage, the final one, children develop the ability to independently solve technical problems, choose a drawing for work, as well as a conscious attitude to the results of their visual activities.

M.K. Magomedova points out the need for careful selection of material for work in the technique of plasticinography with children with special psychophysical development. So, it is recommended to use plasticine of pure colors, soft, not sticky to the hands and non-toxic. As a basis, it is better to use non-glossy dense cardboard, for plasticine adheres well to it. When creating plasticine paintings, it is necessary to have improvised means to add volume and decorativeness: toothpicks, combs, felt-tip pens, tubes, stacks, etc.

I.A. Lykova divides plasticinography classes into the following types: – only the rolling technique is used; – both previous techniques are used, as well as the cutting technique. At the first stage, the author proposes to carry out work on mastering the techniques of smearing and pressing. In these classes, children with special psychophysical development learn to create plasticine paintings using techniques of pressing and smearing. The proposed method of working with plasticine allows you to quickly create bright plasticine pictures, which contributes to the formation of a motivational component of this activity. At the second stage, work is being carried out on the formation of an indentation technique in pupils. To create plasticine images using the indentation technique, a base is used on which a uniform layer of plasticine is applied. At the next stage, there is a training in modeling three-dimensional figures of plasticine, including using the cutting technique.

Conclusion. Plasticinography, being a creative activity, allows to express emotions, including getting rid of negative ones, which leads to pacification and calming. Teaching the technique of plasticineography forms perseverance, discipline, independence in children. Thus, plasticinography can be considered as one of the means of optimizing correctional work with children with special features of psychophysical development of various nosological groups.

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FEATURES OF THE FORMATION OF THE SELF-IMAGE IN CHILDREN WITH INTELLECTUAL DISABILITY

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Keywords: self-image, children with intellectual disability, self-awareness, self-esteem.

One of the most important stages in the development of a personality is the process of becoming an image of the Self, which includes the transition from an unconscious sensory-emotional attitude to oneself to a cognitive one. The image of the Self included in the Self-concept further determines the content of the individual world of the personality and ensures self-realization and internal consistency. It should be noted that the Self-concept has a significant impact on the development of a person's vitality, the ability to cope with stress, on the success of activities, including educational ones, which allows her to be considered as an important individual resource [1].

The concept of the Self-image is analyzed in the studies of B.F. Lomov, A.V. Petrovsky, V.V. Stolin, J. Bruner, L. Postman, etc. Most authors include the following components into the structure of self-consciousness; – cognitive; – affective; – behavioral (conative) [2]. The problem of the self-image is also investigated in oligophrenopsychology (S.Ya. Rubinstein, O.K. Agavelyan, A.I. Gaurilus, Zh.I. Namazbaeva, Ch.B. Kozhalieva, etc.).

The purpose of the study is to analyze the features of the formation of the self-image in the structure of the Self-concept in intellectual insufficiency.

Material and methods. The material of this study was a set of concepts and approaches to determining the image of the Self and the features of the formation of the Self-concept in children with intellectual disabilities (S.Ya. Rubinstein, V.G. Petrova, I.A. Korobeynikov, I.M. Bgazhnokova, I.V. Belyakova, O.E. Shapovalova, Yu.I. Matasov, I.A. Plokhova, I.V. Tikhonova, T.I. Kuzmina, M.G. Arkhipova, K.E. Maslenkova, etc.). Theoretical research methods used in the work is a comparative scientific analysis of publications on the problem of the formation of the self-image in children with intellectual disabilities.

Findings and their discussion. The characteristic features of the Self-concept in various variants of dysontogenesis include instability, less positivity, as well as its significant dependence on external both positive and negative influences. Most authors declare the specifics of the Self-concept, personal characteristics and self-attitudes of persons with impaired development: the rate of development, the level of formation of components and the Self-concept as a whole, as well as the degree of its adequacy and interconnectedness of components, are reduced. Thus, S.Ya. Rubinstein points out that the most common features of children with intellectual disabilities are significantly overestimated self-esteem, lack of gravitation to the average self-assessment indicators. I.A. Koneva emphasizes that students of auxiliary schools do not show the proper degree of subjective activity of self-knowledge, there is an underdevelopment of reflection, and besides, introspection and self-esteem are mediated by specific life situations.

Violations and peculiarities of the formation of various types of identification are observed (nominal, age, sexual and bodily) with intellectual insufficiency of various nosological groups. Thus, C.B. Kozhalieva points out that the formation of the Self-concept of adolescents with intellectual disability goes through the same stages as in normotypic children of this age, but there are qualitative differences. For example, adolescents with intellectual disabilities are guided in most cases by the opinion of significant adults when assessing their physical and personal qualities. Only some younger adolescents in this category demonstrate the ability to reflexive introspection, which increases with age.

The process of forming the Self-concept of children with intellectual disabilities has its own characteristics due to objective internal and external factors. The initial difficulties in developing the Self-image manifest themselves in early childhood, when the foundations of self-knowledge are laid. During the first months of life, in the process of movement, observation of parts of one's own body, the child begins to form the differentiation of "own Self" from "not me". It is much more difficult for children with intellectual disabilities to acquire this experience. Also, unlike normally developing children, they lack the desire to explore the world around them, the range of reactions to external stimuli is reduced, indifference and general pathological inertia are noted. It should be stated that children in this category are not formed by direct emotional-positive communication as a leading type of activity, this fact complicates significantly the process of self-cognition of the child. As a consequence, close adults do not act as a kind of reflection for a child with intellectual insufficiency, contributing to the elementary isolation of himself from the environment, the formation of an initial idea of himself as a separate person.

In the period of early preschool childhood, the main place in the image of the Self is occupied by competence in performing a variety of actions. Children with intellectual disabilities experience significant difficulties in perceiving themselves as a subject of activity, since the development of subject-practical skills and abilities significantly lags behind the age norm [3].

It should be noted that by the beginning of preschool age, when self-consciousness begins to form in normally developing children within the framework of the crisis of three years, such personal neoplasms have not yet appeared in children with intellectual insufficiency. Most often, only after four years, when they begin to show more active interest in the world around them, objective actions are formed, one can observe the formation of elements of self-consciousness, the isolation of one's Self.

The development of perception of the image of one's own body is the next stage in the formation of self-perception as a component of the image of I. Physical parameters, such as the size and shape of the body, become the subject of both personal assessments and evaluation by others. The constituent components of the representations of the body are: – a personal idea of the ideal physical image; – an idea of how one's own body is really seen. These images often turn out to be incomparable for children with intellectual disabilities for a number of reasons, which makes it difficult to form a bodily image of the Self.

Conclusion. Thus, the presence of intellectual insufficiency determines the uniqueness of the processes of identification, self-actualization and socio-psychological adaptation. The development of self-consciousness as a component of the Self-image depends on the intellectual capabilities of the individual and the influence of the social environment on him. Difficulties in the formation of the Self-concept in children with intellectual disabilities are observed already in early childhood, at the stage of formation of the elementary foundations of self-knowledge. The separation of a proper name and the transition from it to a personal pronoun occurs much later than normal. The formation of the bodily image of the Self is significantly delayed relative to the norm, which is due to the lack of experience of movements and actions with objects, with the lack of formation of ideas about one's own body. The development of the Self-concept of children with intellectual disabilities is influenced by difficulties in understanding and comprehending events, both their own lives and the lives of others.

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MORAL EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES BY MEANS OF THEATRICAL ACTIVITIES

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Keywords: moral education, puppet therapy, theatrical activities, children with intellectual disabilities.

The processes of material, social and moral polarization observed in the modern world, the increasing technocratization of society, the pragmatization of personal attitudes, the lowering of the threshold of spiritual and moral barriers determine the relevance of the formation of a moral personality. In the process of ethical education, moral qualities, stable skills of moral behavior and certain character traits are formed, which become the core for the realization of the moral culture of the individual and its harmonious development [1].

L.S. Vygotsky, G.M. Dulnev, V.P. Kashchenko, M.I. Kuzmitskaya, B.P. Puzanov, E.A. Strebeleva, S.V. Lautkina and others were engaged in the development of approaches to the moral education of children with intellectual disabilities. The authors emphasize that the basis for the moral education of children in this category are various types of activities.

Dramatization and theatrical activity are considered as one of the means of this direction of educational work (I.V. Semechenko, G.I. Gribova, I.Y. Levchenko, A.V. Nikitina, etc.) [2]. L.S. Rogacheva notes that theatrical activity is one of the most accessible and widespread types of children's creative activity, since there is a reflection of life impressions through the synthesis of speech, games, visual images, expressive movements and music.

The purpose of the study is to analyze the possibilities of using theatrical activities in the system of moral education of children with intellectual disabilities.

Material and methods. The material of this study is a set of theoretical conclusions and approaches to the content and choice of methods of moral education of children with intellectual disabilities, including using theatrical activities (T.L. Leshchinskaya, T.V. Varenova, M.I. Kuzmitskaya, B.P. Puzanov, E.A. Strebeleva, S.V. Lautkina, G.I. Gribova, I.Y. Levchenko, etc.). We used a comparative scientific analysis of publications on the problem to formulate the initial positions of the study and methodological recommendations for conducting educational classes with elements of theatrical activities with children with intellectual disabilities.

Findings and their discussion. In correctional pedagogy, based on the periodization of the formation of the system of national special education (N.N. Malofeev), the following periods of the dynamics of scientific views on the process of moral education of children with intellectual disabilities are distinguished.

In the period dating from the end of the 19th - the first third of the 20th century, the theory of the "moral ceiling", which asserted the extreme limitations of the moral development of persons with intellectual disabilities, was replaced by the idea of the need to correct the "social dislocation" of children with disabilities (L.S. Vygotsky, V.P. Kashchenko, P.P. Blonsky). According to this theory, unfavorable social conditions and violations of the abstraction process were named as the main causes of difficulties in the formation of moral qualities in persons with intellectual disabilities.

A characteristic feature of the second period (from the 30s to the 80s of the 20th century) was the transition from the reliance of moral education only on academic and work activities to the awareness of the need for the formation of socially normative behavior of children with special features of psychophysical development in various activities (G.M. Dulnev, H.S. Zamsky, V.F. Machikhina, T.N. Porotskaya et al.).

Within the third period of the development of views on the ethical upbringing of children with intellectual disabilities (the 90s of the 20th century to the present), the formation of the life competence of this category of children should include mastering their ideas about rights and responsibilities, moral guidelines and general cultural values, the ability to interact with others and make independent moral choices in various life situations (V.V. Voronkova, N.N. Malofeev, E.A. Strebeleva, G.V. Vasenkov, E.A. Lemekh, T.V. Lisovskaya, etc.) [3].

The increased interest in the formation of a moral personality and social inclusion of children with intellectual disabilities at the present stage contributes to the search for effective types and organizational forms of educational work, including various means of art for modeling the necessary emotional states and moral experiences of pupils [6]. Theatrical activity as a means of educating children with peculiarities of psychophysical development was considered within the framework of the use of art-therapeutic techniques in correctional work (A.A. Kudryashova, M.I. Chistyakova, N.V. Shutova, T.A. Dobrovolskaya, etc.). One of such directions is puppetry, the main tool of which is the simplest puppet theater (I.Ya. Medvedev, T.L. Shishova, T.D. Zinkevich–Evstigneeva, T.Y. Koloshina, etc.).

Based on the developments of G.V. Timoshenko, I.V. Kovalets, O.M. Mishagina, E.A. Papulova, A.Y. Tatarintseva, I.V. Faustova, we have compiled a program "The Road of Good", aimed at the formation of self-regulation of behavior and moral guidelines, to correct the aggressiveness of children with intellectual disabilities [7]. Each lesson includes various elements of theatrical activity, starting with the making of a doll. This process of creating a doll and theatrical play with it allows the child to learn how to regulate his motor and speech actions, project the reality surrounding him on theatrical activity and learn positive interaction with it. The following types of dolls are used in doll therapy: – puppet dolls; – shadow dolls; – finger dolls; – planar dolls; – glove dolls; – textile dolls; – rope dolls, etc.

The process of animating the doll allows children with intellectual disabilities to see that their every movement naturally affects the behavior of the character. Thus, they receive prompt non-directive feedback on their actions. This helps children of the category in question to adjust their movements independently and make the theatrical doll play as expressive as possible, which contributes to the development of self-regulation of behavior.

It should be noted that the use of dolls for theatrical activities allows to express such complex feelings as anger, fear, confusion, sadness and others, as well as to develop imagination. There is an opportunity for constructive interaction between an adult and a child.

Conclusion. Thus, theatrical activity combines play, education and training. It allows to build interaction and communication of participants in the correctional process, taking into account their capabilities and individual characteristics.

One of the effective ways of moral education of children with intellectual disabilities is the method of doll therapy, which is an effective tool for correcting aggressive behavior in children of this category. It allows to influence the development of their self-regulation and the formation of moral guidelines positively. By dramatizing various fairy-tale plots, stories and situations, pupils with intellectual disabilities learn to regulate their actions independently, assess the existing problematic circumstances adequately, establish cause-and-effect relationships and find a way out of a conflict situation, make a moral choice.

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SENSORY INTEGRATION AS A METHOD OF REHABILITATION OF CHILDREN WITH SPECIAL FEATURES OF PSYCHOPHYSICAL DEVELOPMENT

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Keywords: sensory integration, dysfunction, children with special psychophysical development, sensory room, fairy tale therapy.

Sensory integration is traditionally considered as an opportunity for a person to systematize the sensations experienced by the body for the implementation of movements, learning and behavior adequate to the situation. Yu.E. Sadovskaya, A.Yu. Chistobaeva, B.M. Blokhin, N.B. Troitskaya, Yu.B. Pronicheva emphasize the unconsciousness of this process occurring in the brain. It is sensory integration that provides analysis and synthesis of the initial data obtained with the help of the senses, determines the meaning of the sensations experienced, filtering information and choosing what to focus on. It also allows the individual to respond meaningfully to the situation, which in turn forms the basis for theoretical learning and social behavior [1].

The main purpose of sensory integration is to create conditions for the normal functioning of the central nervous system by providing the necessary amount of appropriate sensory stimuli. In some cases, children with special psychophysical development may have a violation of sensory processing of information. This leads to the emergence of a complex cerebral disorder in which the interpretation of even the simplest sensory information is incorrect or distorted, resulting in problems with coordination of movements, speech, behavior and learning.

The purpose of the study is to analyze the possibilities of using the sensory integration technique in the comprehensive rehabilitation of children with special features of psychophysical development.

Material and methods. The material of this study was a set of approaches to the comprehensive medical and pedagogical rehabilitation of children with disabilities, including using the sensory integration technique (J. Ayres, U. Kisling, T.V. Varenova, T.V. Kondratieva, Y.E. Sadovskaya, A.Y. Chistobaeva, E.V. Zolotkova, A.A. Andreeva, T.A. Zhmurova, V.S. Rusanova, etc.). To formulate the initial positions of the study and methodological recommendations for conducting exercises of various orientation with children with special features of psychophysical development in a sensory room we used a comparative scientific analysis of publications on the problem.

Findings and their discussion. By the beginning of school, the child should normally have formed all levels of sensory integration. In the opposite case, we can talk about the occurrence of sensory integration dysfunction, the main signs of which are: – hypersensitivity or hyposensitivity to various sensory stimuli; – social and/or emotional difficulties; – extremely high or low level of activity; – avoidance of visual contact; – awkwardness of poses, gait; – impulsiveness of behavior, decreased self-regulation; – difficulty switching from one type of activity to another; – stereotypical, ritualistic behavior; – qualitative originality of gaming activity; – sleep disorders, etc. [2].

The main idea of pedagogical technologies based on sensory integration is to ensure the emergence of sensory impulses and their control, in particular impulses from the vestibular system, muscles, joints and skin in such a way that the child independently and naturally forms reactions as a response to sensory stimuli.

When using sensory integration as part of the rehabilitation of children with disabilities, it is the stimulation of sensory systems and control over the corresponding sensory channels [3].

E.V. Zolotkova, S.E. Inevatkina, based on the works of J. Ayres and W. Kisling, identify the following basic principles and requirements for correctional work on sensory integration of children with special psychophysical development:

– ensuring an individual approach to each child, taking into account the degree of severity of sensory deficit; careful selection of the form, content of classes and the strength of the impact on the sensory system of the child is required, his reaction to sensory impulses is the main criterion for the quality of work on sensory integration;

– sensory aspects of activity should be the basis for learning and development;

– high-quality perception and synthesis of sensations are the basis for proper work on difficulties and mastering the skills necessary for a particular child;

– effective response to difficulties arising in the course of work and the development of new skills make a significant contribution to the development of sensory integration of the nervous system;

– in the process of rehabilitation using the sensory integration method, first of all, it is necessary to follow the child in his development: you can't force the child to unfamiliar actions for him, this can provoke negativism, protest behavior and aggression;

– the choice of correctional tasks assigned to the child depends on the availability of a specific basic level of knowledge and skills of the child, and also takes into account his preferences;

– the basis of sensory integration therapy is play activity, and the choice of types of play activity should be determined by the interests and preferences of a child with special psychophysical development [4].

To carry out correctional work based on sensory integration, specialists traditionally use a sensory room with appropriate professional equipment, which is designed for emotional relief and development of the sensory sphere of the child.

One of the psychotherapeutic directions used in the sensory room is fairy tale therapy, which allows you to help solve a specific psychological problem in a child, such as hyperactivity, aggression, anxiety, disobedience, shyness, lies, night terrors, etc. A well-chosen psychocorrective fairy tale gently affects the child's personality and helps to replace an ineffective style of behavior with a more productive one. While listening to such a fairy tale, the child is in a sensory room, the light and sound effects of which help to feel the atmosphere of fantasy and imaginary reality as much as possible. Conducting such classes in the sensory room allows you to create conditions for the emergence of positive emotions in the process of correctional work.

Conclusion. Thus, the expansion of the range of use of modern sensory integration techniques makes it possible to increase the effectiveness of medical and pedagogical rehabilitation of children with disabilities. Conducting classes on sensory integration in complex correctional work with children of the category under consideration demonstrates positive dynamics in the development of cognitive, psycho-emotional and behavioral spheres of personality.

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STRUCTURAL COMPONENTS OF METHODOLOGICAL RECOMMENDATIONS “THE GREAT MASLENITSA FESTIVAL”

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Keywords: civil and patriotic education, folk traditions, Maslenitsa (Pancake week), song and dancing repertoire of Vitebsk region, paintings of its artists.

The key to the stable development of our country is Civil and Patriotic education for rising generation. This process represents the most important direction of modern education (from preschool to higher education), is quite long in time and complex in content. Patriotism is a sublime feeling of love for the Motherland according to the most common point of view in the scientific and journalistic literature [1].

The main policy directions of the Republic of Belarus are civil and patriotic education of the younger generation, promotion of a healthy lifestyle, state support for talented and gifted youth, development and implementation of socially significant youth initiatives [2].

The civic-patriotic education reveals the achievements of our country in science, technology and culture to the younger generation. Patriotism can't be taught, but it can be formed through the idea of consciousness of being a part of the society [3]. The Year of Historical Memory, announced in 2022, directs the Belarusian society to strengthen the unity of the Belarusian people, the formation of an objective attitude to the historical and cultural past. The purpose of this article is to analyze the possibilities of using folk traditions in the civil and patriotic education of preschool children.

Material and methods. The methodological basis of the research is the work of Russian scientists on the study of folk traditions and rituals (T.B. Varfalomeeva, I.I. Kruk, A.P. Orlova). There are methods of analysis, systematization and generalization in the research.

Findings and their discussion. In general, an important task of education and upbringing children is the development of an individual who can improve himself, make decisions independently, be responsible for these decisions and find the ways to implement them. Preschool education is the first step in the educational system. It plays an important role in the society as it gives possibilities for development of a multiple personality.

According to A.M. Alekhnovich and M.V. Rakhcheev, the use of folklore helps to transfer knowledge that children acquire in one type of classes to new conditions and develops children's thinking. The organic connection of all parts of classes with children based on folklore material is close to the syncretic nature of children's worldview [3]. Children are freely involved in any activity, especially in the game activity. Primary school age is characterized by brightness and immediacy of perception, ease of entering into images.

The upbringing of the younger generation on the basis of folk traditions is successfully implemented at the Pedagogical Faculty of VSU named after P.M. Masherov through the publication of methodological recommendations (the “Vse-znaj-ka” series). The publication "Kolyadnye fun" gained great popularity [4].

This idea is the basis for the development of methodological recommendations "The Broad Maslenitsa". These methodological recommendations are the final product of studying the academic discipline "Musical and pedagogical design" in the 3rd year university course. The structural components include the following sections: textual information, "This is interesting!", "For why-askers", "Safety rules!". A separate section includes recipes for pancakes, vatruska (cheesecakes), dumplings and other dishes. The song and dance repertoire of the Vitebsk region is quite entertaining: the song "We have been waiting for Maslenitsa", the dancing in a ring "Curve Dance" and personal ditties. Some words and terms, as well as facts illustrating the folk traditions of the Vitebsk region are presented in more detailed and clear way. But the semantic emphasis is made on the paintings of Russian artists of the XIX-XX centuries, as well as modern ones (Table 1).

Table 1 – Maslenitsa in painting

Day	Artist painting
Monday	I. Chuprina Maslenitsa!
Tuesday	S. Sochivko Maslenitsa
Wednesday	N. Fetisov Broad Maslenitsa
Thursday	D. Kholin Taking the snow town
Friday	B. Kustodiev Winter.Maslenitsa festivities
Saturday	A. Cherkashina Maslenitsa
Sunday	K. Kryzhanovsky A forgiven day in a peasant family

This idea helps preschool children to see the world from different angles and give them a try to take part at various creative challenges (coloring a picture, making an amulet toy, cooking a delicious dish with mum or grandma).

Maslenitsa is a family holiday. Therefore, the time and place of the festivities is discussed with the whole family and it must be decided together who to invite at their party. The first day of Maslenitsa is always very troublesome as it is necessary to make a variety of traditional pancakes (made of rye and oatmeal, with potato and cottage cheese fillings, sweet and savory, etc.) and propose eating to the poor. Pancakes were served with butter, sour cream and honey. It is also necessary to make a straw effigy of Maslenitsa together with friends, dress it in old women's clothes, decorate, put it on a pole carrying around the whole district, and then install it in the central place of the village or city. And be sure to complete the snowy mountains, install swings and marry-go-round, and think of the on-stage entertainment. The people have fun during the whole week: playing, dancing and singing in a ring. On Saturday, all the relatives gather around one table to enjoy the prepared meals, the main idea is to please everyone with delicious treats. This tradition helps to maintain good and strong family relations, as well as to remember the value and significance of the family.

Such difficult words for children as mother-in-law, son-in-law, sister-in-law appear in the text of the methodological recommendations. Children are invited to understand the family relationships without any explanations or definitions, match photos to the appropriate part in the scheme and write the names of the relatives.

One of the most important events of Shrovetide week takes place on Sunday. It is called Forgiveness Sunday. People ask for forgiveness from all their relatives and neighbors and everyone has an opportunity to be forgiven. Nowadays they can even call each other, send emails or apologize personally. In respond to a request people answer: "God forgives and I forgive". And then the farewell of winter – Maslenitsa starts accompanied by fun songs and dances. The ritual burning of the straw effigy of Maslenitsa is the culmination moment of the holiday. Also, it has its own significant meaning: destroying the symbol of winter for the subsequent return of its power in spring cereals.

Conclusion. Our modern lifestyle completely differs from the last century as it has other rhythm and pace. But today's life is also based on folk traditions and rituals that are passed from generation to generation. Of course, children are attracted to computer games and gadgets. Nevertheless, the proposed interactive carnival games (snow castles stormed, potato sack racing, horseback riding, burning of effigies, etc.) leave anybody indifferent.

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FORMATION OF ENVIRONMENTAL REPRESENTATIONS OF PRIMARY SCHOOL PUPILS

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Keywords: ecological education, Red Book, native land, animals, plants, nature.

The need to form environmental ideas among primary school students is associated with the current environmental situation in the world and in the Republic of Belarus. Today, the priority goal of education in primary grades is the personality of the child. The task of the teacher is that he needs to give primary school students general knowledge about the world of people and the world of nature as the closest environment of the child. Another important task in accordance with the Code "On the Education of the Republic of Belarus" of modern educational institutions is the development of personal qualities: a sense of patriotism, scientific world understanding, environmental, sanitary, hygienic and ethical culture, and so on. The ecological orientation of education has been introduced into the rank of the principle of state policy, which ensures the formation of environmental consciousness, the ecological culture of child’s personality [1].

Even V.A. Sukhomlinsky, when thinking about the circumstances of students’ acquaintance with the world around him, came to the conclusion that it was necessary to start with the education of humanity, i.e., feelings of anxiety for an unnourished puppy, not a watered tree. V.A. Sukhomlinsky wrote: "A little person should love all living things, because only kindness opens up the joy of mutual understanding to the child and the children's team" [2].

An analysis of the literature on the problem of the study showed that today there are not enough developments in the field of familiarizing primary school students with the animals of the Republic of Belarus listed in the Red Book. The importance and relevance of the issue in question determined the choice of research topic.

The purpose of the study is to determine the formation peculiarities of environmental representations of the primary school pupils.

Material and methods. To realize the purpose of the study, the work used a systematic analysis of the philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the study results. The study was conducted in September 2022, on the basis of the State Educational Institution

"Secondary School No. 31 of Vitebsk named after V.Z. Khoruzhey," an experimental study was carried out in 3 stages.

Findings and their discussion. The study of scientific and methodological literature and the experimental study conducted by us confirm the importance and relevance of this work.

The education of an ecologically developed person must begin at preschool age. The Red Book is a signal warning that animals and plants of a particular species are in danger, that they must be especially carefully protected and that their extraction is prohibited by any means. This is a book of our losses, past and present. It's not just an alarm, but a program of actions aimed at preserving valuable and rare animals and increasing their numbers. For this, special protected areas like national parks and reserves are created.

An analysis of the curriculum of preschool education and primary classes showed that it pays considerable attention to educating students about nature, taking into account environmental orientation. It should be emphasized that little research remains on the holistic process of environmental education for children of preschool and school age based on familiarization with animals listed in the Red Book. There is a contradiction between the objectively increased requirements of society for environmental education of children of preschool and school age and the insufficient use of ideas about animals listed in the Red Book in the ecological and pedagogical work of educational institutions, and the insufficient theoretical development of the issue [3].

The forms and methods of working with children to form ideas about animals of their native land listed in the Red Book are very diverse. Among them there are classes, entertainment, kindness lessons, thinking lessons, ecological excursions-expeditions, "green patrol," discussion and playback of situations, collecting, environmental observations, practical activities, environmental games, environmental exhibitions and expositions, excursions, creation of the Red Book from drawings of children.

In order to study the methodology for forming environmental ideas about animals of the native land, listed in the Red Book of the Republic of Belarus among primary school students in September 2022, an experimental study was carried out in 3 stages on the basis of the State Educational Institution "Secondary School No. 31 of Vitebsk named after V.Z. Khoruzhey".

At the 1st stage (stating the experiment), methods were selected to determine the level of knowledge of school-age children about the animals of their native land listed in the Red Book, diagnostics were carried out with school-age children in the experimental and control groups.

At stage 2, a formative experiment was carried out in order to increase the level of formation of ideas about animals of their native land, listed in the Red Book of the Republic of Belarus in school-age children.

At stage 3 (control experiment), the level of knowledge of school-age children about animals listed in the Red Book on the same tasks as at the stating stage of work was re-diagnosed.

The control stage of the study showed that in experimental group A 5 (38.5%) children have a high level, 7 (53.8%) children have a middle level, 1 (7.7%) child has a low level. Any of the children of the experimental group did not show a very low level of knowledge about animals of their native land, listed in the Red Book at the final stage of the study.

In control group B 1 child (7.7%) has a high level, 8 (61.5%) children have an average level, 4 (30.8%) students have a low level and no one has a very low level of knowledge about the animals of their native land, listed in the Red Book.

Conclusion. The carried-out work influenced the level of knowledge about the animals of the native land listed in the Red Book in school-age children.

As a result of the control experiment, it can be seen that in the experimental group, where work was carried out on the formation of knowledge about the animals of the native land, listed in the Red Book on the basis of the use of various forms and methods, the knowledge of children has increased. While in the control group, children's knowledge did not change significantly.

A characteristic achievement for most children by the end of the educational work was a higher level of environmental education. The child rejoices in meeting with nature, animals and plants, emotionally responds to the manifestations of their life and behavior. On their own initiative, they watch living things for a long time. They show elementary curiosity: they ask a variety of search questions, expresses heuristic judgments and owns the original generalized ideas about the living. The child shows a humane attitude towards any living being in any actions, understands the moral meaning of this actions.

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FEATURES OF THE DEVELOPMENT OF SENSORY PROCESSES IN PRIMARY SCHOOL CHILDREN WITH MODERATE INTELLECTUAL DISABILITY

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Keywords: sensory processes, sensory standards, moderate intellectual disability, shape, color, spatial relations.

Sensory development, aimed at forming a full-fledged perception of the surrounding reality, serves as the basis for cognition of the world, the first stage of which is sensory experience. The success of mental, physical, and aesthetic education depends on the level of sensory development of children, that is on how completely the child hears, sees, and feels the environment.

The improvement of sensory processes depends on age and development, the ability to interpret sensory data meaningfully. Sensory education in childhood and school years increases the functionality of the sensory organs, their sensitivity. All this poses a task for teachers aimed at developing students' correct, differentiated perception of subjects. Visual, sensory familiarity with objects and their properties is the field of sensory education. Many sensory deficiencies characteristic of schoolchildren with intellectual disabilities are overcome only in the course of such training, in which sensory exercises are included in complex activities [1]. Referring to the research of K.I. Veresotskaya, M.M. Nudelman, I.M. Soloviev, E.A. Kalmykova, notes that the volume of visual perception is slowed down and narrowed in children with intellectual disability. The undifferentiated perception of children with intellectual disability manifests itself in the inability to distinguish similar objects when trying to learn them [2].

The purpose of the study is to determine the specifics of the formation of sensory standards in elementary school students of the second department of the auxiliary school.

Material and methods. The study of the specifics of the development of sensory-perceptual processes in students with moderate intellectual disability was conducted on the basis of the SEI "Auxiliary School No. 26 of Vitebsk". The participants of the ascertaining experiment were 20 students of grades 1-5 of the second department of the auxiliary school (age – 7-13 years). Diagnostic methods used as research methods include the following: – studying the features of shape perception (including determining the knowledge of the names of the main geometric shapes); – determination of the ability to correlate and differentiate colors, knowledge of the names of primary colors; – identification of the formation of spatial relationships (S.D. Zabramnaya).

Findings and their discussion. The analysis of the results of the tasks performed by the children to study the peculiarities of form perception showed that 55% of the students were unable to complete the task. They experienced significant difficulties in establishing contact, showed negative reactions when the experimenter tried to get in touch with them (for example, Andrey V. covered his ears, nervously walked around the classroom). The understanding of the instructions caused significant difficulties for the group, so simplification or repetition were required. The students of this group could not name a single geometric shape.

35% of the students of the second department of the auxiliary school partially coped with the task, making mistakes when correlating objects by form. So, Katya B. correlated a rectangle and a rhombus with a square, Egor T. correlated a rhombus with a triangle, and a rectangle with a square. Difficulties also arose when naming the presented sensory standards. 35% of the group made mistakes when correlating objects by shape, made mistakes when naming shapes. Due to the presence of speech defects, there was a peculiarity in the naming of figures in a number of subjects. Only 10% of children with moderate intellectual disability coped with the task, but they needed the maximum simplification of the instructions. They correlated the shapes by shape, were able to find the shape according to the instructions and correctly name the sensory standards.

Analysis of the performance of diagnostic tasks for the study of color perception showed that only 10% of the subjects were able to correlate objects by color and named them correctly. However, it should be noted that there are violations of sound pronunciation in students of this group, which caused distortion of the names of colors. 20% of children with moderate intellectual disability partially coped with the task, they made mistakes when correlating objects similar in color. For example, Angelina S. correlated red with orange, Roman G. took blue and green for the same color.

When studying the special features of the perception of spatial relationships by primary school children with moderate intellectual disability, it was found that only 5% of the participants in the experimental study had coped with this diagnostic task. They demonstrated the ability to navigate on the plane of a sheet of paper, correctly indicated the top, bottom and center of the sheet, its left and right sides, were able to establish the relationship between the image of the object and its spatial location on a sheet of paper. 20% of the subjects partially coped with the proposed task. They were able to show the center of the sheet of paper correctly, but finding the top, bottom of the sheet, its left and right sides caused serious difficulties. Mistakes were made when determining the location of an object on a piece of paper. So, Misha M. used gestures and onomatopoeia when naming objects, and he made mistakes in all diagnostic tests when determining the location of objects on a piece of paper.

75% of elementary school students of the second department of the auxiliary school did not complete any tasks to determine the spatial relationships of objects, they could not designate the specified objects with the word, in some cases onomatopoeia was observed. The children of this group, when determining the location of an object on a piece of paper, answered "I don't know" or pointed to a random depicted object.

Conclusion. Consequently, the main specific features of sensory-perceptual processes of primary school children with moderate intellectual disability include the following:

1) when perceiving the geometric shape, students of the second department have difficulties associated with the inaccuracy of the representation about sensory standards and the inability to correlate objects by shape;

2) there is a peculiarity in the names of the shapes of objects, which is caused by both defects in sound reproduction and ignorance of the names of geometric shapes;

3) the most formed geometric shape for this category of subjects is a circle, such sensory standards as a rhombus and a rectangle are the most difficult;

4) a typical difficulty in color perception is the difficulty of orientation in the task itself, there is a need to simplify the instructions as much as possible;

5) primary school children with moderate intellectual disability do not know the names of colors, may confuse colors and correlate objects by color incorrectly;

6) students of the second department of the auxiliary school have difficulties in determining the location of an object on a piece of paper;

7) the easiest task for children with moderate intellectual disability was to determine the center of a sheet of paper, the most difficult one is to determine the right and left sides of a sheet of paper.

Consequently, schoolchildren with moderate intellectual disability need additional work to be organized to form sensory standards.

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THE PROGRAM OF ORGANIZATION OF CIVIL-PATRIOTE EDUCATION OF CHILDREN WITH SPEECH DISORDERS IN THE INSTITUTION OF PRESCHOOL EDUCATION

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Keywords: civic-patriotic education; children with speech disorders; institution of preschool education; program of organization of civic-patriotic education; subjects of the correctional-pedagogical process.

One of the urgent problems of the modern system of preschool education is the increasing number of children with speech development disorders. Pupils of the correctional and pedagogical assistance units of a preschool education institution need special conditions for training and education. Contacts with the outside world are not sufficiently formed for children with speech disorders, so the process of their social rehabilitation is difficult. Children with speech impairment cannot be imbued civil pride by itself. Unlike children with developmental norms, the most important role in the development of civic-patriotic education for children with speech disorders is played by a defectologist teacher who planned work on the development of civic-patriotic values in a child competently, as well as the coordinated activities of all subjects of the correctional and pedagogical process in modern institution of preschool education. It includes the activities of specialists in the correctional-pedagogical and psychological services, teachers of the institution of preschool education.

The fundamental factors of the relevance of the problem were:

• an intensive increase in the number of preschool children with speech development disorders, requiring an improvement in the quality of correctional and pedagogical assistance in the conditions of a preschool education institution;

• insufficiently coordinated interaction between the subjects of the organization of civil and patriotic education in a modern institution of preschool education;

• poorly developed theoretical and methodological support for the organization of civic-patriotic education of children with speech disorders in pre-school education institutions.

We see the purpose of the study as theoretical substantiation and software as well as methodological support for the organization of civil and patriotic education of children with speech disorders in a preschool education institution.

Research objectives include the following:

1. To study the theoretical and methodological foundations of the organization of civil and patriotic education in an institution of preschool education.
2. To identify the current state of the organization of civil and patriotic education in the institution of preschool education.
3. To develop a program for the organization of civil-patriotic education of children with speech disorders in a pre-school education institution.

Material and methods. To achieve the designated goal and objectives, we used methods of theoretical analysis and synthesis, modeling, study and analysis of documentation, conversation, observation and questioning.

The theoretical and practical significance of the results obtained lies in the development of software and methodological support for the organization of civil and patriotic education of children with speech disorders in a preschool education institution.

Findings and their discussion. It has been determined that the effective organization of this process will be facilitated by the systematic interaction of all subjects of the correctional and pedagogical process through interactive forms and methods of work. It has been established that the interactive interaction of all subjects will make it possible to actively include a wider range of participants in the correctional and pedagogical work with children on the organization of civil and patriotic education, to make fuller use of the reserves of specialists in the correctional pedagogical and psychological services, teachers of preschool education institutions [1].

The result of the study was the developed program for the organization of civil-patriotic education of children with speech disorders in a preschool education institution. The implementation algorithm of this program is represented by four stages (organizational-motivational, design, practical and reflexive), that are implemented through the interaction of all subjects of the correctional and pedagogical process.

In order to effectively implement the program for organizing civil-patriotic education of children with speech impairments in a preschool education institution, we organized the information club "Preschool teacher-defectologist", which was the coordinating center in this problem solving.

The first stage – organizational and motivational – included work with teachers of the preschool education institution and legal representatives. The purpose of the organizational and motivational stage was to increase the level of competence of specialists in the psychological and pedagogical service of the institution and legal representatives in the organization of civil and patriotic education of children with speech disorders based on diagnostics.

The second stage is design, one of the goals of which was to design the joint activities of all subjects of the correctional and pedagogical process, including the development of a program for interactive relations between speech therapy and psychological service specialists, teachers and legal representatives based on the "Parent – child – teacher" subsystem.

The third stage is practical. The content aspect of working with families was based on innovative approaches to the organization of civic-patriotic education of children with speech disorders in a preschool education institution: workshops, trainings, teacher-speech pathologist's mail, holidays, and so on. At this stage, the tasks were as follows: to increase the level of organization of civil and patriotic education of children with speech impairments through methods of interaction in a preschool education institution; to promote the formation of parents' need for the organization of civil and patriotic education of children with speech disorders in a family environment; to increase the level of speech development of preschool children and form the basis of attitude towards oneself, to the close environment and to society as a whole.

The fourth stage, the reflexive one, involved the analysis of the activities of the information club "Preschool teacher-defectologist", generalization and dissemination of work experience through speech therapy holidays, coverage of the club's activities at the pedagogical council, registration of work experience through the manufacture of a folder-slider, design of the exhibition "Preschool teacher-defectologist".

Conclusion. Thus, the developed program will have an effective impact on improving the quality of the organization of civil and patriotic education of children with speech disorders in a preschool education institution, which will ensure an increase in the level of speech development of preschool children and will have an impact on the socio-psychological structure of the personality of each pupil.

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A MODERN READING OF THE LITERARY WORKS OF L.I. GINZBURG (LAGIN)

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Keywords: Year of historical memory, civic-patriotic education, socio-pedagogical project, poets and writers of the Vitebsk region, L.I. Lagin, puppet show “Our batleika”.

The formation of the value attitude of society towards the historical past is carried out in the Republic of Belarus within the framework of the announced Year of Historical Memory. Among the most significant events, one can note the Republican civil-patriotic marathon “Together for a strong and prosperous Belarus!”, the Republican holiday “Youth Capital of the Republic of Belarus – 2022”, the Republican civil-patriotic project “Gather Belarus in your heart” and many others. One of the areas of civic-patriotic education in the landmark year 2022 is the preservation, study and popularization of the country's historical and cultural heritage, in particular, the literary work of writers from a particular region. The involvement of the younger generation in the study and preservation of the literary heritage of the native land contribute to the formation of love for the Little Motherland, a sense of belonging to the national culture. The historical and cultural heritage of the city of Vitebsk and the Vitebsk region is represented by the literary works of G.L. Shakulov, M.M. Boboriko, L.I. Lagin, M.T. Lynkov, P.U. Brovka, D.G. Simanovich, T.I. Krasnova-Gusachenko, V.V. Bykov, A.N. Konopelko, V.A. Popkovich, G.B. Patsienko, etc. The purpose of this article is to analyze the literary works of the writer L.I. Ginzburg, who was born in Vitebsk and known throughout the world under the pseudonym Lagin.

Material and methods. The material of the article was the autobiographical data and literary works of the writer L.I. Ginzburg (Lagin). Methods of analysis, generalization, systematization were used.

Findings and their discussion. At the Pedagogical Faculty of VSU named after P.M. Masherov in the 2021-2022 academic year, the development and implementation of the socio-pedagogical project “Batleika as a means of popularizing the creative heritage of Vitebsk region” began with the aim of involving the younger generation in the study and preservation of the literary heritage of their native land. The first performance within the framework of the project was created based on the fairy tale of the Vitebsk writer G.L. Shakulov “Alenushkin goat” [1], the second performance was based on the fairy tale by M.M. Boboriko “Katya's adventures in the village”. The next supposed play based on the fairy tale of the Vitebsk writer may be one of the works of L.I. Ginzburg (Lagin).

Let us briefly consider some facts from the biography of the future writer. The young man chose his pseudonym when he was 19 years old, successfully combining the first syllables of his first and last name. The young man fell to the First World War, the revolution of 1917, the civil war, to which the fifteen-year-old youth volunteered. At the front, his health deteriorated. He was sent for treatment to a sanatorium near Moscow and became interested in literature there. At the same time the future writer studied vocals at the Minsk Conservatory, and then studied at the Institute of National Economy named after K. Marx in Moscow. After graduating from the institute, Lagin served as a Red Army soldier at the Simferopol regimental school, then was a political instructor in a company in Rostov-on-Don with the rank of major of the coastal service.

In the late 30s of the twentieth century, Lagin was sent to the island of Svalbard (Norway). There he began his work on the story-tale “Old Man Hottabych”. The idea of the book was borrowed by Lazar Iosifovich from the English writer T.E. Guthrie (fairy tale-story “The Copper Jug”). The first edition of “Old Man Hottabych” was published in Pioneer magazine in 1938. Two years later, the second edition of the story was published in the format of a separate book and decorated with illustrations. In 1956, at the Lenfilm studio, director G.S. Kazansky made a full-length color film of the same name, a fairy tale. Already in the late 1970s, “Old Man Hottabych” was translated into more than 50 languages and published in millions of copies. In addition, television, radio and theatrical performances are known (the theater “Hermitage” in Moscow, the theatre “On Vasilyevsky” in St. Petersburg, the variety theatre named after A. Raikin in Moscow, etc.).

In June 1941, Lagin was again drafted into the army. As a war correspondent for the editorial offices of the newspapers Pravda and Krasnaya Zvezda, he took part in the defense of Odessa, Kerch, Sevastopol and Novorossiysk. It was during wartime that the writer created the fairy tales “There was a talker”, “Grandma baked a pie”, “Fears-horrors”, “Wonderful grandmother and a magic mirror”, etc. They are written in a satirical genre. And the satire of the Soviet era is unlikely to be understood by modern elementary school students.

In the post-war period, the publishing houses “Soviet Russia”, “Detgiz”, “Soviet Writer”, “Young Guard” and others published the story “Battleship Anyuta”, science fiction novels “Patent AV”, “Island of Disappointments”, “Atavia Proxima” and “The Blue Man”. For example, in the fantasy novel “Atavia Proxima” merge together the provocations of the authorities of Atavia to a failed military coup and the fate of ordinary people who fell on the celestial body revolving around the Earth “Atavia Proxima”. And in the novel “The Blue Man”, an ordinary boy living in the middle of the 20th century finds himself in the past. He has a fairly good knowledge of history, and having made sure that the Great October Socialist Revolution will soon come to pass, he begins his struggle for its victory. And even meets with Lenin! It must be answered that the perception of the above literary works requires appropriate historical erudition.

Conclusion. Literary heritage of L.I. Lagin is quite diverse and known in many countries. But the most popular is an entertaining fairy-tale adventure story about

Hottabych. In Vitebsk, the main character of the story “Old Man Hottabych” has a monument on Tolstoy Street, where the writer was born and lived with his family. And on the occasion of the 100th anniversary of the birth of the writer, the Vitebsk sculptor V.S. Moguchy was issued a commemorative medal [2].

Within the framework of the project “Batleyka as a means of popularizing the creative heritage of the Vitebsk region”, the analysis of the story “The Old Man Hottabych” made it possible to identify the following problems:

– the number of characters in the story exceeds the number of battle dolls;
– the time frame for staging a puppet show in full is limited;
– the actors of the puppet theater do not have professional theatrical training.

Thus, we can formulate the following conclusion: it is advisable to use specific fragments of the main episodes of the fairy tale story “The Old Man Hottabych” as part of the development of author's scenarios for training sessions, entertainment programs at various levels for preschool and general secondary education institutions.

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MUSIC THERAPY IN THE PSYCHO-PEDAGOGICAL SPACE: CORRECTION OF CHILDREN'S BEHAVIOR AND DEVELOPMENT OF EMPATHY

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Keywords: music therapy, child behavior therapy, empathy development, perception of music, receptive music therapy.

Throughout the ages, researchers turned to studying the therapeutic, healing, and educational effects of music on humans. For example, in ancient times this powerful resource was used for treating disorders of the nervous system (Ancient Greece), insomnia (Ancient Egypt), body and mental illness in combination (Ancient China). Music therapy acquired serious development and importance in the 20th century, it began to be actively used by scientists and practitioners, and the method was called "art therapy" [1, p. 251].

The purpose of this article is to consider the possibilities of music therapy in the psychological and pedagogical space as part of the study of children's behavior correction and the development of the ability to empathy.

Material and methods. The study is based on the scientific substantiation of the method of music therapy as a psychological and pedagogical method of correcting children's behavior and developing empathy. We used terminological and descriptive-analytical methods, as well as comparison and generalization of the advanced theoretical and practical psychological experience of known scientists.

Findings and their discussion. Consider music perception at the sensory level, carried out with the help of the auditory analyzer [2, p. 35]. The resulting psychophysiological reactions are of an acoustic-motor nature, which can be summarized in the following diagram (Fig. 1):

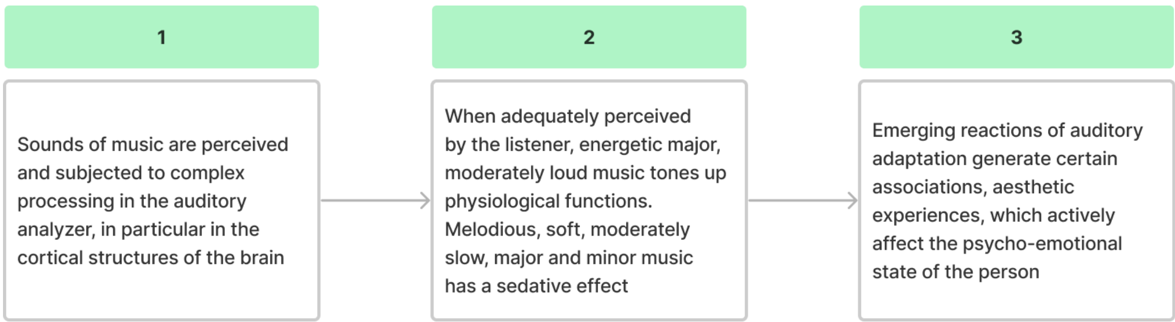

Fig. 1. Psychophysiological reactions that occur when people listen to musical compositions

Doctor of Psychology Garry Stepanovich Tarasov distinguishes three types of music perception: "spectacular-events", "emotional" and the type of "usual auditory orientation". He emphasizes that the specificity of musical art corresponds to the second type – emotional perception or perception as communication [3, p. 32]. This proves the applicability of the method not only to the correction of the psycho-emotional aspect of children's behavior, but also to the development of empathy through the emotional perception of music by people.

Empathy is the ability to see, understand and accept other people's feelings, to put oneself in their place, to empathize them. In other words, it is the ability to be kind and sensitive to other people's feelings. Viktor Vasilyevich Boyko believes that empathy is a form of rational-emotional-intuitive reflection of another person [4, p.74].

Karl Ransome Rogers says that "to be in a state of empathy means to perceive the inner world of another accurately, with the preservation of emotional and semantic nuances. It is as if one becomes that other, but without losing the sense of "as if". Thus, one feels the joy or pain of the other as that person feels them, and perceives their causes as that person perceives them" [5, p. 235].

It follows from all of the above that a sense of empathy is a person's ability to respond emotionally to other people's experiences (both joyful and sad), to understand what they are thinking and feeling, as if to penetrate into their inner world.

On the basis of moral-value experience, a child develops a moral-value and moral-approving attitude toward other people. Thus, the child develops feelings and attitudes of humanism and altruism. For example, attention to the needs of people, the ability to consider their opinions, interests and feelings, to show sympathy in relation to the troubles and joys of other people.

Knowledge of empathy patterns development in younger school-age children allows teachers to take them into account when building the educational process and also to choose adequate conditions for their development.

The use of music therapy for children by teachers and parents is possible with such options for the development of emotional skills or correction of children's behavior [6, p. 218]:

1. Vocal therapy. In work with children, activities are aimed at developing an optimistic mood: performance of life-affirming songs, joyful children's songs. In the course of vocal activity, children become emotionally responsive and more relaxed in an unfamiliar environment. Vocal therapy is especially indicated for depressed, lethargic, self-centered children.

2. Instrumental music therapy. It's conducted by playing musical instruments. Playing triangles, blowpipes, bells, and tambourines helps relieve emotional tension, overstimulation, and aggression.

3. Kinesitherapy. During this therapy, children learn to express their emotions through expressive body movements. Much attention is paid to correction of communicative psychological functions. Kinesitherapy includes psychogymnastics, dance-movement therapy, and story-game kinesitherapy.

Receptive music therapy (music therapy involving perception of music for the purpose of correction) is realized in the following way: listeners in the group listen to a specially selected piece of music together, or one of the participants in the group plays a melody that conveys his feelings; then all children together discuss their own experiences, associations and fantasies that arose during the listening, and try to feel the mood, feelings and experiences of the performer. It is also possible to combine listening or singing with dance movements. Dance is one of the forms of social interaction, with the help of which the ability to communicate, understand each other and feel the other is improved.

Conclusion. Thus, a musical intervention can improve movement coordination, relax, soothe and improve a person's overall well-being. Music also develops neural pathways in the brain, linking the areas responsible for sound, touch, movement, speech (in the case of singing) and emotion, i.e. all areas involved in creating music.

It is necessary to use updated pedagogical tools based on the free communication of children in joint engaging activities in the development of empathic abilities and correction of children's behavior. Artistic and figurative pedagogical means such as music therapy can be the most important sources for this. Competent use of this method improves communicative skills, develops a sense of empathy, sharpens aesthetic perception, stimulates mental processes and stabilizes the emotional background.

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ORGANIZATION OF RESTORATIVE TRAINING IN APHASIA

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Keywords: aphasia, restorative learning, higher mental functions, speech, communication.

The basis of the organization of correctional work in aphasia is the modern understanding of higher mental functions as functional systems, their systemic and dynamic localization, their lifetime formation and mediated structure. Based on these theoretical positions, psychologists, physiologists, neurologists and defectologists have developed a way of restructuring functional systems by the method of restorative learning in this violation.

Theoretical and practical aspects of the problem of aphasia in adults have been studied in the works of a number of authors: T.V. Akhutina, E.S. Bein, T.G. Wiesel, A.R. Luria, V.V. Oppel, V.K. Orfinskaya, L.G. Stolyarova, L.S. Tsvetkova and others [1]. The following principles of restorative learning in aphasia are distinguished: – the principle of defect qualification; – the principle of using preserved analyzer systems as a support during training; – the principle of creating new functional systems based on links that have not previously taken a direct part in the administration of the affected function; – the principle of relying on different levels of organization of mental functions, including speech; – the principle of relying on mental sphere of a person as a whole and individual preserved mental processes.

The purpose of the study is to determine the theoretical and practical aspects of the use of restorative learning in various types of aphasias.

Material and methods. The material of this study was based on theoretical conclusions and approaches to complex medical, psychological and pedagogical rehabilitation of persons with aphasia, including using restorative training (L.O. Badalyan, G.A. Pedachenko, N.K. Korsakova, T.V. Akhutina, M.K. Burlakova, A.Yu. Obukhovskaya, etc.). We've applied theoretical research methodknown as a comparative scientific analysis.

Findings and their discussion. Depending on the affected area of the cerebral cortex, the following forms of aphasia are distinguished:

– afferent motor aphasia is caused by a lesion of the lower parts;

– efferent motor aphasia occurs when the lower parts of the premotor gyrus of the left hemisphere are affected;

– dynamic aphasia is caused by the defeat of the posterior frontal divisions located in front of the "Broca's zone";

– sensory aphasia occurs when the upper temporal divisions, the "Wernicke zone" are affected;

– acoustic – mnestic aphasia is caused by damage to the middle and posterior parts of the temporal region;

– semantic aphasia occurs when the parietal – occipital regions of the dominant hemisphere are affected [2].

Recovery after aphasia is based on the most important property of the brain, i.e., the ability to compensate for damage. In order to resume the disrupted work, direct or bypass mechanisms of pathology compensation are used. Correctional work with aphasia is almost always carried out by a speech therapist individually, but the attending physician may recommend simultaneous attendance of group classes to patients. The predominance of the individual form of correctional work is due to the fact that the processes of speech restoration in each patient occur at different speeds. Also, a speech therapist, implementing an individual approach of rehabilitation training, can make different work plans for each patient, taking into account the characteristics of a personality, the characteristics of the lesion and the age group.

One of the important aspects of rehabilitation training is the involvement of the patient's relatives in correctional work. Their responsibilities include repeating homework and consolidating achieved goals, as well as providing support in the process of rehabilitation training and raising the patient's self-esteem. The first stage of correctional work is to determine the affected areas of the brain. Thus, when the parietal and temporal zones in the left hemisphere are damaged, the speech therapist is based on the patient's desire to restore speech. With the support and desire of the patient, the correction takes less time, and the recovery is much faster. Then the specialist should establish the stage of restoration of speech functioning. In the presence of extensive lesions, at first will correction be based on the patient being able to speak – that is, disinhibition of speech work is carried out. At this stage, the defectologist helps to restore passive and active vocabulary. He is faced with a complex goal that is the implementation of the process of restoring impaired brain function or assisting in the development of compensation, namely, the transfer of lost functions as a result of damage to other areas of the brain. During classes, the doctor helps the patient to use conversation as the main means of communication again, and subsequently to control speech activity. This is required to teach the patient to correct mistakes on their own, correct vocabulary, build sentences, etc. In addition, the specialist uses exercises in the classroom to restore the semantic load on words, thereby training the patient to include them in sentences and phrases [3].

Recovery can last from six to seven months to two to three years. The time when the condition improves depends on the extent of the lesion, on its localization and on the age of the patient. In children aged five to six years, the correction takes place at a faster rate compared to other patients of other age groups. Correction of aphasia is based on one of the most important properties of the brain – the ability to compensate. Both direct and bypass compensatory mechanisms are used to restore impaired functions. Direct disinhibiting methods of work are mainly used in the individual stage of the disease and are designed to activate reserve intra-functional capabilities. Workarounds imply compensation based on the reconstruction of the most violated function due to cross-functional rearrangements. Thus, the restorative effect is achieved by introducing new, "roundabout" ways of performing certain speech or gnostic-praxic operations.

Special mobile applications can also be considered as means of forming speech communication of persons with special educational needs [4].

Conclusion. The organization of correctional work includes restorative training, for aphasia is carried out according to a special, pre-developed program. The program should include certain tasks and their corresponding methods of work, differentiated depending on the form of aphasia (apraxia, agnosia), the severity of the defect, the stage of the disease, individual characteristics of speech disorders, but restorative work in it should be carried out on all sides of the impaired function, and not only on those who suffered primarily. Thus, rehabilitation training should primarily be aimed at restoring the communicative abilities of patients. It is necessary to involve the patient in communication not only in the classroom, but also in the family.

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CORRECTION OF SOUND REPRODUCTION VIOLATIONS IN PRESCHOOL CHILDREN BY MEANS OF PHONETIC RHYTHMICS

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Keywords: phonetic rhythmics, sound pronunciation, preschool age, logorhythmics, correction.

One of the most important scientific and pedagogical problems in modern speech therapy remains the choice of an effective model of corrective action in case of sound reproduction violations. T.M. Vlasova, A.N. Pfafenrodt, A.E. Savvina, etc. emphasize that it is not enough to take into account only the mechanisms of articulation (speech production) in speech therapy work, it is necessary to focus attention on the process of speech perception by ear. In this case it’s important to consider the system of corrective action which ensures the development of oral speech in the process of speech communication. The authors call the development of those components of speech that make up its communicative function the ultimate goal of this work [1], [2].

Speech therapy work overcomes the shortcomings of sound pronunciation, for it is a complex dynamic process of restructuring pronunciation skills with different patterns and mechanisms compared to the primary formation of pronunciation. N.V. Nischeva points out that sound reproduction disturbance in almost all cases is included in the symptom complex of speech disorder, vividly manifesting itself in the picture of speech dysontogenesis and attracting the attention of others [2]. Phonetic rhythmics is considered to be an effective means of correctional work with preschool children, contributing not only to the activation of sound reproduction, but also increasing motivation for speech therapy classes, developing spatial representations, coordination and fine motor skills (N.Yu. Kostyleva, G.G. Golubeva, N.V. Miklyaeva, O.A. Polozova, N.V. Voschilova, etc.).

The purpose of the study is to analyze the possibilities of phonorhythmics usage in speech therapy work in preschool children with speech disorders.

Material and methods. The material for this study is a set of concepts, data of theoretical conclusions obtained during the study of approaches to the content and selection of methods for correcting violations of the sound pronunciation of preschool children with speech pathology using phonetic rhythmics (T.M. Vlasova, A.E. Savvina, N.V. Nischeva, E.V. Zhulina, N.Y. Kostyleva, L.P. Noskova, D.B. Korsunskaya, G.A. Volkova, M.Y. Kartushina, etc.). Theoretical research methods used in the work include a comparative scientific analysis of publications on the problem, which made it possible to formulate the initial positions of the study and methodological recommendations for conducting speech therapy classes using elements of phonetic rhythmic in preschool children.

Findings and their discussion. Being a method of corrective action, phonetic rhythmics combines cognitive and body-oriented approaches to overcoming speech disorders, since the rhythmic movements of the body have a positive effect on the motor properties of articulatory organs and stimulate sound reproduction. T.M. Vlasova, A.N. Pfafenrodt point out that the formation and consolidation of any bodily skills involve the use of various mental functions (emotions, perception, memory, self-regulation processes, etc.), which, in turn, creates a basic prerequisite for the qualitative participation of these processes in mastering speech, reading, writing [1].

Phonorhythmic movements also have the effect of muscle relaxation or coordination, orientation in space.

Phonetic rhythmic classes are conducted according to the verbotonal method, which is based on the connection of speech and pronunciation with the rhythm and movements of the body. activation, relieving fatigue and reducing aggressiveness. The use of phonetic rhythmics promotes the development of complex precise movements, auditory and visual-motor coordination of movements of different parts of the body.

It is easier for preschool children with speech and sensory impairments to assimilate and learn to pronounce sounds by movements. A prerequisite for conducting classes using phonetic rhythmics is the creation of a positively colored background, the active use of paralinguistic components of communication. It should be noted that phonorhythmics is included in the general program of correctional and pedagogical work.

At the initial stage of phonetic rhythm classes, children are taught proper breathing, since many of them use upper chest breathing, which is characterized by shortened surface movements, which leads to tension and lifting of the shoulders and chest. At the next stage, familiarity with the sound is carried out and a number of game exercises are performed. The sequence of motor exercises is combined with pronouncing. The most important condition for speech therapy work at this stage is the natural motor and speech looseness of the speech therapist. His speech should be a role model, emotionally colored. It is recommended to conduct correctional and developmental phonorhythmic classes with preschool children once a week, fixing the sound material passed in accordance with the thematic plan of the speech therapist teacher. One of the mandatory conditions is to work out the exercises performed in the classroom with parents.

The complex of phonorhythmic speech therapy exercises by N.V. Nischeva, A.E. Savvina, R.A. Abashkina, E.V. Zhulin, etc. includes breathing exercises that help optimize blood circulation and gas exchange, provide ventilation of all areas of the lungs, massage of the abdominal cavity. Phonetic rhythmics, being a logorhythmic technology, is based on the unity of sound reproduction and body movement: during the formation of phonation exhalation, the utterance of each vowel and consonant sound, as well as their combinations, is accompanied by certain movements. Children are offered a variety of four-phase breathing exercises, which necessarily contain equal stages of inhalation, retention and exhalation with subsequent breath retention. Proper breathing promotes the concentration of arbitrary attention, which is the basis for the formation of the basic components of arbitrary self-regulation.

E.V. Zhulina points out the need to use logorhythmic exercises aimed at solving the following tasks: - automation of a certain sound; - work on intonation and unity of speech; - work on the pace of speech; - work on the voice. The author emphasizes the importance of the formation of the skill of rhythm reproduction in preschool children with peculiarities of psychophysical development. When carrying out this work, patting and jumping are used, tapping rhythms with your feet, slapping with your hands or one hand on a certain object can also be used [3].

Conclusion. In the preschool period, phonetic rhythmics can be considered as one of the effective means of working on the pronunciation side of speech and correcting the shortcomings of sound pronunciation. The technique of phonetic rhythmics is based on teaching preschool children to imitate large movements of the body, arms and legs, accompanied by their utterance of sounds, syllables, words and phrases. Gradually the motor capabilities of a child of this age group are developing, and imitation of movements, including articulation, becomes more accurate and qualitative. In this case, we can say that the movements lead to sound reproduction. The development and use of phonetic rhythmics in speech therapy work is also focused on the development of auditory perception, which is one of the components of communication. The intonation of speech is based on the composition of rhythm, pause and time, which becomes one of the objects of phonorhythmics in correctional work.

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IMPROVING PEDAGOGICAL ASSISTANCE TO FAMILIES RAISING CHILDREN WITH INTELLECTUAL DISABILITIES

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Keywords: support, forms of interaction, family, children with intellectual disabilities.

The processes of democratization in the system of special education, its variability and innovative programs have led to the need to find solutions to the problems of closer interaction of educational institutions with families of children with special psychophysical development.

The problems of the family of a child with special needs are touched upon in the works of many authors (T.G. Bogdanova, N.V. Mazurova, V.A. Vishnevsky, T.A. Dobrovolskaya, A.I. Zakharov, I.Y. Levchenko, R.F. Mayramyan et al.). In the scientific literature, the basic principles of the work of teachers-defectologists with the family are laid down, the patterns of behavior of parents in the process of pedagogical counseling are determined (Z.M. Dunaeva, S.D. Zabramnaya, E.A. Strebeleva, M.V. Shved etc.) [1].

These authors note that in connection with the birth of a child with an intellectual disability, parents' view of the world, attitude towards themselves, to their child to not like everyone else, to other people and to life in general changes. Therefore, it is important to study not only children with intellectual disabilities, but also their families in need of comprehensive socio-pedagogical and psychological assistance [2]. Only by solving this problem we can ensure the rehabilitation and integration into society of children with intellectual disabilities. Currently, working with the family is an important direction in the system of medical, social, psychological and pedagogical support for children with special psychophysical development.

The purpose of the study is to identify topical issues of the organization of interaction between educational institutions and families raising children with intellectual disabilities.

Material and methods. In order to further determine the organizational and pedagogical conditions for improving pedagogical assistance to the family of a child with intellectual disability in terms of interaction with educational institutions, we conducted an experimental study of the practice of interaction between educational institutions and parents of students with intellectual on the basis of the SEI "Auxiliary School № 26 of Vitebsk", SEI "Specialized Kindergarten № 64 of Vitebsk". The research methods used were the analysis of school documentation and the survey of teachers, parents educating schoolchildren with intellectual disabilities. It was attended by 10 teachers and 20 parents raising a child with intellectual disabilities of preschool and school age.

Findings and their discussion. The results of the survey of parents showed that 100% of respondents consider it necessary to cooperate an educational institution and a family. Thus, 76,1% of parents feel the need to participate in events held by an educational institution on the education and training of children with intellectual disabilities. At the same time, 25% of parents noted the absence of such a need. The most pressing issues of interest to parents have become various aspects of the upbringing and education of children with intellectual disabilities, and the following trend is noted: parents raising children with intellectual disabilities of preschool age are mainly interested in the issues of teaching children, their preparation for school, while parents of schoolchildren with intellectual disabilities are more concerned with the issues of education, features of transition age, social adaptation in adulthood and employment (14,2%). The analysis of school documentation (the annual plan of work with parents, the plan of classroom parent meetings) showed an objective lack of the number of events with parents on these topical issues.

An analysis of parents' responses about their needs to improve the content of parent meetings showed that 42,8% of respondents found it difficult to identify topics and issues relevant to them, which may indicate an insufficient level of understanding of the relationship between the development of a child and the participation of the family and educational institutions in it, and a low level of pedagogical literacy of parents. 4,7% of parents are interested in improving the quality of education; 4,7% would like to know about the ethical attitude towards disabled people and ways of their integration into society, about planned activities (4,7%); tips on preparing for the transition age of a child (4,7%); about raising the right attitude to people with special needs (4,7%). Comparing these data with the content of thematic planning, we can say that these issues are not sufficiently covered and require inclusion in various forms of interaction with parents. The reason for this situation may be an insufficient level of development of dialogical communication in relations with parents, lack of necessary knowledge and skills of organizing joint activities with parents.

An analysis of the documentation of educational institutions showed the presence of a variety of planned activities of a psychologist with parents of children with intellectual disabilities, a schedule of individual consultations. However, 28,5% of parents in the questionnaires indicated that the work of a psychologist was not being carried out, which may indicate their lack of awareness, low activity of psychologists to explain the essence of their activities in educational institutions. At the same time, 28,5% of parents of children with intellectual disabilities attended individual conversations and trainings conducted by a psychologist; 4,7% positively noted the conversations about the emotional development of the child conducted by a psychologist: 9,5% of parents were helped by a psychologist to overcome difficulties in communicating with the child; 4,7% of parents used an individual program of developing outdoor games developed by a psychologist of an educational institution.

The results of the experimental study showed the monotony of individual forms of work with parents. Thus, 47,6% of parents indicated that the most common form of such work is an individual conversation. 19% of parents answered that they do not need individual consultations and conversations. Parents called additional desirable forms of individual work with them in educational institutions: attending open classes at a convenient time (4,7%); individual information on current issues (4,7%); additional family visits at home (4,7%); conducting trainings on the formation of favorable interpersonal relationships in the family (4,7%), increasing the number of individual conversations and consultations (4,7%).

Conclusion. Thus, it can be concluded that the possibilities of interaction between educational institutions and the family are not fully used. The reasons limiting the interaction of the teaching staff and the family are the following: a low level of understanding of the relationship between the development of the child and the development of the family; insufficient level of development of dialogical communication in relations with parents; the dominance of verbal forms of teachers' work with parents; insufficient skills of planning joint work with parents and children; insufficient level of pedagogical literacy of parents. It should be noted that parents need to change the content of already traditional forms of work with the family.

The modern approach to a family raising a child with intellectual disability considers it as a rehabilitation structure capable of creating the most favorable conditions for the development and upbringing of a child. At the same time, special attention is paid to the positive influence of relatives on the child, the creation of adequate conditions for his education not only in a special institution, but also at home.

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DEVELOPMENT OF THE LIFE SAFETY BASICS OF PUPILS OF THE AUXILIARY SCHOOL

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Keywords: basics of life safety, world around, social skills, personal security.

Modern socio-economic conditions require improved preparation for independent life of all categories of children, including children with intellectual disability. Much depends on the child's ability to open up towards the world around him. The task of the school is to help the student establish connections with the outside world and deepen them, as well as develop the social skills necessary in various life situations. The teacher's participation is to help the student act independently, as this makes him less helpless, more independent in the surrounding reality. The purpose of teaching students with mild intellectual disability the basics of life safety within a separate educational subject is to summarize disparate information about safety into a system that allows us to form generalized algorithms for actions in typical and unusual life situations that can be dangerous for children.

The purpose of the study is to determine the features of the formation of the basics of life safety in students of the auxiliary school.

Material and methods. To realize the purpose of the study, the work used a systematic analysis of the philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the study results. The study was conducted in September – October 2022 on the basis of the SEI «Auxiliary School № 26 of Vitebsk».

Findings and their discussion. In special pedagogy, A. Bandura, I.E. Valitova, V.V. Gladkaya, E.M. Kalinina, Yu.N. Kislyakova, Yu.N. Konopleva, A.R. Maler, N.P. Pavlova and others were engaged in the problem of forming the foundations of life safety in persons with intellectual impairment. In the scientific and methodological literature, work with children with mild intellectual impairment to form the foundations of life safety includes a whole range of tasks.

The formation of the competence of personal safety implies the ability and readiness to act in dangerous situations adequately: respond to unusual situations; recognize dangerous situations; to act adequately in hazardous situations; accept help. Ability, as one of the components of competence, is formed on the basis of the methods of action available to the child. Ability in this case acts as a material component of competence. The main goal of forming the ability to act in dangerous situations is to master the child in basic ways of action [1].

In the curriculum "Basics of life safety" for grades III-VI of the first department of the auxiliary school, the following sections are distinguished: personal safety; technogenic safety; safety on the street and in nature; social security.

The main goal of training sessions in the state educational institution "Auxiliary School No. 26 of Vitebsk" is to form students the ability to determine unusual and dangerous situations in the surrounding living space, and to avoid danger. Training methods are situation modeling, simulating games, game exercises. The main method is a simulating game that involves real actions in a situation simulated in a training lesson. It is important to model different situations, depending on the opportunities and needs of the child. Each situation is played out many times with a change in conditions, equipment, actors. The main task of simulating situations is to form the possibility of transferring the action algorithm first in a similar situation, and then in different situations. To do this, it is necessary that the actions that the child mastered in a simulated situation in an educational or extracurricular lesson are fixed by parents in real situations at home and on the street. The formation of social competence is especially important for students in the conditions of an auxiliary school. Therefore, the main method of forming practical skills to maintain one's own safety is the method of modeling life situations. An example is travel in public transport, interaction with other passengers, pedestrians, employees [2].

The need for safety can be expressed more clearly in those children with intellectual disability who study in an inclusive education, since this category of students is supposed to have greater independence initially than those who study in an auxiliary school. Such independence can be expressed not only in the readiness to study in a large class of different children, but also in the choice of routes to come to school, the selection of friends, ways to spend free time, etc. However, it is important to form basic safety competencies in children to prepare for independent life. Personal safety can be seen as the ability and willingness to maintain a safe living space around you and to act adequately in dangerous situations. That is, this competence involves the formation of skills and methods of action based on knowledge of certain physical laws, the foundations of which are formed among students in other educational subjects: "Man and the World," "Social and Everyday Orientation," "Labor Training," etc. A very important role in the formation of the basics of life safety in students with a mild degree of intellectual impairment is played by the formation of the ability to transfer the formed methods of actions to maintain safety in new situations and the readiness to safely interact with the world. It is also worth noting that the formation of any vital competence of children with intellectual disability is impossible without the participation of the family. The transfer of formed methods of action in specially modeled situations to real life situations in children does not always occur. It is necessary to play a certain action in all possible situations to form generalized methods of action. The formation of a child with intellectual violations of life competencies (including the competence of personal safety) takes place in the interaction of the educational institution and the child's family. The directions in which this interaction is organized are determined by the teacher after analyzing the living conditions of the child, the composition and lifestyle of the family, the needs of parents for certain types of assistance.

Conclusion. Thus, it can be concluded that absolute safety is unattainable even in a highly developed society; therefore, the issue of forming basic safety competencies in students of the first department of the auxiliary school remains relevant. It is important to form basic safety competencies in children not only in order to be able to maintain their own safety for students in an educational institution, but also to prepare for independent life, work, and create their own family. The formation of the competence of personal safety in students with a mild degree of intellectual insufficiency is carried out in stages, from individual operations together with an adult to generalized methods of action. The formation of adequate actions and positive changes in behavior in dangerous situations contribute to the enrichment of children's life experiences associated with actions in real life situations, the formation of everyday, communicative and subject-behavioral ways of actions within the framework of ensuring personal safety. Working together with parents requires individualization, constant control and feedback from the family. Ensuring joint work with parents, it is possible to achieve the result – the safe accompanied independence of the child in the future.

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BARRIER-FREE COMMUNICATION ENVIRONMENT AS A CONDITION FOR LEARNING THE BASICS OF LIFE SAFETY OF PERSONS WITH MENTAL DISABILITIES

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Keywords: clear language, communication, translation, persons with mental disabilities, life safety, functional literacy.

One of the priorities of the development of both special and inclusive education is to increase the functional literacy of children with special psychophysical development, which is one of the most important conditions for their further social adaptation. One of the structural elements in the aggregate system of skills and behavioral rules is the culture of life safety, which includes a wide range of ways to protect a person from various types of threats [1].

In accordance with the National Action Plan for the implementation in the Republic of Belarus of the provisions of the Convention on the Rights of Persons with Disabilities for 2017–2025, in order to increase the availability of educational and other materials for children with special needs of psychophysical development, "clear language" should be used as a form of displaying written and oral information [2, p. 21].

"Clear Language" is a simplified universal sign system that is democratic and correct in relation to people who have difficulties in understanding texts. At the same time, he has all the signs of language as a sign system of communication and communication. Thus, the "clear language" was created and continues to develop in the process of communication. It has not only an oral and written form, but also includes sound and gestural accompaniment.

The purpose of our study was to analyze the possibility of translating methodological materials into a "clear language" on the formation of the foundations of a culture of safe life for people with intellectual disabilities.

Material and methods. The material of this study is a set of theoretical approaches to the adaptation of texts in the "clear language" (V.V. Khitryuk, N.V. Nechaeva, E.N. Soroko, T.V. Grishan, V.I. Kovaleva, etc.) and the results of an experimental study of the peculiarities of the formation of the foundations of life safety (in the field of financial literacy and a culture of fire-safe behavior) of persons with intellectual disabilities. We used the methods of comparative scientific analysis of publications, the method of ascertaining experiment, test diagnostic tasks, methods of mathematical and statistical processing of results.

The experimental study was conducted in the SEI "Auxiliary School № 26 of Vitebsk", the club for people with disabilities and the EI "Ulli State Professional Lyceum named after L.M. Dovator". The total number of persons involved in the study was 60 people with a diagnosis of F70 (children of high school age and adults with intellectual disability). The students were offered test and practical tasks in the sections "Fire safety" and "Financial literacy".

Findings and their discussion. The results of the study showed that people with intellectual disabilities have not formed all the components of the basics of life safety in the field of fire-safe behavior and financial literacyto some extent. Moreover, it should be noted that after graduation from an auxiliary school (after several years), the level of formation of functional literacy in the field of life safety decreases due to the termination of the regular educational process.

The analysis of the results of the ascertaining experiment made it possible to identify the following characteristic features of knowledge of the basics of life safety by persons with intellectual disabilities in the field of fire safety behavior and financial literacy: – insufficient knowledge of fire safety rules and the need to comply with them; – unformed skills in the operation of electrical appliances and gas equipment; - difficulties in choosing the optimal course of action in various fire-hazardous situations; – insufficient level of knowledge about the number of kopecks in a ruble, practical skills of transferring monetary units when performing household settlement monetary transactions; – difficulties in using a bank card for settlements, insufficient knowledge of the rules for using a bank card, security rules when making monetary payments using a bank card; – a low level of understanding of the need for family budget planning.

As a result of the theoretical analysis of modern psychological and pedagogical research and approaches to the formation of the basics of life safety, as well as the results of the ascertaining experiment, we compiled workbooks "My fire safety" (in two versions), "Me and my finances" and a practical simulator "Money loves to be counted" for students and adults with intellectual disabilities insufficiency.

The workbooks contain exercises and tasks on the formation of basic knowledge and skills on the culture of fire-safe behavior and the basics of financial literacy. These workbooks suggest their use both in specially organized classes on the basics of life safety in educational institutions, departments for the stay of disabled people at charitable societies, and in lessons of social and household orientation, in extracurricular activities, as well as in family education.

In some sections of the workbooks, QR codes developed by us are used. The use of this type of symbolism gives the following advantages: – contains a large amount of information; – simple printing; – an open and widespread standard; – is read by mobile phones, tablets; – is read even partially damaged.

In order to create a barrier-free communication environment and increase the availability of information materials and tasks presented in these manuals, work was carried out to translate them into a "clear language".

During the implementation of this work, the following principles of "clear language" were implemented: – the use of familiar and understandable words; – explanation of complex words; – preference of short sentences; – avoidance of foreign words and technical terms; – absence of abbreviations in written speech; – avoidance of percentages; – the transmission of one thought in one sentence; – the use of images and schematic images that contribute to the understanding of the text; writing difficult-to-read words by syllables. There are separate requirements for the technical design of the text (left alignment, large font, etc.).

It should be noted that during the design of these and subsequent materials in the workbooks, the requirements for the design of the test on the "clear language " are strictly observed: – the use of a font simple in outline, providing for a sufficient distance between the letters in one word; – the font size is at least 14 points (in our workbooks the size is 15 points, the text about the danger of transferring bank card data to unauthorized persons, as well as the text about calling the fire service when a fire is detected was printed in capital letters); – avoiding highlighting individual words and sentences in color.

Conclusion. The formation of the foundations of life safety can be considered one of the factors contributing to the acceleration and improvement of social adaptation and integration of persons with intellectual disabilities into society. Functional literacy among students with intellectual disabilities is formed in the process of purposeful systematic correctional and developmental work based on the implementation of personality-oriented, activity-oriented, socio-cultural, competence-based and functional approaches to the construction of the learning process. The use of "clear language" allows people with intellectual disabilities to assimilate information better due to the simplified structure of statements, the use of sentences without special vocabulary, foreign borrowings and words in a figurative sense, the illustration of the material with iconic images, the use of fonts with simple lettering, etc. Therefore, "clear language" is a way to create and / or adapt the text, preserving its basic meaning, making it accessible to any reader.

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FEATURES OF THE DEVELOPMENT OF DIALOGIC SPEECH OF SHOOL CHILDREN OF THE AUXILIARY SHOOL

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Keywords: dialogue speech, dialogue, monologue, communication, socialization.

One of the most pressing problems of special education in the Republic of Belarus is the problem of the development of dialogue speech among students with intellectual disability. The analysis of special literature showed that dialogue for a child is "the first school of mastering speech, the school of communication," he accompanies and permeates all his life, all relationships, he is, in fact, the basis of socialization and personal development. It is thanks to the dialogue that children with intellectual insufficiency master their native language, enrich their vocabulary; get the information you need.

The purpose of this article is to reveal the peculiarities of the development of dialogue speech among elementary school students.

Material and methods. To realize the purpose of the study, the work used a systematic analysis of the philosophical, pedagogical and psychological literature, methods of systematization, generalization and interpretation of the study results. The study was conducted in September-October 2022 on the basis of the SEI "Auxiliary School № 26 of Vitebsk." The total number of children involved in the study was 20 children with intellectual insufficiency of elementary students in auxiliary school.

Findings and their discussion. As the analysis of scientific and methodological literature shows, dialogue always stands in the center of scientific attention. The theoretical basis is compiled by the works of such scientists as L.S. Vygotsky, P.Ya. Halperin, A.N. Gvozdeva, I.N. Gorelov, B.M. Grinshpun, N.I. Zhinkin, A.V. Zaporozhets, I.A. Zimnyaya, R.E. Levina, A.N. Leontyev, A.A. Leontyev, A.R. Luria, V.K. Orfinskaya, E.N. Tikheeva, R.M. Frumkina, M.E. Khvattsev, N.Kh. Shvachkina, D.B. Elkonina and others.

The literature notes that it is much easier to build a monologous statement than to participate in dialogue. The conditions of the dialogue are such that the reflection of comments and questions occurs simultaneously with the perception of someone else's speech. The participation of children with special needs in dialogue requires complex skills: to listen and understand the thought correctly, to monitor the correctness of the language form expressed by the interlocutor; to formulate your own opinion in response, express it using language correctly and easily; maintain a certain emotional tone. Such a factor is also very important, it will be very difficult to build a dialogue without it, for this is mutual understanding. Mutual understanding in the process of communication refers to the unity of the designation of objects and phenomena that perceive and speak [1].

When teaching children in an auxiliary school, it is necessary to form the ability to ask questions and answer them "fully," and substantiate their point of view consistently. It is also necessary to pay attention to the verbal and non-verbal means of building dialogue, the education of speech etiquette as a significant part of the culture of dialogue. Based on the experience of researchers in this field, it can be concluded that the answer to statements is easier for students of the auxiliary school, both in content and in lexical and grammatical design. At the initial stage of the educational dialogue, children with intellectual disability first master the prepared dialogue speech, which is characterized by support for memory and various associations, on numerous formal (mainly verbal) supports. This type of speech is less creative, since for the most part it is associated not only with the specified language material, but also with the specified content. The use of situational communication games and exercises includes three groups: model exercises, constructive and creative contribute to the effectiveness of dialogue training [1].

Performing tasks according to the model (model exercises) involves making replicas similar in structure to the specified dialog unity (speech models), but with the replacement of some words or collocations. The main training methods are repetition and imitation. This type of work is widely used in various didactic games, when students have to take turns to answer the same question. Here are another examples of the tasks: compiling coherent dialogues from replicas indicated in the mess; populate dialog box diagrams; edit replicas that contain speech and sense errors. Creative exercises include compiling dialogues on supporting words, on the plot picture, building dialogues in pairs of students according to a given situation. These exercises serve to freely use speech skills in situations close to the natural conditions of communication. Exercises consist of two parts. The first part describes the motives, circumstances that force the speaker to conduct dialogue. In the second part, students make up a dialogue based on the conditions of the speech situation in which they find themselves.

In scientific and methodological literature, the most popular tasks related to the need for corrections and editing. These include recovering a question from a known answer; editing replicas according to a given educational and speech situation compile connected dialog schemas from individual replicas, populate dialog schemas. All tasks provide reliance on problem situations, which increase the search activity of students, increasing its motivational aspect and focus.

For students of auxiliary schools, mastering dialogue speech is of paramount importance. It is a necessary condition for the full social development of the child. Developed dialogue allows the child to come into contact with both adults and peers easily. In the development of dialogue speech, children with special needs achieve great success in social well-being, which implies that their surrounding peers and adults (first of all, the family) treat them with a sense of love and respect, as well as when the others consider the characteristics of psychophysical development with the child, carefully listening to his opinion, interests, needs, and so on, when they not only speak themselves, but also know how to listen to this child, taking the position of a tactful interlocutor.

Conclusion. Dialogue speech in children with intellectual disability has a number of features. Often, students have difficulty in choosing words to express their thoughts. They use situational speech, understandable only to those who know the circumstances that they are trying to report very often. Most often, they impoverish speech and make it incomprehensible to replace with pronouns of the face and place of events, as well as students with intellectual disability, starting to speak, do not have time to come up with the end of the phrase and end with words that are not consistent with the beginning. In addition, difficulties arise in entering the dialogue due to the fact that a child with intellectual disability cannot move from one type of activity to another: from "speaking" to "listening," and vice versa. Such transitions are complicated by the inertia of nervous processes and delayed reactions to effects characteristic of children with intellectual insufficiency. Finally, the dialogue requires each of the participants to adapt the content of their statements to the statements of the interlocutor. A child with intellectual disability needs constantly to monitor the construction of the interlocutor's thought and tie his speech to his questions or remarks. This task is very difficult for children with intellectual disability.

Thus, speech activity in general and its dialogue forms in particular are a very complex process, namely, complex in its versatility and long phased methods of formation. This process goes through the stage of forming an action plan, in the future, control and correction mechanisms are used to compare the result with the created plan and make a correction to achieve the planned result. Despite the complexity of this process, its basic skills should be consciously introduced into educational practice at the earliest stages of working with younger students and be methodically improved at each stage of school education.

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FORMATION OF GRAMMATICAL SYSTEM OF SPEECH IN CHILDREN WITH INTELLECTUAL DISABILITY

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Keywords: grammatical structure of speech, formation, communication, speech.

The timely formation of the grammatical component of the child's language system is the most important condition for his full-fledged speech and general mental development, since language and speech perform a leading function in the development of thinking and communication, in planning and organizing the child's activities, self-organization of behavior, in the formation of social ties, in the manifestation of the most important mental processes – memory, perception, emotions. The formation of the grammatical structure of speech is the most important condition for improving students' thinking, since grammatical forms of the native language are the "material basis of thinking." Currently, the problem of the formation of communicative skills, namely the grammatical component, the language system of children with intellectual disability is relevant [1].

The purpose of the article is to study the scientific and methodological foundations of the formation of the grammatical structure of speech of younger schoolchildren with intellectual disability; examine means, ways and methods of forming grammar skills and grammatically correct speech.

Material and methods. The work is based on a systematic analysis of the philosophical, pedagogical and psychological literature, as well as methods of systematization, generalization and interpretation of the study results.

Findings and their discussion. Formation of grammatical structure and communication skills was studied by many outstanding scientists (A.N. Leontyev, M.I. Lisina, L.S. Volkova, A.V. Zaporozhets, M.V. Mamonko, D.B. Elkonin) [2]. Communication is one of the main activities of a person, which is aimed at knowing and evaluating oneself through other people. It serves as the most important factor in the formation of the child's personality, and also acts as the main condition for his development. According to specialists in the field of defectology and psychology (A.A. Bodaleva, A.V. Zaporozhets, E.G. Zlobina, etc), communication is the most important factor and a prerequisite for the mental development of the child. Communication becomes the basis of the social development of children with intellectual disability.

According to E.G. Fedoseeva, at an early stage of ontogenesis in the pre-speech period, the child forms the prerequisites for the verbal function of speech. A child with intellectual disability experiences difficulties in the formation of communicative activities, emotional communication from birth, therefore, the need for communication activities is an essential condition for the emergence and development of speech in children with intellectual disability.

According to M.I. Lisina, communication is the process of transmitting and receiving verbal and non-verbal information. It is one of the conditions for a child's development, the most important factor in the formation of a person and one of the main types of human activities aimed at knowing and assessing oneself through other people. A child with intellectual disability initially experiences difficulties in communication skills. Based on this, the development of these skills should be put first in the upbringing and education of children.

According to N.V. Ivanova, the grammatical structure of speech in children with intellectual impairment is not developed or is little developed. Disorders of the grammatical structure of speech in intellectual insufficiency are caused by the non-formation of language generalizations. A characteristic feature of mastering the grammatical structure of the language among students with intellectual impairment is a slower pace of assimilation, there are a poverty of vocabulary, inaccuracy of the use of words, the predominance of passive vocabulary over active. They do not know the names of many objects, parts of objects, their dictionary is dominated by nouns with a specific meaning; there are no words of a generalizing nature and few adjectives and adverbs. The statements of children are characterized by simple, non-proliferation proposals, often structurally unformalized, with passes of the main members. Especially many errors occur when trying to form a plural number of nouns in the nominative and genitive cases.

The main tasks of the formation of the grammatical structure of the speech of students are enrichment of the speech of schoolchildren by grammatical means; expanding the use of grammatical means of language in various forms of speech (dialogue, monologue) and speech communication (emotional, business, cognitive, personal speech communication); the development of linguistic attitudes to the word among students, activities in the field of language and speech based on language games.

The main means of forming grammatically correct speech of younger schoolchildren are as follows: creating a favorable language environment that gives samples of literate speech, increasing the speech culture of adults; special education of students in difficult grammatical forms in lessons; formation of grammatical skills in the practice of speech communication, correction of grammatical errors [3].

The formation of grammatically correct speech is carried out in two ways: teaching in lessons; education of grammatical skills in everyday communication.

Methods of forming grammatically correct speech among younger students include:

- didactic games;
- dramatization games;
- consideration of paintings;
- retelling of short stories and fairy tales.

Conclusion. Summing up, we can draw the following conclusions that the formation and development of the grammatical system in schoolchildren with intellectual disability implies the mandatory consideration of mandatory principles, means and requirements aimed at the positive, accessible and favorable development of their communicative skills and skills. Unfortunately, the underdevelopment of the communicative function of speech cannot be compensated by other means of communication, in particular mimic-gesticulatory one. This category of children is characterized by anemic face, poor understanding of gestures and the use of primitive standard gestures. Communication skills of children with intellectual impairment have a great impact on the cognitive processes of the child, on his personality. Consequently, it is related to the upbringing of the child, his socialization and interaction with the surrounding people.

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THE SPECIFICS OF THE COMPILATION OF DESCRIPTIVE AND NARRATIVE STORIES BY CHILDREN WITH INTELLECTUAL DISABILITIES

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Keywords: primary school children with intellectual disability, speech development, descriptive story, narrative story, retelling.

Speech plays a leading role in the mental development, formation of thinking and cognitive activity of the child. Since speech development of children with mental disorders differs significantly from this process in their normotypic peers, by school age, when speech should have already become a means of communication and a tool of verbal and logical thinking, it turns out to be in a significantly undeveloped state in children of the analyzed category.

One of the priority tasks of modern special and inclusive education is to increase the effectiveness of teaching and educating students with special psychophysical development of the quality of their preparation for independent life. Students with intellectual disabilities experience objective difficulties in communication, which complicates the process of their social inclusion [1]. The development of coherent speech of children of this category is a condition for overcoming these difficulties. Thus, L.S. Vygotsky, S.D. Zabramnaya, A.R. Mahler, L.M. Shipitsina, T.A. Vlasova, L.V. Zankov, T.M. Dulnev, M.S. Pevsner, etc. indicated low speech capabilities as the psychological and pedagogical characteristics of children of the category under consideration. Coherent speech is the most difficult for children with intellectual disability, as it is a detailed, complete, compositionally and grammatically formed semantic and emotional, logically connected utterance [2].

Descriptive and plot stories are characterized by a certain sequence in the description of the features of the object and the obligatory observance of semantic and syntactic connections between fragments. A child must demonstrate a certain level of grammatical and semantic implementation when composing a story of these types, so it is necessary to implement the paradigmatic and syntagmatic principles of speech organization [3]. Actually, based on these variants of connections between words, the child realizes and proceeds to use the primary predicative pairs of words as components of the idea of the future story. One of the conditions for the qualitative development of coherent speech is the emergence of associative syntagmatic connections and readiness to compose stories of various types [4].

The purpose of the work is an experimental study of the features and mechanisms of composing descriptive and plot-type stories by children of primary school age with intellectual disability.

Material and methods. An empirical study of the specifics of writing short stories for younger schoolchildren with intellectual disabilities was conducted in February – March 2022 on the basis of the SEI "Auxiliary School № 26 in Vitebsk". The experimental group consisted of 20 junior schoolchildren (the first department of the auxiliary school). To study the level of formation and features of coherent speech of the subjects, we used a series of diagnostic tasks by Glukhov V. P.: a technique for identifying the ability to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase / utterance; – a technique for composing a coherent plot story based on the supervisory content of consecutive fragments – episodes.

Findings and their discussion. An analysis of the results of compiling a descriptive story by younger schoolchildren with intellectual disabilities showed that 100% of children experienced significant difficulties in compiling it. So, the identified typical difficulties include:

- violation of the sequence and clarity of presentation;
- difficulties in colors naming;
- replacing the names of parts of the animal's body with analogues (for example, paws – arms, legs);
- difficulties in the correct naming of items of clothing (for example, "overalls" were substituted by "Such pants", "Such clothes");
- the absence of a related description, the presence of large pauses between statements, the need for leading questions and creating a game situation during the survey.

These difficulties demonstrate not only the underdevelopment of coherent speech in younger schoolchildren with intellectual disabilities, but also the presence of their originality in the development of sensory processes, verbal and logical thinking, recreative and creative imagination.

80% of children were able to name the bear ("Maxim", "Misha", "Vanya", "Fedya"), it should be noted that there were no cases of a creative name for the character, all the proposed names are common. 20% of younger schoolchildren with intellectual disabilities found it difficult to choose a name for the hero of the story, used synonyms or diminutive words from the main form of the word (for example, "bear", "mishutka"). All children (100%) were able to indicate that the bear lives in a den.

The identification of the possibility of children with intellectual disabilities to use the proposed text and visual material when composing a story showed that 85% of children could not independently come up with a continuation of the fairy tale, but retold the ending again (for example, the completion of the story by Artem L.: "The hare wants ... wants, the hedgehog ... to eat…because the apple is... delicious"). Three subjects were familiar with the fairy tale (15%) and told its ending, actively focusing on the drawing. Only one junior student with intellectual disability (5%) gave a definition of the moral relations of the main characters ("Greed"). 95% of elementary school students named the main characters of the fairy tale (hare, hedgehog, crow), and only one student (5%) failed to cope with this part of the task.

In the process of reading the fairy tale, peculiarities of regulating the behavior of students were observed: only 5% of the children listened to the fairy tale attentively, did not interrupt, even asked clarifying questions, 15% of younger schoolchildren with intellectual disabilities listened to the fairy tale, demonstrating impatience and even irritation from the process (for example, they pulled their legs, fell apart on a chair, bit their nails, shook their heads, showed heroes while reading).

According to the results of all tasks, it should be noted that 70% of students with intellectual disabilities have a violation of sound pronunciation (slurred / blurred speech, the pronunciation of hissing and whistling). The meaning of the words used by students is inaccurate, indistinctly separated from each other, vague. As a result, children transfer the name of one object to others arbitrarily. There was a tendency to use words that do not combine with the lexical meaning of words. These features also have impact on the quality of children's coherent speech.

Conclusion. Thus, children of primary school age with intellectual disability have the following characteristic features of the compilation of descriptive and narrative stories: lack of clarity and consistency of presentation; difficulties in describing the essential features of objects / characters and explaining cause-and-effect relationships between events and relationships; low level of ability to construct a coherent statement independently, high need for adult help; insufficient quality of grammatical design of sentences and not using figurative means in them.

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FEATURES OF THE FORMATION OF SOCIAL COMPETENCE OF PRESCHOOL CHILDREN WITH PECULIARITIES OF PSYCHOPHYSICAL DEVELOPMENT

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Keywords: competence, self-service skills, children with developmental disabilities, diagnostic basis.

The relevance of social adaptation and overcoming social exclusion is caused by the need to adapt children with special educational needs to dynamically changing socio-economic conditions of life and increased requirements for personal qualities. Integration of children with special psychophysical development into society cannot occurs in a special way. The existing peculiarity leads to a violation of ties with society and culture understood as a source of development. Therefore, a child of the category under consideration is not always able to perceive social norms and requirements adequately. Psychological support and pedagogical work, as a rule, at a certain age is the main thing that children with special psychophysical development need. The formation of social competence of such children should begin from preschool age [1].

The purpose of the study is to determine the specifics of the development of self-service skills of preschool children with special features of psychophysical development.

Material and methods. A purposeful study of the features of the formation of social competence in older preschool children with peculiarities of psychophysical development of various nosological groups was conducted on the basis of the State Educational Institution "Center for Correctional and Developmental Education and Rehabilitation of Lepel". To organize the study, a group of 10 pupils with special psychophysical development aged 5–7 years of various nosological groups was selected. Research methods and the observation method (A.N. Armer, G.A. Uruntayeva) were used with a series of developed diagnostic tasks (diagnostic cards) based on the methodology of studying the formation of self-service skills, household and manual labor by V.A. Shinkarenko [2].

Findings and their discussion. The results of the study showed that only 10 to 20% of preschool children with special psychophysical development could use cutlery independently when eating. Thus, according to the results of observation, Timur P. and Eva S. showed the formation of most of the diagnosed skills of using a tablespoon during a meal: children take a spoon well, hold it in their hand. The difficulty was caused only by the qualitative bringing of a spoon with food to the mouth. Some children (Vova V., Dima P.,) still have not formed the correct execution of actions with cutlery: the greatest difficulties are caused by the process of picking up food with a spoon (for example, Dima P. puts very little food into a spoon, it complicates the process of eating: when trying to scoop up more food into a spoon, he spills everything when trying to bring it to his mouth). Similarly, it was difficult for 40% of the subjects to remove food from the spoon with their lips. So, Zhenya Ya. tries to remove food from the spoon with his teeth, which leads to liquid food spilling. Some children try to take the spoon completely into their mouth when removing food from it, which makes it difficult to chew it further. Misha P. does not use his lips to grab food, but turns the spoon inside his mouth to move food into it.

The majority of preschool children with special psychophysical development (from 50% to 70% of the observed children, depending on the skill being diagnosed) do not control their actions when using cutlery for eating, they can use a spoon at different stages of its use with the help of adults to varying degrees (from episodic minor assistance to the level of "hand" assistance in the hand"). It should be noted that almost all the subjects had a certain unevenness in the formation of the skills of using cutlery when eating. For example, Misha P., Andrey K., Arina V. take a spoon well on their own, but due to the peculiarities of the development of general and fine motor skills, they cannot hold it and bring it to their mouth.

From the observations that are carried out in order to identify the ability to drink properly from a cup, the following conclusions were drawn. Few children know how to drink properly from a cup (from 10% to 30%, depending on the skill being diagnosed). From 20% to 50% of participants in the ascertaining experiment perform definite or even all actions with the help of adults. The most difficult task for preschool children with peculiarities of psychophysical development of various nosological groups was to perform a rational tilt of the cup when drinking (50% of cases). Typical difficulties encountered by the subjects when drinking from a cup include the following: difficulties in taking and holding the cup in their hands; – lack of control over the angle of the cup when drinking; – lack of formation of the ability to draw liquid into the mouth; – disproportionality of movements when pouring liquid into the mouth, which leads to spillage, and in some cases and to pressure, reflex cough; – movement coordination disorders when returning the cup to the table, attempts to put the cup past the table.

From 40% to 50% of preschool children with special psychophysical development cannot fully or partially perform dressing / undressing. The greatest difficulties (in 50% of cases) were caused by the process of buttoning and unbuttoning, since it requires an objectively high level of fine motor skills and coordination in the eye-hand system. It should also be borne in mind that Velcro fasteners are currently used more often in everyday life, which is an objective factor of the insufficient level of formation of the skill of buttoning / unbuttoning.

Only two children in observed group (Timur T., Eva S.,) have developed the skill of dressing/undressing at a sufficient level. These children recognize their belongings, can get dressed, difficulties are faced with buttoning the clothes. The most difficult thing for preschool children with peculiarities of psychophysical development of various nosological groups was also the dressing of trousers and sweatshirts (40% of cases).

For all the skills studied, from 35% to 40% of the participants in the ascertaining experiment cannot perform the appropriate actions, all actions must be performed by an adult. There were no significant differences in the level and quality of the actions studied. So, on their own, regularly drinking from a cup (25% of subjects), dressing / undressing (19% of cases), using a tablespoon when eating (18%) can be carried out by approximately the same number of preschool children with special psychophysical development.

Conclusion. The results of the experimental study showed that the social competence of preschool children with special features of psychophysical development is characterized by qualitative originality. Taking into account the identified features in the pedagogical activity of the teacher-defectologist will contribute to improving the quality of the implementation of correctional and developmental tasks of teaching children of this nosological group.

The obtained results of the ascertaining experiment allow us to formulate key guidelines in determining the content of correctional work that ensures the formation of social skills in preschool children with special psychophysical development: – achieving a higher degree of independence in mastering various self-service skills; – organizing practical experience of children in the formation of self-service skills; – usinga step-by-step learning system; – inclusion in the correctional process of systematic practice-game exercises and situational-visual exercises; - the use of imitating, didactic and plot-role-playing games for the formation of social competence in the field of self-service.

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HISTORY, THEORY AND PRACTICE OF TEACHING VISUAL ARTS

RESEARCH ON THE DEPERSONALIZATION PHENOMENON OF BRAND DESIGN

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Keywords: brand design, de-personalized, design phenomenon.

Personalized but this marketing brand is very popular, and there is often a trend of brand depersonalization internationally. In terms of design concept, let the design return to its original shape, and in terms of design concept, let the design return to its original shape, and improve the false name of the character image and the emotional link for expression. In order to cater to the group, Anti-Consumerism adopts corresponding marketing methods to promote the brand to a global scale, in order to promote the brand and market promotion cooperation.

Material and methods. "The original intention of the brand is to create the original intention and great origin of the brand for the different practical marketers, its different product characteristics or manifestations or manifestations of characteristics, and the development of different products with unique personalities." [1] Brand new applications gain a place in the market to personalize the brand, personalize or personalize the marketer, continuously enhance the personalized characteristics of the brand, and personalize or upgrade the brand to the personalized characteristics of the brand. But with the design. The transformation of thinking and the consumer's perception of consumption, many brands began to eliminate the brand personality, dilute or remove the human rights in products, brands or services.

Findings and their discussion. The brand image created by the personalized virtual image will increase the vitality of the brand. American economist Friedman believes that worldwide consumption is the consumption of identity, and the image of identity can be used in consumption. In the subconscious mind, it should be easy to move. However, with the continuous emergence of brand scandals, the hilarious visualization of the brand created by the consumer brand is taking a wait-and-see attitude. The original intention born from marketing seems to be in front of the eyes. The commercial definition of consumers and the needs of consumers are deliberately determined.

As a major feature of the brand's personalized marketing method, as an important role of brand marketing, the consumer's personalized marketing method, as the brand's high-priced payment method, has obtained a huge brand value. Prevalence has instead led to the promotion of consumption, the pursuit of practical design should be popular, and at the same time bring high value-added brand publicity to the public, and de-personalize the brand as a marketing strategy.

More of these come from international designer brands, that is, designer brands, such as Calvin Klein, Elie Saab, etc., which are dominated by the development of the brand, but the stars who command and command go on strike. When the founder of the brand leaves, the brand owner will always initiate In contrast, consumers are more willing to participate in such events in another comment and creation, rather than bringing new releases, dissemination and attention to the brand during the design period again and again, but in terms of style, consumers are more interested in the characteristics of The brand produces a vague brand connotation, brings creativity to the brand designer, and builds the brand. Brand names that have changed significantly, like in 2012 Hedi Slimane YSL will name the brand Hedi Slimane Saintt Saint will name the brand "Veve Lauren Saint" in an interview with a new event, the Founding Founding. In 1966, Lauren said he was interviewed for the first time in year 1. Eves was removed from the collection, and it may be that the new designer will find a way to replace his halo early, dilute his brand image, and dilute his brand style. In 1999, the founder sold the brand to the Ker Group in Saint Laurent, commercializing the brand just like other independent brands, out of the designer's venue, and becoming a figurative image and fixed consumer right. Consistent position Therefore, with the change of the name, the aura of the designer has been diluted. In more changes, the new styles of different designers Jinducheng, through the attention of the former designer's aura to shoot, let the attention of consumers The higher designer's design itself.

Raymond Loewy is a modern design figure in the West, and as it comes to it, everyone realizes their own design of many people, an overall design. The design achievements under his name are from the hands of the designers under him. He has successfully marketed his own brand, and also said that he has successfully personalised his brand. Therefore, some secret brand star designers make popular fashion brands become this group of people, but they do not hear about such designers to the public. Design concept – let design return to the true essence of design. In 201, Maison Martin Margiela named the brand Maison Marela. The brand is named after the designer, but only a few people in the fashion circle have seen the designer. This public is more rarely released for few games. Welcome. In this show, her designer did not call on the public figures behind the scenes, only giving interviews in public and refusing to accept photos of Ella. Never explain the inspiration of his own work, only retain the author's power of observation. In the era of the proliferation of TV series, his mysterious and low-key identity makes people focus on the design essence of clothing. Let the design return to the design itself. This concept represents the design, and it is always like the brand has always been the representative of the brand. The staff are also white employees, and they are genderless individuals by all people of color. There is no conspicuous brand in the brand's clothing products, only 3 implicitly printed with 4 white lines, the numbers represent the product, only 1 label for women's clothing, and there is no more meaning. Buyers can range under the label of clothes, let the clothes return to the value of the label, and let the buyers pay more attention to the uniqueness of the characteristics of the wearer and the person wearing it.

"Collection art can constantly discover the pictograms of works of art. The design of our daily life has an external asset identity, which reinforces the signs that are not emotions, but mainly express events." [2] More and more people who are designers, rather than those designers or the distinctive personalized designs caused by a designer, showing individuality, individualized images, showing individuality, individualized characteristics, and emotional emergence and showing off the personality of the design. Returning to the design itself, the emotional brand links that are more easily expressed by the characters and names that are not shaped by others.

"A social movement full of commodity exchange and fashionable mechanisms and imitations becomes a constant, self-sufficient system in which those who are always touted and chasing trends are forever fulfilled and unsatisfied. Their desires, those consumption behaviors with identity are always changing." [3] A person's identity with identity is not satisfied with identity through various means. The consumption power of consumers has frequently stimulated the thinking of young people's consumption. Therefore, many contemporary imaginations have brought different influences to different lives, and also brought different illusory lives frequently depicted in the media, and lives of symbolic colors, and consumption has been further pondered, so that people who return to life can Authenticity, what they need are design products and brands that can truly improve lives, not emotional links constructed through the fictional illusions and man-made fakes of brands' personalized lives. Therefore, in order to meet the youth groups who are anti-consumerism and anti-symbolism, the brand re-creates the brand's marketing strategy, from design behavior to visual expression, and then to the de-personalization of design thinking.

When we jumped out of the brand to discover the brand marketing strategy, we found a different personality of consumers and ourselves: the brand characteristics that we want to eliminate, but people-oriented characters. Just as the American cultural critic Paul Fossey wanted to sting the social hierarchy of mankind through the book "Style", but did not expect the masses to pass this book through the tool of their own social hierarchy.

According to the report, as the report said, after the designer's communication is branded and the brand image of the brand is diluted, the brand image of the brand can be widely promoted. Therefore, while global communication, it also provides a personalized guarantee for the global light. In addition, the brand's communicators also have important publicity support, whose image is also spread internationally, and can show the world's personality in design, just as it is a beneficial form of expression in creation. The same popular brand like Never See You at the same time eliminates personalization while actively adopting brands from different market regions, integrating the brands and inheriting the global MUJI products.

Conclusion. The birth and popularity of a phenomenon is the common effect of Alyssa. The element designer wants to promote the halo brand of the former star designer, and wants to depersonalize the world business and consume the change of the brand of creative design style. Consumers with symbols urgently need to redesign the brand with a brand-new design method through the multi-faceted design concept of brand design to achieve this goal and realize the pursuit of this goal. The analysis ability of the design phenomenon gives the brand the ability to analyze the design phenomenon. Designers provide new ideas and open up more influential brands.

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THE HISTORICAL BACKGROUND AND DEVELOPMENT OF MONGOLIAN TRADITIONAL MUSIC KHOOMEI

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Keywords: khoomei music, inheritance, development, oral transmission.

“Traditional music” is a concept that appeared in modern times. It is proposed relative to "new music". It refers to the music that has settled in the local folk and is attached to folk customs and passed down from ancient times. The music culture owned and enjoyed by ordinary people, especially herdsmen and farmers, is a music culture tradition with local community or regional characteristics in a complex society, various folk songs, singing and dancing music, rap production music, religious music, ritual music etc. belong to this category. Traditional music has the following basic properties.

Material and methods. The materials of this research are some traditional music and Khoomei art materials, and the stage performance experience is used. This study used methods such as historical research, music analysis, etc.

Findings and their discussion. First of all, traditional music is often a cultural heritage with a long history and profound accumulation. Traditional music is nurtured in the folk and inherited from the folk. The formation and development of each traditional music genre has to go through a long historical process. In this process, whether it is a suspension or a specific folk music work, it has been processed by countless people, thus condensing the wisdom and emotion of the ancestors of the past dynasties. Second, the oral and improvisational nature of the traditional music creation process. On the one hand, the so-called "creation" of traditional music is often done directly in the performance, and creation and performance are two aspects of the same process. It is sung directly orally, and its creation and performance have distinct improvisational features. Third, oral transmission and variability in the process of inheritance and dissemination. Traditional music is created orally, orally, orally, orally. In this process, countless people process it intentionally or unintentionally, so the form of death is always changing. Fourth; traditional music is related to the specific "time-space" group life of folk society and its folk traditions, and its performance depends on a specific folk context. Traditional music is the product of traditional society, a kind of living culture, and a kind of folk art. As a life culture, traditional music production is closely related to the daily life of a specific group of people; as a folk culture, the meaning and function of traditional music exist depending on the specific folk context of the hand, and are constantly activated in performances. Therefore, in the folk society, the cultural symbolic meaning and symbolic function of folk music are as important as the artistic function – it is not only used for listening and appreciation (as art), but also used as a cultural symbol and interpersonal communication as a folk symbol. Finally, traditional music is an expression of the emotional will of a particular member of society, and thus has a distinct representation of its holder. The locality of traditional music. Makes it closely associated with a particular tribe or community, which in turn expresses the emotions and aspirations of this group [1].

The difference between traditional music and new music: it is mainly manifested in the difference between the form of existence and the form of music, not the front and back of the time. For example, Gadamerin's uprising was in 1929-1931, so the song "Gadamerin" was first produced after the 1930s. From the perspective of time, it belongs to "modern" but from its folk existence it belongs to the category of traditional music in terms of the characteristics of inheritance and the oral transmission of existing forms, the oral nature of creative methods, the structure of music, and the language of melody. According to research, the famous Huerqi Cunren Bayar rapped "Dragon and Tiger Two Mountains", "Dragon Wind Bridge" and "Chu Guo Controversy" and other Huren Wuliger songs, written by Burenbayar Huerqi in the last century It was composed and sung in the 1980s. However, its content and form of expression, artistic expression, and form of preservation should also belong to the traditional rap art wood style [2].

In a word, Mongolian traditional music is music created by people from generation to generation. It is music created by people through oral performance in the practice of folk life. Together, it has become the most vivid form of expression for the production and life of northern nomads, as well as herdsmen's thoughts, emotions, and wisdom.

Khoomei art: Judging from the legends produced by Khoomei and the subject matter of the repertoire, the singing form of "gut tone" should be the product of ancient mountain hunting and nomadic culture. Man is an inseparable member of nature and a product of the long-term development of nature. When a person's intelligence develops to a certain stage, he will produce a desire for various psychological activities, and use his physical functions to complete it, such as applauding, stomping his feet, stuttering his tongue, and then whistling, imitating various sounds of nature, using and exerting physiological functions, intellectual energy, and thus invented the earliest musical instruments. Khoomei is an example of people using vocal organs as "instruments" to "play" Throughout the various legends about Khoomei, the Mongolian people's inspiration for this sound came from the sounds of mountains, lakes and waterfalls feelings about. It can be said that Khoomei is the Mongolian people who simulate the feeling of natural sounds, and then further artistically produce Khoomei. From an aesthetic point of view, this sound phenomenon shows the Mongolian people's admiration for all things in nature and their good wishes for harmonious coexistence with it. Khoomei is an important multi-voice singing art in the Mongolian Teochew music system. It is distributed in different regions of the world, mainly in Inner Mongolia, Mongolia and the Republic of Tuva of the Russian Federation. Because of its geographical differences, its singing, the styles and techniques are also different. In Mongolian folk, Khoomei is passed on by way of oral and heart teaching, so it rarely has musical scores, and it is spread in oral form, but with the development of society and the influence of intangible cultural heritage on traditional art. With the revival and protection, the Khoomei has gradually been put on the professional stage, and people have begun to innovate its singing forms for the diversification of singing forms, such as integration with national bands and long tune. With the continuous development of world music, Khoomei also plays an important role in it. Khoomei also occupies an important position in the Mongolian new national music group, and has entered the teaching system of colleges and universities [3].

The Khoomei is produced in the Mongolian traditional production and lifestyle. It has a very close relationship with the Mongolian people's world outlook, and it conveys the positive ecological outlook and values of the Mongolian people. The way it is pronounced and the characteristics of its voice are relatively rare in any genre of singing art. The main body uses the breath-holding technique to make the breath make a violent impact on the vocal cords, so as to emit a strong bubble sound to form the bass part, and then adjust the resonance in the mouth to concentrate the overtones to form a metallic overtone part. Form a two-voice singing form. It can symbolize various things in nature, such as animals, rivers, and mountains, so people often say that Khoomei comes from nature.

Conclusion. Khoomei originates from nature. It is an art form closely related to all living beings in nature. It can be said that it is an art form that grows in nature. The Mongolian people compare it to the art of "national treasure". How close is the emotional relationship between ethnic groups, many of Khoomei works sing stories about the harmonious coexistence of man and nature, which is also in line with the Mongolian people's ecological outlook and cosmology.

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THE PROCESS OF CREATING THE CHARACTER “ESMERALDA”

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Keywords: character, stages of character creation, artistic image, form.

The growing number of animated films in distribution, animated videos appearing on digital networks and on television testify to the relevance of animation and its importance as an integral element of the media space. Accordingly, the need to create new, as well as to transform existing characters for cartoons, books, films, games, comics, and advertising is increasing.

The purpose of the work is to describe the main stages of creating the character "Esmeralda".

Material and methods. The materials for the study were scientific articles on the topic, the method of observation and analysis was used.

Findings and their discussion. To create a character, you need to have a lot of information, both textual and visual. Based on the character and internal state, the appearance of the hero is created. Most often, a human or animal character is taken as the basis, but a character can also be completely fictional or taken from mythology, history, or a book. If the character is not a person, then he is usually attributed to the features inherent in a person. For example, he can wear clothes or talk, have emotions. Mimicry is also humanization.

Pre-project analysis. After determining the internal qualities of the character, the stage of drawing the silhouette follows. Angled lines, sharp corners – these are the characteristics of the silhouette of the antagonist. Such forms are unpleasant, and therefore create discomfort. Conversely, smoother lines are calming, so they are mainly used when creating positive characters. And smooth and soft lines are used for humanoid characters.

A certain geometric figure can also tell a lot about a character. For example, in order to arouse authority and trust in the viewer, it is worth using more stable figures – a square or a rectangle (Pic. 1). But there is also a downside, a square can show the complete static nature of the character, conservatism and no desire to give in to someone or change something.

The triangle indicates a leader, a desire for power, ambitiousness. This is a rather dynamic figure, so she can be shown as a witty and self-confident hero, as well as a graceful villain (Pic. 1). If you develop an antagonist, then it can be made even more "prickly", to the point that it will consist entirely of triangles and angular lines. If we consider a circle, then it works in the same way as smooth lines. Using circles is the easiest way to indicate a goodie (Pic. 1). These forms give softness and comfort.

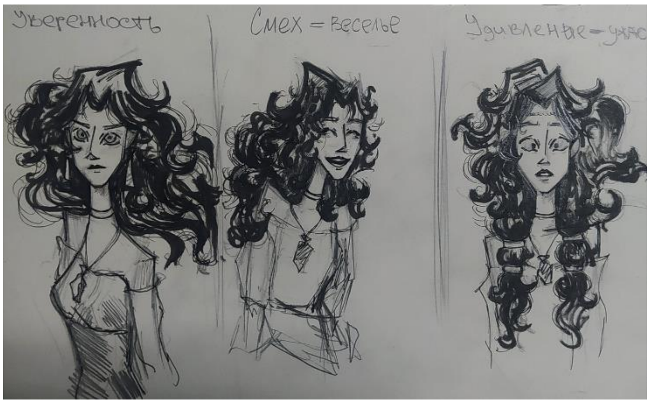
Picture 1 – Round, square and triangular shapes in famous cartoon characters

Of course, the figures can be combined to complicate the image, depending on the nature of the character. Also, for greater expressiveness of the artistic image of the character, various kinds of distortions, exaggerations or caricature are used.

Design setting (design concept and design scenario).

The design concept is to create an artistic and expressive character "Esmeralda" from Victor Hugo's book "Notre Dame Cathedral". She is a sixteen year old dancer. The girl is naive, pure and merciful. Despite the history, she is still a child, so there is also playfulness, childishness, playfulness in her.

The design scenario for the character is a sketch solution of emotions and some actions of the character (Pic. 2).



Picture 2 – Sketch solution of the character, conveying emotions, some actions of the heroine

Design decision.

The main stages of work on character creation:

1) Analysis of the literary image of Esmeralda, identification of the features of the heroine, which will further influence the development of the artistic image. The silhouette of the heroine is built on smooth and angular lines. The heroine is confident. This is evidenced by her wide and even eyebrows, and the protruding upper lip gives her flirtatiousness and infantilism.

2) Sketch sketches of the character, search for the most expressive elements of the external image.

3) Sketches of emotions and some actions of the heroine for a more accurate transfer of the image. It is worth drawing the emotions of the character and his reaction to some event.

4) More detailed drawing of the character in the graphics editor (Pic. 3).

Picture 3 – Drawing a character in a graphics editor

Conclusion. A character in an animated film has the same characteristics that are important when designing any real or virtual design object. These characteristics include shape, proportions, and color. The same criteria determine the character, behavior and relationships of cartoon characters.

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VISUAL ARTISTIC EFFECT OF IMAGE OIL PAINTING COLOR EXPRESSION

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Keywords: imagery oil painting, color expression, visual art.

Oil painting, as a representative artistic creation method of modern western art, has been widely recognized and promoted in the world in recent years. In the book "Oil Painting Creation", the artistic features and color expression of imagery are the unique charm of oriental art and oil painting creation. Individualized artistic effect and visual linguistic semantic representation provide a new direction for the progress and development of contemporary oil paintings. Based on the color expression of imagery oil painting, this paper makes an innovative exploration for the artistic theory and scientific practice of oil painting creation by studying and analyzing its innovative visual artistic effect.

Material and methods. The materials for this study are oil painting color objects under the brush of modern oil painting artists, and are exhibited in major art galleries in China. The following methods were used in the study: history, effect analysis, comparison.

Findings and their discussion. Foreword. Color is the direct medium that reflects the spiritual connotation of imagery oil painting, and it is the core element with the most emotional characteristics in painting art. China's traditional concept of color is expressed by imagery, which emphasizes the aesthetic sense of the inner subject's artistic conception. Under such artistic creation background, the application and expression of color also has its own unique application way. Such imagery color expression not only enriches the form of oil painting art creation, but also develops the artistic language and visual expression effect of oil painting. Taking this as a starting point, this paper makes an innovative exploration for theoretical development through a detailed analysis of ist artistic effect.

First, the concept analysis of imagery oil painting.

The artistic expression of imagery oil painting is different from that of realistic oil painting. Instead of faithfully reflecting the appearance of the real world with colors and lines, it pursues an inner temperament. Compared with the artistic creation under the guidance of expressionism and nihilism, imagery oil painting is not completely divorced from objective reality, and its creation is still based on objective reality. The use of color in imagery oil painting is an important carrier to convey the spirit of art and culture, and it is also an important form of voice in visual art [1]. The application and construction of color is the most emotional element in the language of imagery oil painting. Under such a meaning, imagery oil painting carries rich cultural attributes and emotional metaphors, which can make artists express their feelings and feelings in the picture to their heart's content, thus making oil paintings more deeply rooted in people's hearts and making oil paintings more artistic. Imagery oil painting absorbs the traditional idea and value of "harmony between man and nature" in oriental culture, attaches importance to its shaping in the environment and the cultivation of its style, forms an implicit artistic feature, and also provides a broad application space for the application of color.

Second, the color voice characteristics of oil painting.

(1) Poetic expression. In the cultural context, the color of imagery oil painting always has a hazy poetic beauty, and painters often attach importance to conveying the picturesque, smart and calm charm and spirit with harmonious and unified colors and blurred shapes. This kind of creation, like the poems written by poets, is generally integrated with nature, with obvious freehand brushwork and poetic characteristics. In particular, the use of color, after subjective perception, has achieved the artistic value expression of drawing the heart with things and observing the heart with things [2].

(2) Creative features. As a free art form, painting shows strong creativity and imagination through the combination and deformation of color, lines and shapes. In the creation of imagery oil painting, when the color is no longer bound by the shape, and the boundary of the shape is broken, the varied line outline can better interpret the expressive force and creativity of the color. This kind of voice feature can not only make the painter's emotion more vividly expressed in the picture, but also make the appreciator feel richer artistic tension.

Third, the color effect under visual thinking.

(1) Quiet black. In the early application of painting art, black is often not an independent color. However, in the color use of modern imagery oil painting, the bold use of black connects rich colors. Although it does not occupy the main position of the picture, it has become the best "supporting role" throughout the whole picture. In a colorful oil painting as a whole, the rational use of black often leads to a mysterious visual aesthetic of "black" and a quiet artistic aesthetic feeling. This kind of color is used to enhance the inner spiritual temperament of the picture, and at the same time, the picture with two-dimensional space effect is used to effectively increase the sense of extension and mystery of the painting space.

(2) Chen Lian's gray. The use of gray has many uncertainties and variability. As a concise combination color, gray has a distinct effect on the creation of images. In recent years, Mr. Wu Guanzhong has been on the road of exploring "China-style oil painting". He advocated creating "image" with "meaning", and integrated the aesthetic value and pen and ink feelings of China's landscape painting into Jiangnan landscape oil painting. By using non-traditional color systems such as gray, the Jiangnan landscape in his works showed a harmonious and poetic warm gray tone, creating a hazy and bleak visual form.

(3) Gorgeous colors. Colorful colors often have a strong artistic tension. Painters can not only make the picture full of jumping rhythm through the contrast between color blocks, but also use rough brushstrokes and delicate colors to render bright and comfortable visual images. This kind of color application expresses a positive attitude towards life and value thinking, which is the core value concept conveyed by the current imagery oil painting art.

Conclusion. Imagery oil painting color has poetic, creative and local characteristics. It breaks through the barrier of reappearing objective color, reconstructs the TINT of oil painting art by using the painter's imagination and visual thinking on the basis of color description, and embodies a unique vivid artistic expression technique. In this process, the emphasis on visual artistic effect is the artistic foundation and core goal of imagery oil painting to construct its color world. It not only broadens the creative space of painting art, but also stimulates the artist's artistic emotion, which is of great value to the innovation and development of oil painting art.

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TECHNOLOGY OF PROJECT-BASED LEARNING AS A MEANS OF ACTIVATING STUDENTS COGNITIVE ACTIVITY

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Keywords: project activity, project, lesson, pedagogical technology.

The structure and content of general secondary education suggests that one of the priority tasks of the educational process is the formation of a versatile personality. Accordingly, the task of the school is to comprehensively develop the student's personality, creativity, ingenuity, the ability to improve their skills, as well as to create all the appropriate conditions for the acquisition and application of the acquired knowledge. It is worth noting that the technology of project training meets these requirements.

The purpose of the study is to analyze the features and effectiveness of the application of project activities in the classroom.

Material 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 method.

Findings and their discussion. The concept of "project" from Latin means "throwing forward" [2, p. 12]. A project is a sample of a planned object, conditions, and in some situations, a plan, an idea of an activity. Most often, the definition of "project" is perceived as a type of professional activity. Currently, this definition is quite firmly embedded in our lives, and causes such associations as a bold and unique undertaking in the fields of human intellectual activity. Thus, showing a unique approach to solving problems.

The project method is a technology aimed not at combining the acquired knowledge, but at using and obtaining new ones. The active involvement of students in the creation of projects provides an opportunity to master unusual ways of activity in the educational environment. Accordingly, it can be emphasized that project–based learning is a pedagogical technology in which the active, creative, cognitive work of students, performed under the supervision of a teacher, finds a response.

Designing is a unique type of activity that appeals to students, because it helps them to reveal their hidden capabilities, which are inherent in them by nature. The value of such activity lies in the fact that the purpose of the educational task is presented to students in an implicit form and the need for achievement is perceived by students in stages and takes the direction of an independently found and chosen goal. The main advantages and motives for using this technology are based on:

- contributing to the improvement of their own confidence, because every student goes through a "success situation";
- developing an understanding of the importance of teamwork to achieve successful performance;
- formation of research skills, assuming to possess the skills of analyzing the situation, choosing the necessary information.

In my work, I use the project method to encourage students to strive for the creative process and promote high-quality work. Considering the labor training program, it is worth noting that it consists of a variable component, which allows the teacher to independently choose the material being studied, which provides an opportunity to develop the abilities of children. When studying such material, it is necessary to carry out the project when the topic and the choice of the future product are reported, which allows students to fully master the organization of a practical orientation, starting from the idea and up to its full implementation in the product.

Conclusion. The project method has a positive effect on the educational process, during which students develop the ability to work with information, acquire research skills, which gives them the opportunity to successfully adapt to different living conditions in the future. Thus, the project method is both an effective way of self–realization of students and teachers, and the possibility of cooperation on an equal footing – and this is an indicator of the school's progress.

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MANIFESTATION OF THE PRINCIPLES OF JAPANESE ZEN IN THE WORKS OF BELARUSIAN ARTISTS

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Keywords: painting, Zen philosophy, suibokuga, yohaku, muge, innuendo.

The art of Japan is a combination of tradition and philosophy. The painting art of Japan was strongly influenced by a teaching that had its roots in India, but came to Japan from China and was transformed according to Japanese religious principles – Zen Buddhism. In order to understand the cultural life of the people in its diverse aspects, including the reverent love of the Japanese for nature, it is necessary to understand the foundations of Zen Buddhism, without which it is impossible to perceive the Japanese character [3, c. 385].

Many researchers from different countries studied Japanese painting: N.I. Konrad, S.G. Eliseev, S.N. Kitaev, A.S. Kolomiets. M.V. Uspensky, A.N. Meshcheryakov, N.S. Nikolaeva, O.I. Lebedeva, M.I. Gerasimova, E.S. Steiner (Russia), N. Tsuji, D.T. Suzuki, O. Kakuzo (Japan), Anna Jackson, Charles Williams (Great Britain) and many others. In Belarusian art criticism, the influence of the Japanese philosophy of Zen Buddhism traditions on the work of Belarusian artists has not yet been considered, therefore the purpose of this article is to trace the influence of Zen principles on the work of Belarusian artists, taking as an example the works of A. Larionov and V. Kovzanovich.

Material and methods. The work is based on general scientific empirical methods: analysis and synthesis, description and measurement, as well as generalization. In addition to the above, specific scientific, special methods of historical and art history analysis were used.

Findings and their discussion. In the case of our compatriots, we have an unusual phenomenon when Belarusian artists, whose creations fall on different time stages in the history of our country, combine the unique features of the East and West, embody in their works the original cultures of the Belarusian and Japanese lands. Nature is a central point to the works of both. Belarusian nature is very similar to Japanese nature, which is often noted by the Japanese themselves. Japanese worship of nature is in line with Zen philosophy. This left its mark both on the work of A. Larionov, who actively worked during the 1980s, and in the creations of another Belarusian artist, Vera Kovzanovich, who paints in our time.

The works of both masters can be attributed to the genre of *sansuiga* (literally "painting of mountains and waters") – a genre of Japanese painting, designed to anthem the idealized nature [4]. It should be noted that the painting of "mountains and waters" is based on the forms of natural objects and the emphasis is on the artist's perception of the general idea of nature, its essence. In addition, *sansuiga* is one of the three main subjects in the traditional Japanese ink painting art, *suibokuga*.

The basis for the display of nature in the art of Japan was the ancient Chinese doctrine of Yang and Yin, and their interaction was the basis of the universe. The belief stands that: the mountains’ stones prevent qi circulation, and rivers’ water promote it, but both are the basis of any natural landscape. Landscape painting also infused the reverence for nature, found in Buddhism and Shinto. In Japan, there is a traditional belief that the *sansui* genre is not only a reflection of nature, but it also serves as a means to express abstract, spiritual and philosophical principles, or «ten thousand things» [4].

The painting of both masters is laconic, bright and leaves a strong lasting impression. Both masters go deep into the essence of things, preferring to use gradations of black color, which are similar to the shades of ink in *suibokuga*: from jet black to light gray. This helps to convey the volume of the image and emphasize the versatility of the work. For the first time this principle, the importance of monochrome palette, in relation to the art of painting, was formulated by Zhang Yanyuan (815–875): «We can say that he achieved his goal, who managed to paint a picture so that all five colors were felt in it, with the help of only black ink. But if consciousness is subject to only five colors, then the images of things will be wrong» [2, p. 179]. Both masters interpret the traditional image of Japanese painting, such as water and trees, in their own way.

Using the most modest means, both masters are able to convey to the viewer a special Zen philosophy, concentrated contemplation. Therefore, one wants to consider their paintings for a long time, and they provoke a meditative state in the viewer.

The directness of the paintings reflects the postulate of Zen, as the possibility of spontaneous spiritual enlightenment. Japanese artists are well aware of this principle, when the painter removes his control and "follows the brush". This state, well known in Zen practice, is *muge*, the absence of self. A series of illustrations by A. Larionov, made for the works of the Japanese poet Matsuo Basho, fully reflects this state. The first exhibition of the Grodno painter took place in May 1985 in Moscow, where the first works from the series "Illustrations for Matsuo Basho" were demonstrated.

In accordance with Zen philosophy, V. Kovzanovich, like A. Larionov, does not aim at a naturalistic display of nature. Her pictures are created from the memory, she draws a generalized image of nature based on her observations. A. Larionov, on the other hand, gives his own interpretation of the images, inspired by the poems of the famous Japanese poet, operating in terms of traditional Japanese images: the Moon, a waterfall, a cuckoo, etc. Each of the images used contains an allusion to the time of the year or the season (in Japan, there are 4 times of the year, but 72 seasons), lyrical connotation and a hint of the feelings experienced by the author himself (the Moon means meditative contemplation, a waterfall – the transience of life, the cuckoo bird – longing and summer, etc.).

An important place in the works of both painters has the meaningful emptiness, *yohaku*. This means to leave the empty white space on the plane of the picture (in a much larger degree than it is customary for European painters). This technique gives the picture a certain mystery, creates for the viewer the illusion that the depicted objects go beyond the sheet of paper. In addition, it allows the viewer to focus on one subject, which is associated with a dynamic wide space, and thus allows the painter to demonstrate the many nuances, expressed by different paintbrush strokes.

For both masters the principle of Zen, that is innuendo, is very important, it is one of the fundamental principles of Japanese art [1, p. 212-213]. Both masters gracefully operate with hints. At the same time, artists somewhat simplify reality in order to give the viewer the opportunity to complete the picture with his imagination.

Conclusion. In conclusion, we are to note that the works of A. Larionov and V. Kovzanovich are a «layer cake» of deep signification. The images they use demonstrate the fundamental study of the deep meanings of the «ten thousand things» and the creative use of the principles of the philosophical teachings of Zen Buddhism.

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THE CURRENT STATE OF RUSSIAN OIL PAINTING IN THE CHINESE ART COLLECTING MARKET

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Keywords: Russian oil painting, Chinese art market, Market status, Market problems, market value, auction.

Interest in Russian oil painting in China is very high. That is why Russian painting is an important segment of China's contemporary art market.At present, the Chinese art collection market is dominated by Russian oil paintings, mainly by professional artists and amateur collectors.

Material and methods. The material for the study was the works of Russian oil painting presented on the Chinese art market, in the expositions of salons and galleries in China, in the catalogs of auction houses. The following methods were used in the study: historical-chronological, sociological and comparative.

Findings and their discussion. Russian oil painting occupies an important position in the world, it has a distinctive spirit of realism and national spirit. At the initial cultural stage of the Russian nation, influenced by the Byzantine Empire, oil paintings were mainly used for religion. By the 17th century, the Tsar government had set up an art creation center in the Moscow Imperial Palace, and the paintings serving the religion were turned into paintings serving the court. In the 18th century, Peter the Great especially praised oil painting art, and the portrait art was very popular at that time. From the middle of the 19th century to the beginning of the 20th century, the School of Critical Realism emerged and established the "School of Russian Artists' Traveling Exhibition Painting".

Background of Russian oil painting in China: Russian realistic art was introduced into China in the 19th century, which had a profound impact on Chinese art creation, In particular, Chinese oil painting was influenced by the famous Russian artist Maksimov and other oil paintings at that time, no matter in terms of theme or concept. Since the 20th century, cultural exchange activities such as sending overseas students to study in the field of cultural exchanges between the two countries have become increasingly frequent. Many famous Russian painters came to China and brought oil painting and oil painting education. Maksimov, an oil painter from Moscow Surikov Academy of Fine Arts, came to China to teach oil painting training classes, which had a great impact on the Chinese art world, many Chinese painters were enlightened, such as Jin Shang yi, as well as the overseas students sent to the Repin Academy of Fine Arts in the Soviet Union to study fine arts, they later played an important role in the development of Chinese oil painting art, including Deng Shu and Su Gao li. To this day, many Chinese students still study oil painting at the Russian Repin Academy of Fine Arts and Surikov Academy of Fine Arts [1].

From the beginning of the 90s of the 20th century, the collection of Russian oil paintings began to develop, and the scale of the collection of oil paintings expanded rapidly in the following years. This trend is particularly evident in Heilongjiang Province in China, which is neighbors to Russia, especially in the establishment of the

Russian Oil Painting Exchange and Research Association in Heilongjiang Province in 2011. As a result, the Chinese market began to form a platform specifically for the research of Russian oil painting collection, which greatly enhanced the interest and enthusiasm of art collectors in Russian oil painting collection, and enriched the types of oil paintings in the Chinese oil painting collection market [2]. Such deep friendship is an important reason why "Russian oil painting has a market in China". However, due to the lagging publicity and unclear positioning of many business institutions, Russian oil painting is still in a low value area in China.

Market analysis of Russian oil painting in China: At present, the Chinese art collection market is dominated by Russian oil paintings, mainly by professional artists and amateur collectors, Most of the rest are purchased by some enterprises to decorate their own companies and guilds. In the Chinese art market, the stock of famous oil paintings in Russia is very small. The first reason is that Russia has a very strict protection policy for culture and art. Any oil painting that leaves Russia must first be created within 50 years, and those that have been created for more than 50 years must be regarded as cultural relics and must not be taken out of Russia. Even works within 50 years have to be approved layer by layer. The formalities are very complicated, which makes excellent works entering China not only few but also expensive. [3] The second reason is that Russian contemporary artists do not have enough enthusiasm for the Chinese market, and they prefer to enter the European and American markets. In the European and American markets, the works of famous artists have increased greatly. For example, Melnikov's works, which are purchased directly from painters, have reached $40000 or $50000 each, and are difficult to buy, and a 40 * 40cm work by Jablonskaya has reached 30000 dollars, Compared with the turnover of ¥200000-¥300000 of Russian oil paintings in the Chinese auction market, it is far from the price level of the Russian primary market.

At present, there are only about a dozen galleries that operate Russian oil paintings well in China, and most of them are concentrated in Beijing. Chinese is no stranger to Russian art, and the real collection of Russian paintings is mostly from the 90s. In the early 90s, the Russian economy was depressed, and you can buy good works for less than 1000 dollars, More than twenty years later, the price of some of the works collected in that year has now increased twentyfold. However, due to the limited level of economic development, Russian oil painting entered the commercial market for a short time, the publicity was not enough, and there were not many people who really knew it. Therefore, the price of oil paintings with the same level of creation is only one-tenth of that of European and American painters, or even lower. Although Russian oil painting has a deep artistic soil in China, it has not yet formed a mature market in China, and the works are mainly circulated in China's primary market. For example, Beijing, Shanghai, Harbin, etc. Other markets appear very little, and the too single market structure is the basic present situation of Russian oil painting in China.

Problems of Russian oil painting in the Chinese market: 1. The professional promotion is lagging behind, the awareness of promotion is weak, the business concept is backward, and the business segment is low. Compared with the three main categories of Chinese mainstream collections (painting and calligraphy, porcelain and oil sculpture), There are too few institutions operating Russian oil painting in China, and few professional practitioners. 2. The circulation in the primary market does not have exposure. Compared with Russian oil painting, other art forms often sell at high prices in international auction houses. For example, in 2016, William De Cunning's famous painting "Exchange" was bought by the rich boss Griffin with 500 million dollars; In 2017, Leonardo da Vinci's work "The Savior" was sold for 400 million dollars, These have virtually created a kind of propaganda effect with great communication power for European and American oil paintings. Although many international auction houses have set Russian oil paintings as special events, they have also received good responses. For example, in June last year, Bonhams Auction House in London sold the work Mother of God by painter Nicola Lerich, which set the world auction record for Russian painters' works with a score of 7.88 million pounds, but there is still a big gap compared with European and American paintings. 3. There are few professional galleries, and others basically stay at the level of retailers. There are few places to buy oil paintings, mainly from trusted galleries and expositions.

So we have to improve our business level and show Russian oil painting in a new, modern and more suitable way for young people, and in depth discussion and understanding of how online activities can cooperate with gallery exhibition projects, so that the audience can maintain interaction with the gallery. Cooperate with Russian artists to customize the most suitable scheme for China's national conditions for the needs and work habits of each artist. For example, some artists are at the beginning of their careers and need more people to know their works, Therefore, the exhibition of the gallery should be arranged more accordingly, and it will make a coherent display and develop the narrative about their creation in different places, so that the audience can gradually get familiar with them. Only in this way can more people realize the artistic value of Russian oil painting and truly promote the market of Russian oil painting in China.

Conclusion. Although the current situation of Russian oil painting in the domestic market is general, I am optimistic about its prospects. On the whole, the market value of Russian oil painting works is still in the discovery period. First, the price is low. Two hundred thousand yuan can buy very good works; Secondly, relatively speaking, speculators in this market have not been involved, so it is appropriate to start work. Good quality and low price, just in line with the law of collection, the original shares have greater appreciation space and possibility. From the academic perspective of Russian oil painting, the appreciation potential of Russian oil painting is also huge. Russian oil painting has a history of more than 400 years, which systematically continues the development of art history, it has a pure bloodline, profound techniques, and both eastern and western characteristics. Time will prove its true value.

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CONSTRUCTIVISM IN ARCHITECTURE

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Keywords: constructivism in the USSR, geometrism of buildings, comfort.

The avant-garde is marching across the planet. After the civil revolution in the USSR, the idea of a “new society” hovers in the minds of people, the people demand changes. Here constructivism comes to the rescue, offering everything that people demanded, combining minimalism with functionality [1].

The purpose of the work is to consider constructivism as a trend in architecture and design, its role in the development of Soviet cities and the influence of this style on art at the present time.

Material and methods. The materials of scientific articles, video materials, photographic materials, method of observation and analysis were used in the work.

Findings and their discussion. Constructivism did not originate in the Soviet Union, as is commonly believed, but much earlier. The pavilions for the first World Exhibition, held in London in 1851, as well as the Eiffel Tower are considered the first objects of constructivism. However, despite this, Soviet architects also had a hand in this – they introduced the term "constructivism". That is why the USSR is considered the official birthplace of constructivism.

Constructivism is rigor, conciseness, no excesses. The main objectives of this style are to provide comfort for society both at home and at work, as well as the rejection of a large number of details. The buildings were distinguished by geometrism, expressiveness and three-dimensional solutions. The number of scenery was reduced to a minimum, and sometimes completely eliminated. Concrete, metal and glass were chosen as materials, which allowed the buildings to remain in restrained and muted colors. Only occasionally was the red color of the brick present. The works of constructivism resemble workshops and industrial buildings [2].

Examples of constructivism are scattered around the world:

1. House of Culture named after I.V. Rusakov. (Fig. 1) The building is very similar to a half gear, expressive balconies are made in the form of a cube, the color of the building is muted.

Figure 1 – House of Culture named after I.V. Rusakov. Russia Moscow

2. Factory-kitchen named after Maslennikov, built by Moscow architect Ekaterina Maksimova. (Fig.2) A living symbol of the era. If you look at the building from above, you can see that it is made in the form of a hammer and sickle. It has geometrism, sharp and rounded shapes, clear lines.

Figure 2 – Factory-kitchen named after Maslennikov. Russia, Samara

After the civil revolution, the idea of communal houses appeared, where a residential building is not just a set of apartments, but a full-fledged small city. On the first floors there were to be various shops, canteens, kindergartens, and on the floors above – residential complexes. Here constructivism offered ergonomics, standardization and economy.

Under the leadership of M. Ginzburg, the architects designed a complex of communes in the center of Moscow from three buildings – “Cell type F”. It consisted of two two-story buildings and one three-story. In one of the two-story buildings, people could collectively spend their leisure time and eat, there was also a kindergarten and a laundry. This made it possible to free women from the burden of everyday life and completely surrender to public life. In the rest of the buildings – two- and three-story, there were two-room and one-room cell apartments (Fig. 3), where the builders of communism could relax after a hard day's work.

From the new, this project brought corridor stairs in the form of zigzags, allowing you to make different layouts in the apartments.

In the future, "type F cells" remained experimental, due to the emergence of Stalinist neoclassicism, and three buildings in the center of Moscow became exclusive.

Constructivism soon spread to the West, but it did not stay there for long. Style has come and gone from time to time. In the future, he became the "father" of brutalism, minimalism and functionalism [3].

Now constructivism is widespread in the CIS countries, where the vast majority of residential complexes are houses of the Khrushchev panel – derivatives of constructivism.

Conclusion. The civil upheaval and the desire for change led to the birth of a new architectural style, a derivative of the avant-garde – conservatism, which promised people all the necessary amenities for the "new society". He brought rigor, geometrism and conciseness to the architecture of buildings. Leaving behind such innovations as, for example, zigzag stairs and "Khrushchev", he disappeared, giving way to minimalism and brutalism.

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POLYGRAPHIC ACTIVITY IN BELARUS

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Keywords: Printing products, preparation for printing, layout design of printed products.

Printing products are found at every step of a modern person, therefore it is very important to comply with the layout design standards for easy and quick perception of information. Printed products have been with us all our lives - these are signs, booklets, books, magazines, calendars. But few people thought about how difficult and time-consuming this process is, since the designer's task is both to comply with the technical requirements for printing and graphic design in the trends of the modern world.

The purpose of the study was to analyze the development of the design of modern printed products.

Material and methods. The research materials are Internet sites, electronic articles on the topic of printing design. Research methods are: system-structural analysis, comparative analysis, observation, description.

Findings and their discussion. The design of printing products is necessary for the high-quality preparation of materials for printing. First of all, when creating a layout of printed products, it is necessary to take into account that the information is easily read and perceived by the consumer in a positive way, which will have a good effect on the sale of this product in the future.

In the 16th century, a new stage in the development of Belarusian culture began, associated with the formation of the Belarusian nationality, the expansion of humanistic and educational tendencies. It was during this period that the first printing houses appeared on the territory of modern Belarus. The first was a printing house in Brest, which was founded in 1553 by the famous humanist, a student of Erasmus of Rotterdam, Bernard Voevudka. In 1560, the Nesvizh headman Motey Kavyachinsky and the Calvinist preacher Lavrenty Kryshkovsky founded the Nesvizh printing house – the first printing house in Belarus that used the Cyrillic font. The Nesvizh printing house ceased to exist on the initiative of Nikolai Christoph Radziwill Sirotka. Its equipment was sold to Jan Kiszka in 1572, who founded the Loska Printing House. (Losk is a small town in the Oshmyany district of the Vilna province, now a village in the Volozhinsky district of the Minsk region). There is an assumption that the printing house in Losk operated until 1592. An important place in the history of printing and the cultural development of Belarus is occupied by the activities of the printing house in Zabludovo. The Zabludovsky printing house was founded in the late 60s of the 16th century at the expense of the Belarusian magnate Grigory Khadkevich in his estate in the Grodno region. Ivan Fedorov and Pyotr Mstislavets, a native of the Belarusian city of Mstislavl, took an active part in its organization.

Mamonich's printing house was the first in Belarusian book printing to start publishing Cyrillic books of a legal nature. The first official publication was the "Tribunal" (1586). An important direction was the activity of fraternal printing houses. The Vilna fraternal printing house was engaged in the production of not only theological literature, but also textbooks for fraternal schools. After the closure of the printing house in Vilna, the Vilna Orthodox Brotherhood founded a new printing house in the town of Evye (near Vilna), on the estate of the Orthodox Prince Bodan Oginsky. In the 17th century, in the town of Lyubcha (Novogrudok district), there was the largest reform printing house in Belarus. The printing house was active in 1612–1620. directed by Piotr Blastus Kmita. From the second half of the 17th century. book printing in Belarus entered a period of protracted crisis, which coincided with the general socio-economic crisis of the Commonwealth. By the end of the 17–18 centuries. includes the activities of such printing houses as the Uniate Cyrillic printing house in Suprasl, the Slutsk printing house, the Grodno printing house founded by Anton Tyzengauz, the Mogilev printing house of Stanislav Bogush-Sestrantsevich, the Minsk provincial printing house, the Polotsk Jesuit printing house, the Slonim printing house of M.-K. Oginsky and others. The Nesvizh printing house of the Radziwills published a unique album, which included 165 portraits of the magnate family of the Radziwills, made in the technique of engraving on copper.

Conclusion. In the 18th century on the territory of modern Belarus there were 12 printing houses that used a variety of fonts (most often Latin-Polish). However, there were no books in the Belarusian language among their printed products. Despite numerous prohibitions, the Belarusian people, the progressive intelligentsia managed to preserve their native language and culture, and at the end of the 19th, and especially at the beginning of the 20th century, the Belarusian word sounded again, the publication of books in the Belarusian language resumed. In the second half of the 19th century four books of works by V. Dunin-Martsinkevich were printed in Minsk. In 1896, in the provincial printing houses of Vitebsk and Grodno, the satirical poem "Taras on Parnassus" was first published as a separate edition, which was then repeatedly reprinted. But publications in the Belarusian language were published very rarely. In 1903-1904, Nevakh Nakhumov became a book publisher, the owner of a typolithography, in which there were 16 workers. In 1913–1917, Nakhumov was one of the first Minsk publishers who began publishing books in the Belarusian language.

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THE INFLUENCE OF CHINESE MING-STYLE FURNITURE ON MODERN ENVIRONMENT DESIGN

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Keywords: hardwood furniture, material selection, modeling, craft, simplicity and cultural connotation.

Ming-style furniture is the pinnacle of traditional Chinese furniture, having absorbed the essence of the furniture of all generations over the centuries and formed a traditional furniture with great national characteristics. The beautiful and generous shapes, the careful choice of materials, the proportionate proportions, the concise contours and the excellent craftsmanship of Ming-style furniture reflect a concise and simple artistic style, full of the skill of the craftsmen and infused with the aesthetic sensibilities of the ancient Chinese literati. Ming-style furniture is of high artistic value in terms of workmanship, materials, structure and form, and has had a great influence on later generations.

Material and methods. The material for this study was the objects of furniture designed by modern designers and made in Ming-style and presented at numerous design and modern furniture exhibitions in various cities of China. We also analyzed objects of Ming-style furniture presented in the catalogs of companies developing interior design and auction house furniture. The following methods were used in the study: historical and stylistic analysis, comparative.

Findings and their discussion. Overview of Ming-style furniture.

Ming-style furniture was produced in China from the mid-Ming Dynasty to the early Qing Dynasty (15th-17th centuries AD), using Scentedrosewood (refer with: Figure1-1), Phoebe zhennan wood (refer with: Figure1-2), Red sandalwood (refer with: Figure 1-3), Millettia Laurentii wood, etc. As the main materials. It was mainly made during the Ming Dynasty, so it is called 'Ming-style'.

1-1 Scentedrosewood

1-2 Phoebe zhennan wood

1-3 Red sandalwood

The selection of materials for Ming-style furniture was careful: The brilliant colours of Scentedrosewood, with yellow and brown, its fine and beautiful grain and the characteristic scent of the wood; Phoebe zhennan wood is a precious wood unique to China, It is orange yellow in color, with a faint aroma of camphor wood, the grain is clear and richly varied, like many golden lines etched into the wood, which glows beautifully in the sunlight, beautiful to the extreme. Red sandalwood is an particularly hard and heavy wood, with a deep purple-black colour, after polishing, the surface can show a satin-like luster. The craftsmen chose these woods because they are strong and durable, easy to preserve, on the other hand, they all have a beautiful natural grain, fragrant wood smell.

2-1 Official hat chair

2-2 Bogu Shelf

2-3 lap chair

2-4 long table

The unique shape of Ming-style furniture: The designers of furniture are mostly people with a lot of knowledge and very elegant gentlemen. After they design the furniture patterns, they are then handed over to the woodworkers with good craftsmanship, so the shape of the furniture pursues the elements of point, line, surface and body collocation, and the structure is scientific and reasonable, in line with the principle of ergonomics(refer with: Figure 2-1); The exterior outline of the furniture has no complicated decoration, and uses lines to form rich variations, giving users a strong sense of curve beauty(refer with: Figure 2-2); the panel decoration mainly reflects the unique style through the texture of the wood itself, carved patterns with implied meanings(refer with: Figure 2-3), inlays and auxiliary components(refer with: Figure 2-4), etc.

Figure 3-1 Sunmao structure

Figure 3-2 Zanbian method

The exquisite craftsmanship of Ming-style furniture: The process of furniture is mainly adopted mortise and tenon joint structure [in Chinese it is Sunmao structure (refer with: Figure3-1)] and Insert a piece of wood into the rim with grooves on the inside [in Chinese it is Zanbian method(refer with: Figure3-2)]. Using these processes to make full use of the characteristics of wood, many ingenious ways of joining have been discovered. They also reduce the use of nails, reducing damage to the wood and extending the life of the furniture.

The Value Reflection of Ming-style Furniture to Modern Environmental Design

Figure 4-1 New Chinese style

Figure 4-2 Furniture with textures

The beauty of Ming-style furniture is reflected in the simplicity of its shape and the implication of its decoration. Ming-style furniture as a whole shows that the exterior is curvilinear and the interior is square, which originates from the traditional concept of ancient China that the sky is round and the earth is square. The shape is in keeping with the beauty of nature, looking regular but flexible, a shape that is in keeping with the minimalist philosophy of modern environmental design (refer with: Figure 4-1). In terms of the decoration of the styling, Ming-style furniture often uses textures that make animals and plants abstract (refer with: Figure 4-2), making the person feel like they are living in nature, abstract elements used in the decoration of Ming-style furniture can also be added to modern environmental design, so that people can decode nature in their viewing and experience natural feelings in their use.

With the progress of society, people's pursuit of life is no longer limited to functional satisfaction, but has begun to pursue the psychological needs of comfort and a sense of belonging. The unique style of Ming-style furniture, which uses pure natural materials and simple styles, is the same as the aesthetic tastes of modern people, making Ming-style furniture of great economic value in the design of modern environments. Its profound cultural connotations and the auspicious and blessed symbolism of its decorative motifs are very popular with modern people, and to a large extent meet their psychological needs.

Conclusion. Each piece of Ming-style furniture was made with the greatest of attention to detail, and the craftsmen never simply designed it as a household item, but rather crafted it as a work of art, which is the reason for its high artistic value.

The choice of materials, the shaping of forms, the structure and decoration of Ming-style furniture set a standard for modern environmental design, providing reference and meaning in many ways. Ming-style furniture embodies the concept of respecting nature and people-oriented thinking, and is also used in contemporary environmental design. The aesthetic and cultural connotation of Ming-style furniture is more in line with the spiritual needs of modern people.

I think an excellent modern environment design should reflect the modern design and also have the feelings of traditional culture. Ming-style furniture is a classic of traditional Chinese design, it exudes the charm, culture and connotation of influence is very long, interpreting its language, which expresses noble elegance and classics, with modern design, which is currently respected by modern people's environmental design style, but also is the profound influence of Ming-style furniture to modern people, It allows people to enjoy modern life while perceiving the charm of the essence of ancient culture.

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POSSIBILITY TO APPLY MODERN MATERIALS IN EASEL GRAPHICS

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Keywords: graphics, easel graphics, technique, engraving, monotype, linocut, scratching.

With the passage of time and the development of the social system, like any other art form, graphics undergo changes. First of all, this is the development of techniques with the help of which plastic problems were solved in each time period.

Modern trends in art help to develop and enrich any kind of fine art. Contemporary art is characterized by the presence of author's techniques, where each artist develops his own unique way of creating a work. The ability to combine several harmonious techniques in one work allows artists to express an emotionally imaginative idea as best as possible and create a more complex image. The novelty of this topic for art lies in the identification and systematization of relevant information in the field of technical methods of image in easel graphics.

The purpose of the study is to systematize the techniques and identify relatively new techniques in the field of easel graphics.

Material and methods. The material of the study was educational and scientific literature, artistic works of the graphic workshop, as well as practical work experience. The methodological basis of the study is comparative and comparative and search methods of work.

Findings and their discussions. The art of graphics knows many techniques, both in drawing and in printed graphics: etching, woodcut, linocut, engraving, engraving on cardboard and much more. The same trend is typical for materials, the modern market offers a large selection of materials for each technique.

Thus, at this stage in the development of society, there are already many graphic techniques and even more materials used in graphics. Each material is unique and has its own characteristics, which allows the artist, through experimentation, to master various combinations of techniques and materials in order to enrich the visual language of graphics and manifest their uniqueness. This is how a new technique or a mixed (author's) technique is formed.

Mixed technique involves a combination of a number of techniques that were previously known when performing images, and a combination of materials similar in texture. Knowing and understanding the techniques of drawing, the artist can, using various technical means of printing, organize space, highlight the center of the composition, and place accents. This technique does not have strict restrictions and rules, most often, the artist, in search of the greatest expressiveness, resorts to this technique independently determining the number of techniques and materials.

The technique that will be discussed was developed during the preparation of the graduation project. At this stage, there are already technical techniques in the works of Vitebsk graphic artists, for example, the works of L.S. Antimonov, T. Borisevich, V. Kazachenko. The works of Emerson Mays are presented in the world art space. So, the previous work experience of the graduates of the graphic workshop prompted us to search and experiment in the implementation of the graduation project in order to find the best figurative and expressive solution for creative work.

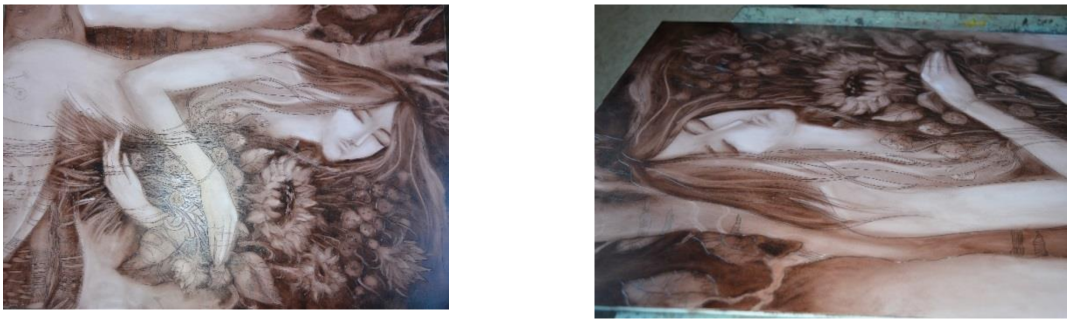

Figure – Techniques of linocut, drypoint (engraving), monotype

The work was based on sheets of dense white plastic, which made it possible to combine the previously known techniques of linocut, drypoint (engraving), monotype [1]. The linocut technique made it possible to create bright distinct strokes and spots, thin engraved lines served as the main drawing, and with the help of monotype we conveyed the expressiveness of the texture and material of the depicted surface. Applying simple artistic techniques while drawing a picture with a spatula or roller on the surface, we achieved light-tone effects and transitions.

In addition, a huge number of creative experiments were carried out, where ordinary familiar objects could act as materials, which are easy to print on the surface to obtain certain effects of texture and color, and were subsequently selected in accordance with the idea. Also in this work, the scrattage technique was used [2]. On the finished surface, some important places were highlighted, a pattern was applied. At the end of the main stage, in order to refine the surface of the work in more detail, we used the pictorial method. With the help of diluted paint, small details were applied with glazing, which added expressiveness to the images, and somewhere revealed volume or darkened.

With mixed media, you can achieve many different effects. Use both lines, strokes and spots, achieving a variety of tonal relationships. The expressive means of this technique are very diverse. A clear advantage among all the materials here is the simplicity and ease of use.

Conclusion. Thus, we can conclude that the appearance of modern materials allows the artist to fully reveal his capabilities, find a unique style and greatly facilitate the process of preparing and creating graphic work. The emergence of new graphic techniques, combined with a deep knowledge of drawing and already known graphic techniques, helps to reflect not only modern types of thinking, but also new ways of relating between the artist and the viewer.

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CURRENT ISSUES OF THE FORMATION OF FINANCIAL AND LEGAL DISCOURSES

THE CONCEPT OF "CITIZENSHIP" AND ITS MEANING AT THE PRESENT STAGE: SCIENTIFIC-THEORETICAL APPROACHES AND LEGISLATIVE ENSHRINEMENT

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Keywords: citizenship, the meaning of the institution of citizenship.

At a time of instability of geopolitical processes, intensification of migration flows, breakdown of customary socio-economic and political ties between countries, one of the burning issues is the protection by the state of legitimate interests of its own citizens both within and outside the country. Citizenship guarantees political and legal protection as well as socio-economic stability to the individual.

The aim of the study is to reveal the main scientific and conceptual approaches to the definition of the institute of citizenship as a legal category in domestic and foreign legal literature.

Material and methods. The research material includes scientific publications of authors such as I.I. Lukashuk, V.G. Strekozov and others, as well as relevant national and foreign legislation. The main methods used are the comparative-legal and specific legal analysis.

Findings and their discussion. The definition of the essence of the concept of citizenship is among the most complex and important legal issues. Citizenship is one of the fundamental components of the legal status of a person. According to the Article 15 of the Universal Declaration of Human Rights of 10.12.1948, "Everyone has the right to a nationality. No one shall be arbitrarily" deprived of it or of the right to change it [1].

There are many approaches to the definition of citizenship and its essence. Thus, jurist I.I. Lukashuk notes: «Citizenship is a legal bond of a person with the state, defining mutual rights and obligations». A citizen also observes certain laws of his state. «The legal nature is most often understood as the connection of a person with the state, which forms the relationship of citizenship, which is manifested in the legal formalization of this relationship, that is, citizenship is a legal state, not just a de facto» [2]. This approach is the most common in European jurisprudence.

If we follow the opinions of other authors, a number of them supplement the legal connection of a person with the state with a binding and political one, defining citizenship as a political-legal connection, because, according to V. Strekozov, «actually the sovereign-state power affects an individual within a certain state» [3]. A similar position is also held by scholars K.V. Aranovsky, M.F. Chudakov, A.V. Yakushev and others.

I can say that many authors to this day follow Soviet approaches to the definition of citizenship. In the last generation of constitutions, the right to nationality is an inalienable political right. In a number of countries, the basic principles of the citizenship regime, as well as the modalities for acquiring citizenship, are also enshrined in sufficient detail at the constitutional level. The constitutions of Brazil (Ch. 3), Mexico (Ch. 2), Colombia (Part 2) and others are examples of this constitutional approach to establishing citizenship. Thus, in the Mexican Constitution, according to article 27 (1) of the Constitution of Mexico, «Only Mexicans by birth or naturalisation ... shall have the right to acquire ownership of lands and waters ... in the Mexican Republic». And according to Article 32, «Under equal conditions, Mexicans shall be given preference over foreigners for all kinds of posts and positions, to perform governmental tasks where Mexican citizenship is not compulsory. It is stressed that only Mexicans by birth may hold positions in the Navy or Air Force, as harbour master or airfield commandant, perform pilotage service and customs agent duties in the Republic» [4].

In European countries, as a rule, constitutions do not contain detailed norms on citizenship; they limit themselves to stating only the right to citizenship in the chapters on the legal status of the individual. This institution is regulated in detail by special legislation.

According to Article 1 of the Law «On Citizenship of the Republic of Belarus» it is stated: «Citizenship is a stable legal bond of a person with the state and it is an inalienable attribute of the state sovereignty of the Republic of Belarus» [5]. Similar provision we can find in article 3 of the Law «On Citizenship of the Russian Federation» stated: «Citizenship is a stable legal bond of a person with the Russian Federation, expressed in the totality of their mutual rights and obligations» [6]. And also Article 1 of the Law «On Citizenship of Ukraine», Article 2 of the Law of the Republic of Lithuania «On Citizenship». According to Article 1 of the Law «On Citizenship of the Republic of Kazakhstan» states: «Citizenship of the Republic of Kazakhstan defines a stable political and legal relationship of a person with the State expressing the totality of their mutual rights and obligations» [7].

Conclusion. Thus, the institution of citizenship plays an important role in the development of any state, primarily in the protection of its citizens and the cohesion of the nation. The analysis of constitutional law allows us to conclude that it defines 'citizenship' as an exclusively legal relationship between a person and the state, and its possession implies full assurance to the person of all the rights (obligations) and freedoms recognised by law. At the same time, scientific works of many legal scholars emphasise the need for a political relationship between a citizen and his/her state, his/her active citizenship, patriotism and dedication to the state interests and the progressive development of the country.

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RELEVANT ISSUES OF THE LEGAL ACTIONS AGAINST TERRORISM

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Keywords: terrorism, extremism, legal actions against terrorism.

In connection with the development of new technologies, communications, logistics infrastructure, terrorism has become a particularly dangerous global phenomenon at the present stage, it has changed its scope and capabilities. As the old tools of diplomacy began to lose their effectiveness, international legal cooperation became the main tool in the fight against terrorism and led to the creation of the necessary law enforcement organizations to establish cooperation between subjects of international law.

The purpose of the study is to reveal the main problems and directions of the fight against international terrorism in modern global conditions.

Material and methods. The materials of the study were official statistical international data, scientific publications of domestic and foreign authors on this issue. The main methods are the comparative legal method and specific legal analysis.

Findings and their discussion. The main targets attacked by terrorist organizations that pose a global threat are international stability and security of both humanity as a whole and individual states as well as universal human values as symbols of international interests. Many researchers have named the attacks in New York on September 11, 2001, committed by 19 terrorists from the banned international terrorist organization Al-Qaeda, as the starting point for the manifestation of international terrorism. Unfortunately, this terrorist organization is active to this day in more than 15 countries around the world [1].

In this regard, it is worth noting that international terrorism is carried out by non-state actors and refers to prohibited terrorist activities, however, a number of states are accused of creating relatively favourable conditions for its expansion.

There is still no generally accepted definition of terrorism. At best, we can rely on the «most generally accepted» definition of it, which is as follows: «terrorism is the use of violence to create a sense of panic and fear among the majority of the population for political, religious or ideological reasons», as a method it is used as at peace, and during military conflicts [2].

Terror is deliberately directed against civilians; its goal is to achieve publicity as possible. As a criminal offense is characterized by increased public danger, differs from ordinary crime in its goals. Terrorists often hide behind the ideas of «rebuilding society for the better», regardless of the number of victims in order to achieve their goals.

W. Lacker, a well-known legal expert in the field of combating terrorism, notes that «there has been a radical transformation, if not a revolution, in the nature of terrorism». Comparing the «old» terrorism with the «new» terrorism, he emphasizes that before terrorism was directed only at narrowly chosen targets, the «new» terrorism is indiscriminate terrorism – it is characterized by a growing willingness to use extreme indiscriminate violence, a greater number of «accidental» victims. The author argues that «the new terrorism is different in that its nature is not aimed at clearly defined political demands, but at the destruction of society and the destruction of large sections of the population». In this regard, it has recently become increasingly difficult to clearly predetermine the place of the terrorist strike and the method of its implementation [3].

In connection with this topic, at the international conference on combating terrorism, the President of the Republic of Belarus A. Lukashenko emphasized: «Terrorism has become one of the most powerful and tangible threats to global security. He knows no boundaries – neither state nor moral...» The technologies used in the preparation of terrorist attacks are developing at the speed of world information and technical progress [4].

In this vein, positive domestic and foreign experience has been accumulated, active information, intelligence, criminal law international and regional cooperation in the field of countering international terrorism is carried out, which is ensured by the adoption of 16 UN conventions and 13 UN Declarations, UN structures, including the Executive Directorate of the Counter-Terrorism Committee, with which Interpol (International Criminal Police Organization) closely cooperates, Regional organizations such as Europol (EU Law Enforcement Agency), Afropol, Asiapol , as well as national anti-terrorist special departments, for example, the Federal Committee for Control, Combating Extremism, Corruption and Terrorism have also been established under the FSB of Russia, the US Department of Homeland Security (MNB), which includes 22 federal agencies, the Intervention Group of the French National Gendarmerie (GIGN), the Anti-Terrorist Centre and the Special Air Service of Great Britain (SIS) [2;5;6;7].

European experts admit that in the mid-1990s they identified a whole generation of international terrorists without a specific territorial base, whose members were trained in Afghan camps before settling in Europe and planning attacks. These terrorists form unstable groups that are very difficult to detect. They live off various illegal commercial activities, such as trade in credit cards, drugs, weapons, financial independence makes them even less easily identifiable [8; 9].

Conclusion. The problem of ensuring the security of the world community has acquired a global character, and to counter this threat, a global vision of a set of measures at all territorial legal levels, as well as global cooperation, is needed. Today, neither one nor the other is clearly lacking. That is why it is worth paying special attention to the development of effective measures for the legal counteraction to terrorism, taking into account domestic and foreign best practices [10].

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PECULIARITIES OF THE LEGAL REGULATION OF STATUS OF PETS IN EUROPEAN COUNTRIES

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Keywords: pets, legal protection for animals, Federal law, criminal liability, administrative liability, regulations, ordinances.

Throughout its existence, man has been fairly closely associated with the animal world, but today it is increasingly common to hear and see how pets become victims of human wrongdoing.

The relevance of the study lies in the fact that the solution to this problem requires detailed elaboration of the issues associated with the enshrining at the legislative level of the mechanism of protection of animals from cruel treatment, as well as bringing perpetrators to administrative responsibility.

The aim of this study is to describe the specific features of the legal regulation of the status of pets, using the legislation of a number of European countries as an example.

Material and methods. The material of the study is the study and use of the legal framework of European countries regulating the status of pets. The formal legal method and specific legal analysis were used in writing the paper.

Findings and their discussion. Recently, the legal protection of animals has received national attention in many countries. For example, Article 20a in the Basic Law of the Federal Republic of Germany is dedicated to the humane treatment of animals. In 2002, Germany became one of the first countries to introduce this constitutional provision (3). Currently in force in Germany is the Federal Law of 18.05.2006, the Animal Welfare Law (Tierschutzgesetz) to protect the life and physical integrity of animals, prohibiting the infliction of pain, suffering or harm without reasonable cause (1). The Act establishes fundamental rules concerning the maintenance and protection of pets, such as the obligation of owners to care, feed and maintain animals according to their species and needs, and restrictions on certain acts that would cause pain or suffering to pets [1, Ch. 2].

A special role is given by the Federal Law to criminal and administrative liability of pet owners for inappropriate maintenance of pets. It is worth noting that the criminal punishment includes not only a monetary fine, but also a term of imprisonment of up to 3 years for killing an animal, causing pain or any suffering without cause [1, Ch. 17]. In turn, administrative liability is foreseen for negligently or intentionally causing suffering to a domestic animal without any reason, which is punishable by a fine ranging from EUR 5,000 to EUR 25,000 [1, Ch. 18].

German law also regulates other issues related to the protection and care of pets, such as a shelter system that serves as a home for stray animals and for pets while their owners are away, a free database of lost animals, education (e.g. the school curriculum contains obligatory "animal welfare" lessons), etc.

The legislation of the Swiss Confederation, considered one of Europe's leading states for the protection of animal rights, also pays a great deal of attention to the protection of pets. In 2008, the National Council, Switzerland's lower parliament, passed the Animal Rights Act [2]. It regulates the treatment of domestic animals in great detail, namely the keeping, breeding, sale and deprivation of life of different animal species under certain circumstances. For example, some kinds of animals, such as parrots, guinea pigs and hamsters, cannot be kept as singles because of psychological problems, and the owner must raise an animal of the opposite sex for each bird or rodent. Of no less importance is the fact that the annex to the Act specifies the minimum size of the living space in which the animals may be kept. Lawyers are particularly worried about dogs' health and therefore pet owners are prohibited from having their dogs' tails and ears cropped, lop ears done or importing animals that have undergone similar operations. It should be noted that since 2007 all dogs in Switzerland must be microchipped. It is compulsory for dog owners to pay an annual dog tax, which varies from CHF 40 to CHF 150 depending on the area in which they live.

The rights of pets in Switzerland are also regulated by other laws, such as the Animal Protection Act (Loi fédérale sur la protection des animaux, French; Tierschutzgesetz, German), which prohibits causing pain, panic and distress to animals. The Swiss legislator also takes the issue of administrative and criminal liability for these offences seriously. The Swiss Criminal Code in particular imposes imprisonment for up to three years for animal cruelty and the deliberate taking of a pet's life. Administrative liability is stipulated, for example, for the illegal possession, breeding or abandonment of pets, and a fine of up to CHF 20,000 is imposed. The amount of the fine is determined according to the region of residence.

Conclusion. Having considered this issue, it can be concluded that the treatment of pets has recently been the subject of specific legislation in many European countries, an important element in the humanisation of society. Increasingly, people in different countries are petitioning and protesting for positive changes in the regulation of pets. The legal framework of the Federal Republic of Germany and the Swiss Confederation regarding the definition of the status of pets is quite broad. The legislation in these countries creates the conditions for the comfortable housing and protection of pets by stipulating various rules aimed at the protection of pets as well as penalties for the violation of these rules.

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WRITTEN COMMUNICATION AS A WAY OF SECRET COMMUNICATION IN THE CRIMINAL SUBCULTURE OF TEENAGERS

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Keywords: prisoners, secret communication of prisoners, teenagers, criminal subculture, conventional classification of inmate letters.

The relevance of studying methods of secret communication in the criminal environment is that such communication is always aimed at concealing criminal actions, plans, the need to hide information from law enforcement agencies. Accordingly, knowledge of methods of secret communication helps to conduct proper investigation of crimes, is of preventive nature, helps to uncover criminal intent.

The purpose of the study is to consider written communication as a way of latent (secret) communication in a criminal environment.

Material and methods. The features of the secret correspondence of prisoners as an element of the criminal subculture of teenagers are investigated. Secret written communication in criminal groups of minors and young people also exists in freedom. However, it is worth noting that it is especially developed in conditions of social isolation, provided that the correspondence is under the control of the administration.

The methodological basis of the study consists of a general scientific dialectical method, as well as historical, comparative legal and other private scientific methods of research of legal and social phenomena.

Findings and their discussion. Knowing that their correspondence is subject to censorship, juveniles and young offenders use legal written communication in order to: mislead the administration by emphasizing the best sides of their character, demonstrations of imaginary correction; to take pity on persons who may read the letter, to arouse sympathy for themselves and their fate; to use legal correspondence to transmit illegal information, i.e. information of criminal content.

The following methods of illegal communication were used by prisoners while serving their sentences: transmission of letters through legal channels, taking into account coding of information; transmission of letters through illegal channels through intermediaries, through freelancers and other persons. Transmitted information could be both coded and non-coded.

People deprived of their liberty resort to coding the content of a letter when there is a danger of its interception and when the letters contain information, the disclosure of which could harm them. For coding simple ways are most often used: hints by separate words in the text; recollection of facts and events, known only to the addressee and capable to direct him to the necessary idea; allegorical interpretation, use of various marks and signs in the margins; special signature and other requisites of the letter.

With the tightening of detention conditions, limitation of communication opportunities, the system of illegal written communication came to life, ways of information exchange and interaction began to be revived and invented, using the modern capabilities of the human mind and technology.

It is worth noting that nowadays even the placement of an "authority" in a disciplinary room generates an impulse for secret communication, an exchange of information with him, carried out by his adherents.

The content of the written message reflects the uniqueness of the personality of a teenager or young person, the level of his culture, the characteristics of his character, his attitude toward crime and punishment, the motivation of his behavior, his spiritual needs and interests, etc.

Letters from adolescents and young offenders can be roughly divided into business, intimate, family, friendship, and a combination.

Official correspondence contributes to finding out the possibilities of changing one's fate (reviewing a criminal case, appealing to lawyers, etc.), and is also aimed at taking care of one's family members. Business letters are usually sent through legal channels (with the knowledge of the administration) to official persons and institutions and authorities.

Official correspondence is characterized by a certain evidentiary value, detail of the various circumstances, and specificity of the requests made. Many young inmates, for example, write about how they think modern correctional labor colonies should be reformed, and appeal to various NGOs.

Still, it is impossible not to say that intimate correspondence occupies a major place in the lives of juveniles and young prisoners. These letters are more often sent through illegal channels, especially if it is a question of attracting a pen-partner to criminal activity. Intimate correspondence is dominated by the desire to make the best possible impression on the recipient, to appease him in the hope of receiving parcels, packages, arranging a secret personal meeting or, on the contrary, to demonstrate his courage, nobility, inflexibility, etc. [1, p. 42]

Of great importance for adolescents and young offenders is friendly correspondence with friends from their place of residence, school and vocational school, as well as with accomplices of previous crimes. This correspondence is carried out secretly, if it has criminal content, if it concerns regime violations and other violations.

The study showed that every fourth letter sent secretly contains several aspects: friendly, intimate, criminal. Classification of illegal correspondence between teenagers and young people can be based on the analysis of letters and notes intercepted by operative and regime services, as well as virtual correspondence [2, p. 7].

It is worth noting that the content and focus of illegal correspondence depends on the period of stay in the places of social isolation. During the adaptation period, a person is worried about the problems of life in freedom, he or she is still in the power of the past. On this basis, he or she more often gives advice to friends, acquaintances, accomplices, expresses requests, threats, etc. During the main period of isolation, the acuteness of memories about the past life decreases due to the appearance of friends. The need for social contacts is quenched in communication with them [3, p. 273].

It is also worth noting that secret written communication channels can be individual (by arrangement) and group (used by many youths and young adults by password and paid for through the «master» of the channel). Before allowing a youth or young offender to use a secret correspondence channel, the «host» checks the teen or young person for reliability.

Conclusion. Thus, knowledge of the mechanisms of secret written communication helps to understand the personality of a person in conditions of social isolation and its reactions to various prohibitions; to direct the communication of teenagers along legal paths and use it for educational purposes; allows conducting preventive work in the criminal environment.

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E-BUSINESS IN THE REPUBLIC OF BELARUS: STATE AND PROSPECTS

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Keywords: e-commerce, e-business, information and communication technologies, digitalization, information space.

Over the past decades new forms of interaction between economic entities have been observed thanks to the development of modern telecommunications and information technologies, as well as the widespread expansion of Internet coverage. There is an opening of companies engaged exclusively in electronic business, which consider the digital field as one of the most profitable channels for sales and promotion of services. Some enterprises and organizations have begun to translate part of the interaction with customers into electronic form, thus introducing elements of electronic business into their business activities. The use of innovative approaches to the introduction of business allows to reduce costs, accelerate interaction, and ensure maximum personalization of economic relations [1, p. 69]. However, there is not a full degree of consistency in ensuring the conditions and mechanisms for the organization of electronic business, including in the framework of export-import relations. Thus, the issues of economic and prospects for the development of electronic business for the Republic of Belarus are very relevant and have high practical significance for the development of the domestic economy and improving its competitiveness.

The purpose of this research is to study the state and prospects of e-business development in the Republic of Belarus.

Material and methods. The scientific research is based on the legal support of electronic business in the Republic of Belarus, which includes regulatory legal acts, as well as theoretical research by various scientists. Methods such as induction and deduction, analysis and synthesis, comparison, analogy and others were used to organize the research.

Findings and their discussion. In general, the electronic market of the Republic of Belarus is developing in global trends. In order to ensure the prospects for its development, it is necessary to continue working to improve the security of digital technologies and customer confidence in online payments, pay attention to expanding the infrastructure and logistics of deliveries.

The Republic of Belarus was one of the first to start the legislative registration of electronic business and digital conditions for its provision, I understand the prospects of this direction, which is confirmed by a number of program and other regulatory documents, including [2]:

– Strategy for the development of informatization in the Republic of Belarus for 2016-2022, etc.

– The State program "Digital Development of Belarus" for 2021-2025;

– Decree No. 8 "On the development of the Digital economy" dated December 21, 2017;

The priority task now for the state is to create a unified information space for the provision of electronic services based on the integration of information systems and the provision of access to open data.

Within the framework of providing the necessary conditions for the promotion of electronic forms of economic activity, the state has set priorities in the field of improving digital literacy, eliminating digital inequality, expanding broadband Internet access, increasing the number of digital services and services, etc. Much attention was also paid to issues of digital security and personal data protection. The strategy for the development of informatization in the Republic of Belarus for 2016-2022 provided for the development of a National Electronic Commerce System.

As a result of the work carried out over the past five years, all the necessary technological conditions have been provided in the country for the introduction of existing forms of e-business in the world, including within the framework of export-import relations of business entities. One of the main achievements of the implementation of the State Program for the Development of the Digital Economy and Information Society in 2016-2020 was the provision of a high level of accessibility and bandwidth of the Internet. According to international rating and statistical agencies, the Republic of Belarus is among the top 30 countries in terms of broadband Internet development.

However, it is also necessary to pay attention to the issues of consumer protection of electronic services and legal registration of electronic transactions. In the Republic of Belarus, there are legislative prohibitions on the sale via the Internet of certain categories of goods, the trade of which is established in other countries, including those belonging to the EAEU [3].

There are a number of restrictions on Internet platforms for e-commerce and doing business, including within the framework of social networks [4]. In addition, according to statistics, only 41% of the population uses social networks, which are becoming the leading e-commerce platforms worldwide today. In the Russian Federation, this indicator is 67,8%, the global level is 53,6%.

Conclusion. Today, business in electronic form is one of the most promising areas for the development of the national economy. The use of information and communication technologies reduces costs, accelerates the process of interaction with the client, increases the availability of services. It is necessary to continue work on the implementation of the National e-Commerce System and ensuring its operability. In this case, it is necessary to adopt separate comprehensive legislative acts that will regulate e-business and all related processes.

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COUNTERING ILLEGAL FIREARMS TRAFFICKING: INTERNATIONAL LEGAL REGULATION

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Keywords: firearms, illegal firearms trafficking, countering illegal trafficking, international cooperation, transnational crime.

Countering illegal arms trafficking has been a very urgent problem for the entire world community for many years. International cooperation in the field of countering illicit arms trafficking requires concerted efforts by different countries based on international agreements at the global and regional levels, international standards for countering crimes developed mainly by the UN. The fight against the proliferation of illegal firearms is an ongoing problem. In places where the rule of law is already ineffective, it is clearly noticeable that formal prohibitions often do not work.

The purpose of the study is to analyze the state and effectiveness of international cooperation and interaction on countering illicit firearms trafficking.

Material and methods. The material for the study was international treaties in the field of countering illegal trafficking in firearms. The methodological basis was formed by the methods of specific legal analysis and generalization of data on the research topic.

Findings and their discussion. With the adoption of the UN Convention against Transnational Organized Crime (2000) and the Protocol on the basis of UN General Assembly Resolution 55/255 (2001), the world community agreed at the UN to tighten international and national control over the trade in small arms and light weapons, strengthen the protection of weapons depots and the official marking of each unit and each cartridge in order to know who and where produced them and who is responsible for their illegal supply. The States also decided to provide financial and humanitarian assistance to people with a criminal past so that they could start a new life, and to conduct campaigns to purchase unregistered weapons and ammunition from the population. Nevertheless, years later, the actual state of affairs related to countering illicit trafficking in firearms does not correspond to the agreements of States that sounded so purposefully at the beginning of the XXI century. And the experience of various states proves to the world community the ineffectiveness of the measures taken to prevent crimes involving firearms [1, p. 297].

One of the latest attempts to establish international cooperation in countering illicit trafficking in firearms is the project launched in 2018 "Countering transnational illicit trafficking in weapons through the implementation of the UN Convention against Torture and the Firearms Protocol", which was developed by UNODC to prevent the illicit manufacture and trafficking of firearms and their links with transnational organized crime and other serious crimes [2].

Part of international cooperation is also the provision, upon request, of training and technical assistance necessary to strengthen the ability of participating states to prevent, suppress and eradicate the illicit manufacture and trafficking of firearms, including technical, financial and material assistance [3, art. 14].

Organized crime manifests itself in many forms and types of activities, ranging from traditional types of criminal organizations to transnational criminal networks with flexible structures and the ability to quickly move, transform and be controlled from several locations. Illicit trafficking and abuse of firearms are inextricably linked to these criminal organizations and networks: as accomplices of violent crimes, as tools for seizing power and as a lucrative commodity for illicit trafficking, which fuels armed conflicts, crime and insecurity. Often, various forms of crime are intertwined, which is clearly seen in the example of human trafficking, firearms and drugs.

The problems associated with crime and firearms are so complex that targeted measures are required to solve them, including appropriate criminal justice measures in terms of the prevention, investigation and prosecution of crimes. The active actions of UNODC on firearms trafficking were related to the need to assist States in establishing appropriate criminal justice systems to effectively respond to the problems created by organized crime, specifically related to the illicit trafficking of firearms [4]. Nevertheless, if such systems were created in the States concerned, then their effective activities are poorly and insufficiently coordinated by national Governments due to the fact that a multitude of international legal acts have not developed a specific mechanism and a clear sequence of joint actions to track and suppress international channels for the sale and trade of firearms.

It should be noted that in addition to formal legal mechanisms of cooperation, it is important to develop cooperation at the working level and contacts with partner institutions responsible for investigation and prosecution in other countries. Regular communication with other practitioners working in this field of law enforcement allows you to exchange experiences and establish contacts. Ultimately, this interaction can lead to the development of a community of practitioners who can share first-hand information for use in the investigation process. For example, information about an alleged group of firearms dealers in a neighboring country may be informally confirmed or denied before the actual official cooperation procedures begin. Such informal cooperation is designed to save time and increase the operational value of investigation or prosecution procedures.

Conclusion. Thus, the widespread strengthening of national control systems, primarily in the arms importing States, would help to block the channels of leakage of firearms into illicit trafficking. Currently, among the most urgent unresolved problems in the field of illegal arms trafficking, it is necessary to highlight: the termination of the supply of firearms produced without licenses; the legal regulation of re-export, namely the ban on its implementation without the consent of the original exporter; strengthening control over the final use of the supplied firearms; termination of supplies to structures not authorized by governments, etc. The unresolved problems related to the prevention of illicit trafficking in firearms, including after the adoption of the Arms Trade Treaty (2013), does not allow us to assert that in the face of new threats, the international legal framework can significantly improve the effectiveness of arms trafficking control, strengthen international security and reduce the risks of weapons entering illicit trafficking.

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IMPLEMENTATION OF THE PROVISIONS OF THE CONVENTION ON PREVENTION OF GENOCIDE AND PUNISHMENT FOR IT IN LEGISLATION OF THE REPUBLIC OF BELARUS

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Keywords: genocide, convention, law, implementation, people, responsibility.

There are many tragic events taking place in the world today, as a result of which people are dying, buildings and life support facilities are being destroyed, which is incompatible with the concept of humanity's civilization. Responsibility for everything that happens in the world in one way or another is borne by everyone living in it, so the task of every person of good will is to improve this world, to do everything necessary to reduce evil and multiply good. In this regard, one of the most important tasks is to eliminate genocide as the most serious crime against humanity.

The purpose of the work is to conduct a detailed study of the implementation of the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide in the legislation of the Republic of Belarus.

Material and methods. The material is the Convention on the Prevention and Punishment of the Crime of Genocide (hereinafter the Convention), the Criminal Code of the Republic of Belarus (hereinafter the Criminal Code), the Law of the Republic of Belarus "On the Genocide of the Belarusian People" (hereinafter the Law). To achieve this goal, methods of analysis, comparative, synthesis were used.

Findings and their discussion. The victory in the Great Patriotic War brought numerous losses to the Belarusian people. "In September 1941, when the entire territory of Belarus was captured by Nazi troops, about 7-7.5 million of its inhabitants were in captivity" [1]. Therefore, the participation of the BSSR in the signing of the Convention on the Prevention and Punishment of the Crime of Genocide, the fight against the Crime of Genocide is natural. The Convention was adopted and proposed for signature, ratification or accession on December 9, 1948 by the UN General Assembly Resolution No. 260 (III). The representative of the BSSR signed the document on 12/16/1949, and as each State party to the Convention, our State undertook to include the norms on genocide in national legislation in accordance with its constitutional procedure (Article V of the Convention). The Convention entered into force on January 12, 1951. The Convention has a larger volume, consists of 19 articles. In art. II contains the following definition of genocide: "... acts committed with the intent to destroy, in whole or in part, any national, ethnic, racial or religious group as such: a) killing members of such a group; b) causing serious bodily injury or mental disorder to members of such a group; c) deliberately creating for any group of such living conditions that are designed for the complete or partial physical destruction of its; d) measures designed to prevent childbearing among such a group; e) forcible transfer of children from one human group to another" [2]. According to Article III of the Convention, the following acts are punishable: "a) genocide; b) conspiracy to commit genocide; c) direct and public incitement to commit genocide; d) attempted genocide; e) complicity in genocide" [2].

The main provisions of the Convention on the Definition of Genocide, Punishable Acts, and the scope of Responsibility are implemented in Belarusian legislation. Responsibility for genocide and the definition of this crime are enshrined in Article 127 of the Criminal Code: "Actions committed with the aim of systematically destroying, in whole or in part, any racial, national, ethnic, religious group or group determined on the basis of any other arbitrary criterion, by killing members of such a group or causing them grievous bodily harm, or intentionally the creation of living conditions designed for the complete or partial physical destruction of such a group, or the forcible transfer of children from one ethnic group to another, or taking measures to prevent childbearing among such a group (genocide), – are punishable by imprisonment for a term of seven to twenty-five years, or life imprisonment, or the death penalty" [3].

In 2021, the Prosecutor's Office of Belarus opened a case on the genocide of the Belarusian people during the Second World War. In 2022, in order to " ensure the protection of the fundamental values of the Belarusian people, the establishment of effective barriers to attempts to falsify events and outcomes

World War II, giving a fair assessment of the atrocities of the Nazi criminals and their accomplices, nationalist formations in the years The Great Patriotic War and the post-war period (the period up to December 31, 1951)" the Law on the Genocide of the Belarusian people was adopted [4]. Its content is based on the Constitution of the Republic of Belarus, The Convention of December 9, 1948, the Convention on the Non-Applicability of the Statute of Limitations to War Crimes and Crimes against Humanity of November 26, 1968.

The Law consists of 5 articles. The first article establishes a peculiar definition of the genocide of the Belarusian people: "Committed by Nazi by criminals and their accomplices, nationalist formations during the Great Patriotic War and the post-war period (until December 31, 1951), atrocities aimed at the systematic physical destruction of the Belarusian people through murder and other actions recognized as genocide in accordance with legislative acts and norms of international law are genocide of the Belarusian people" [4]. Therefore, in order to understand "other actions", it is necessary to refer to the provisions of the Convention.

Referring to Article 2 of the Law, a new article 1302 is included in the Criminal Code – Denial of the genocide of the Belarusian people. The article describes in detail what is a crime in this regard, as well as the responsibility for its commission: "1. Denial of the genocide of the Belarusian people contained in a public speech, or in a printed or publicly displayed work, or in the mass media, or in information posted on the global computer network Internet, other public telecommunication network or a dedicated telecommunication network, – is punishable by arrest, or restriction of liberty for up to five years, or imprisonment for the same term. 2. The action provided for in part 1 of this Article, committed by a person previously convicted of denying the genocide of the Belarusian people, or by an official using his official powers, is punishable by imprisonment for a term of three to ten years" [4].

Conclusion. In the modern world, genocide is recognized internationally a crime committed by 147 States, including the Republic of Belarus. Criminal liability is provided for the commission of these actions, in addition, a separate law regulating this issue has been created in our country, with its help and the help of the Criminal Code in national legislation the norms of international law are being implemented.

The Convention is a more detailed, elaborated, specific international document. The Law of the Republic of Belarus implements only a few provisions concerning the main points of the crime of genocide, its definition, punishable acts and measures of responsibility. Its articles are supplemented by the Convention and the Criminal Code. The law is a more modern NPA containing a new corpus delicti of genocide: denial of genocide, as well as information on the further activities of state bodies related to the punishment of crimes committed against the Belarusian people, with the perpetuation of the memory of the victims. There is no such data in the Convention.

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LEGAL REGULATION OF THE INVESTMENT CLIMATE IN THE REPUBLIC OF BELARUS

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Keywords: investment, law, investor, legal regulation, investment climate, guarantees, investment code.

Currently, economic renewal and growth in modern countries, including the Republic of Belarus, are determined by the size and structure of investments, the quality and speed of their implementation. In this regard, the formation of the legal field of investment relations is of particular importance, which predetermined the relevance of the research topic.

The purpose of the work is to analyze the legal foundations of the formation of the investment climate in the Republic of Belarus.

Material and methods. The material was the results of the study of the legal regulation of the investment sphere in the Republic of Belarus. The methodological basis of the study was the dialectical approach to the cognition of legal phenomena, as well as system-structural, formal-legal and comparative-legal methods.

Findings and their discussion. As the study showed, due to its favorable geopolitical position, the Republic of Belarus cannot but attract the attention of potential investors, which is greatly facilitated by the formation of a favorable investment climate.

It is based on the developed investment legislation aimed at stimulating investment activity, its state support, as well as protecting the rights of investors on the territory of the republic, the Advisory Council on Foreign Investment, headed by the Prime Minister, operates 6 free economic zones with preferential conditions of activity [1, p. 42].

The legal regulation of attracting and using investments, as well as the control of investment activities in Belarus is constantly being improved, and has undergone a number of changes aimed at improving the investment climate in the country. Thus, in 2001, the first Investment Code in the CIS was adopted, consisting of 105 articles regulating various aspects of investment activity. Nevertheless, the development of transformational processes in the national economy has caused the need to clarify these legal norms. As a result, the Law «On Investments» was adopted in 2013 (some adjustments were made to it in 2022 in accordance with the changed socio-economic realities), containing 5 chapters and 23 articles. Compact in structure, but capacious in content, this regulatory legal act, in our opinion, has greatly simplified and made the legal regulation of investment issues more understandable for potential investors.

What has changed in the investment sphere of Belarus with the advent of a new legal act? First, the definition of «investment» has been revised. According to Article 1 of the Investment Code of the Republic of Belarus of 2001 «investments are understood as any property, including cash, securities, equipment and results of intellectual activity owned by the investor on the right of ownership or other proprietary right, and property rights invested by the investor in objects of investment activity in order to obtain profit (income) and (or) achieve other significant results» [2]. The definition, in our opinion, is very concise and crumpled. The Law «On Investments» of 2013. In Article 1 gives, in our opinion, a more detailed and accurate interpretation of this concept: «investments – any property and other objects of civil rights belonging to the investor on the right of ownership or other legal basis that allows him to dispose of such objects, invested by the investor in the territory of the Republic of Belarus in the ways provided for by this Law in order to obtain profit (income) and (or) achieve other significant results or for other purposes not related to personal, family, household and other similar use, in the form of: cash (money), including borrowed (including loans, credits), shares, other movable or immovable property; rights of claim having an estimate of their value (in monetary terms), shares in the authorized fund, shares in the property of a commercial organization established on the territory of the Republic of Belarus; other objects of civil rights having an estimate of their value (in monetary terms), with the exception of types of objects of civil rights, the presence of which is not allowed in circulation (objects withdrawn from circulation)».

Secondly, the idea of the investor, his rights and obligations has been changed. The Investment Code of 2001 stipulates that an investor is a person (legal entities and individuals, foreign organizations that are not legal entities, the state represented by authorized bodies and its administrative-territorial units represented by authorized bodies) that carries out investment activities in certain forms (Article 3). At the time of the adoption of this code, this definition was quite sufficient, but today we need a more detailed description of the participants in investment activities. Thus, the Law «On Investments» states that an investor is a person who carries out (carried out) investments in the territory of the Republic of Belarus, in particular: citizens of the Republic of Belarus, foreign citizens and stateless persons permanently residing in the Republic of

Belarus, including individual entrepreneurs, as well as legal entities of the Republic of Belarus; foreign citizens and stateless persons not permanently residing in the Republic of Belarus, citizens of the Republic of Belarus permanently residing outside the Republic of Belarus, foreign and international legal entities (organizations that are not legal entities) (Article 1).

Thirdly, the current law, which distinguishes it favorably from the previous legislation, fixes restrictions on the implementation of investments: «investments in the property of legal entities occupying a dominant position in the commodity markets of the Republic of Belarus are not allowed without the consent of the antimonopoly authority ... Restrictions on investments may be established on the basis of legislative acts in the interests of national security, public order, protection of morality, public health, rights and freedoms of other persons» (Article 6).

In addition, new provisions have appeared in the current legal document. Thus, Article 8 fixes the powers of the President of the Republic of Belarus in the field of investments, Article 9 – the powers of the Government of the Republic of Belarus in the field of investments, Article 10 – the powers of other state bodies and other state organizations in the field of investments, Article 11 – guarantees against adverse changes in tax legislation (raising tax rates and (or) the introduction of new taxes and fees). Article 13 separately fixes the specifics of dispute resolution between the investor and the Republic of Belarus. At the same time, a number of articles, their wording or essence in both legal acts coincide: the rights and obligations of investors, guarantees of investors' rights, investment protection.

Conclusion. The conducted research allows us to draw the following conclusions:

1. Since the adoption of the first significant Belarusian regulatory legal act – the Investment Code, the sphere of investments in Belarus has changed dramatically, this circumstance required an adjustment of the current legislation, which was reflected in the adoption of the Law «On Investments» in 2013.

2. The new law, more compact in comparison with the previous legislation, gave a more specific and detailed interpretation of the main aspects of modern investment activity in the Republic of Belarus, clearly explaining to its potential participants their rights, obligations, guarantees and opportunities to receive benefits.

3. Constructive changes in the national investment legislation aimed at activating investment flows into the economy of the Republic of Belarus, ensuring guarantees, rights, legitimate interests of investors and their equal protection, allowed us to offer attractive legal conditions for doing business to participants of investment activities, thereby significantly improving and making the investment climate in the country more favorable.

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PROBLEMATIC ASPECTS OF RATING ASSESSMENT OF HUMAN POTENTIAL

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Keywords: human potential, rating assessment, methodology, development, accumulation.

Human potential is one of the most important categories of economic development. Since its content is multifaceted and multidimensional, one of the most balanced approaches to its assessment is the use of an integral indicator, which will allow us to reasonably take into account the impact of a combination of factors.

The purpose of this research is to study the theoretical features of the formation and accumulation of human potential

Material and methods. For the purposes of scientific research, the world trends in the study of human potential were studied on the basis of scientific publications, including domestic and foreign, as well as regulatory support. The work uses various methods of scientific research, including induction and deduction, analysis and synthesis, comparison, analogy and others.

Findings and their discussion. Having analyzed the theoretical aspects of the category "human potential" and systematized the system of potentials of economic systems, first of all, it is necessary to identify the general trend of human potential formation (to consider a certain set of available resources (means) in the national economy, which, if necessary, can be involved in the production process). At the macro level, we can say that the potential allows us to measure certain areas of government activity.

The basis for the formation and change of human potential are certain factors that have a direct impact on it: the effectiveness of the educational system, spiritual education, the health care system, economic and investment processes, i.e. the degree and level of qualitative characteristics of various spheres of life that play a major role in reaching the peak of human potential.

The significant role in the assessment of human potential and its components is assigned to the rating methods of cross-country comparison (human development index, human capital index, education level index, health level index, global innovation index, etc.). However, they have a number of drawbacks:

- they do not reflect the completeness and reliability of indicators, including qualitative and structural characteristics of educational and socio-economic systems;
- they mostly use gross income as the only indicator of economic development;
- they are not possible to calculate in conditions of limited statistical data;
- they do not always take into account the value of individual indicators in the aggregate, etc.

Thus, the use of existing methods for assessing the level of human development does not provide reliable and complete information. Therefore, it is necessary to develop a comprehensive methodological support for the rating assessment of human potential in order to determine its management algorithms [1].

The development of human potential is a priority strategic task, determining the degree of development of both the state and its individual regions. Therefore, the problem of the formation of human potential, its preservation and enhancement is included in the category of the main tasks of the state socio-economic policy [2]. The targets of state regulation of the economy for the formation of regional human potential are laid down in the Constitution, as well as the program of socio-economic development of the Republic of Belarus for 2021-2025. The current state of human potential requires the introduction and integration of effective organizational and economic mechanisms for its expansion at all levels (macro, meso and micro levels), as well as interaction at all stages of its management process within the socio-economic policy of the regions.

Conclusion. Therefore, it is necessary to develop methodological support for the rating assessment of the development and return of human potential in order to determine its management algorithms, build a step-by-step practice-oriented mechanism for its management at the regional level, predict the processes of qualitative and quantitative accumulation of human potential, and therefore be based on the calculation of demographic, educational and research indices. a component of the human potential of regions.

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PROBLEMS OF LEGAL SUPPORT OF BILINGUALISM IN CANADA: HISTORY AND MODERNITY

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Keywords: bilingualism, official language, discriminatory language policy.

The bilingualism of Canada is one of the basic cornerstones of the Canadian state, defining its identity and geopolitical specific position in the global space. Today, English is the mother tongue of about 57% of Canadians, and French is the mother tongue of 21%. At the same time, not everyone speaks two official languages at once. About 15% of the country's residents do not speak English, and about 70% speak French. The remaining 22% of the population do not speak French or English at all – almost 6,5 million people use the language of immigrants: Chinese, Hindi, Ukrainian, Eskimo, Cree, etc.

The purpose of the study is to characterize the current problems of modern Canadian language policy and the peculiarities of its legal regulation.

Material and methods. The main material of the work was the constitutional legislation of Canada. The formal legal method and specific legal analysis were used in the analysis of the NPA.

Findings and their discussion. Canada has a multicomponent exoglossic language situation with 2 official languages – English and French. By demographic weight, the language situation in Canada is not in equilibrium. English dominates almost the entire territory of the state: for example, in the maritime provinces of Newfoundland and Labrador, Prince Edward Island and Nova Scotia, the number of anglophones reaches 90% of the population, and in other provinces, with the exception of Quebec, New Brunswick and the territory of Nunavut, anglophones make up 70% of the total population. The largest number of Francophones is concentrated in three border provinces: Quebec, Ontario and New Brunswick, where their total number reaches 96,8% of the total French-speaking population of the country [1].

In addition to the two officially recognized official languages, the languages of the autochthonous population and immigrants also function on the territory of Canada. The Constitution of Canada recognizes 3 categories of the indigenous population: American Indians (59,5%), Mestizos (33,2%) and Innuit Eskimos (4,3%). The existence of most indigenous languages is in danger of extinction, since the number of native speakers in some cases is only a few dozen people, in addition, some peoples have interrupted the tradition of language transmission from older generations to younger ones. In addition, as many researchers note, there is a high level of bilingualism among the younger generations of the indigenous population, and in some cases, a preference for English or French as their native language, especially in urban settings [2, p. 32].

The increase in the number of immigrants also contributes to the spread of other languages and dialects in Canada. The number of so-called allophones has now reached more than 5 million people. The Federal Population Census of 2018 demonstrated that Chinese is the 1st most widely spoken native language for immigrant residents of Canada, Italian is the 2nd, German is the 3rd, Punjabi is on the 4th.

The French language is in continuous contact with English, as a result of which a situation of bilingualism and diglossia of English and French has been established in the country. In modern Canada, English and French have unequal communicative power. Of the 33 million Canadians, English is the native language for 18 million, French is for 7 million residents. The official status of two official languages guarantees the right of the Canadian population to receive services in federal administrative institutions, judicial authorities in any of the official languages [1].

However, services in 2 languages are not provided in municipalities and private enterprises located in English-speaking provinces. Francophones, whose number is less than 5% in such provinces, are forced to use only English in administrative institutions. Consequently, the legally established equal status of English and French is actually valid only in those territorial units where it is justified by a sufficient proportion of linguistic minorities. The requirement of equal opportunities for the use of 2 state languages in various spheres of life is legally fixed: on labels and packages of manufactured products, on monetary units, postage stamps, at airports, in the media. However, it should be noted that the services provided by post offices, the police and the armed forces are carried out to a greater extent in English. A different situation in favor of creating a right–wing lobbying regime in favor of the French language has developed in Quebec, the only province where only French is actually the official language of office work. It is spoken by 85% of the inhabitants. Quebec was once a bilingual region, but in recent decades there has been a trend of legal "displacement" of the English language. Franco-Quebecers have organized their own path of development thanks to the large-scale language policy pursued by both the provincial authorities and the entire Quebec society. Quebec's language policy was based on a large number of regional language laws that defined the main ways to implement this policy. A language police was created here, and in 2022 a regional law was introduced prohibiting the use of English in business, in courts, when providing public services, and so on. Even immigrants are not allowed to receive services in English, and their children are required to go to French-speaking schools [3].

The question of the prestige of the official languages of Canada is connected with the history of the long Anglo-French conflict and the formation of national identity. The period from the signing of the Treaty of Paris, which meant the annexation of Canada by Great Britain, to the independence of Canada was marked by the continuous struggle of French Canadians for freedom, preservation of national culture, native language and identity.

Preservation and development of bilingualism is a priority direction of the federal policy of the state, as evidenced by a sufficient number of institutions whose activities are related to the settlement of the interlanguage conflict. Thus, in 1963-1970, the Royal Commission on Bilingualism and Biculturalism was established, an important result of which was the first Law on Official Languages, adopted by Parliament in 1969, which secured for French and English the equal status of official languages of federal authorities. Law of 1988 It is aimed at developing and supporting Anglophone and Francophone communities in a minority situation, as well as ensuring equality of the two languages in Canadian society. Control over the implementation of the above-mentioned resolutions, as well as the observance of the language rights of citizens, is carried out by the Commissariat for the Official Languages of Canada.

Conclusion. Currently, despite the officially equal status of the two languages in the state, English occupies a dominant position in society and poses a serious threat to the spread of the French language. At the same time, a partially discriminatory language policy towards the English language is carried out by the authorities of Quebec. As a result of the conflict between French-Canadians and Anglo-Canadians, the French language has become a mandatory marker for the entire community of residents of the province of Quebec from the marker of the ethnocultural identification of French-Canadians. The Federal Government has repeatedly made efforts to address issues related to the legal and law enforcement provision of equal status of English and French, as well as the language rights of citizens of other minorities.

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THE NEEDS OF LEGAL SUPPORT FOR ARTIFICIAL INTELLIGENCE AND ROBOTICS IN THE REPUBLIC OF BELARUS

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Keywords: robot, artificial intelligence, android, humanoid robot.

Currently, technologies are actively developing, including artificial intelligence and robotics. Many countries have begun to take the first steps to introduce legal norms related to this area into national legislation. The relevance of the research topic lies in the fact that there is practically no legal regulation of artificial intelligence and robotics in the Republic of Belarus.

The purpose of the work is to investigate the needs of legal support for artificial intelligence and robotics, as well as the place of legal regulation of this area in the legislation of the Republic of Belarus

Material and methods. Normative legal acts of the Republic of Belarus, dictionary of legal terms of the National Center for Legal Information of the Republic of Belarus. The work uses general scientific and special legal research methods (formal-legal, structural-legal).

Findings and their discussion. In accordance with the educational standard of higher education (Specialty 1-55 01 01 Intelligent Devices, Machines and Production), approved by the Decree of the Ministry of Education of the Republic of Belarus No. 170 dated November 1, 2019, artificial intelligence is a system/machine that can simulate human behavior to perform tasks, and gradually learn using accumulated information.

Artificial intelligence has many incarnations, they include chatbots used to analyze customer requests and give appropriate answers; "smart assistants" use artificial intelligence to select information from large datasets in any form and optimize planning; recommendation systems automatically select similar programs for viewers based on previously viewed ones.

Artificial intelligence is also the property of automatic and automated systems to take on individual functions of human intelligence.

According to Resolution No. 15/137 of the State Military-Industrial Committee of the Republic of Belarus and the State Customs Committee of the Republic of Belarus dated December 28, 2007, a robot is a manipulator that has a contour or positional form of a control system or sensors are used.

The robot has the following features:

1) multifunctional;

2) capable of positioning or orienting material, parts, tools or special devices due to variable movements in three-dimensional space;

3) includes more servos with closed or open loop, as well as with stepper motors;

4) the possibility of programming it available to the user through the method of learning and memorization or through the use of a computer, which can be a programmable logic controller, that is, without intermediate mechanical intervention.

Artificial intelligence and robot are closely related. To revive the car, you need some kind of smart program. Artificial intelligence acts as this program. Thanks to him, humanoid robots appeared. According to scientists' forecasts, in the near future these robots will appear in many spheres of society, replacing humans (functions performed). However, today there are questions about the legal status of robots. We agree with the opinion of researcher Safonova T.V., who considers it inappropriate to consolidate at the legislative level the rights and obligations of robots themselves as subjects of legal relations [1, p. 276].

Conclusion. The relationship between humans, a robot and its manufacturer, artificial intelligence should become legal. We believe that such norms can be included in the Civil Code of the Republic of Belarus before the adoption of special (sectoral) legislation. The terms "robot", "humanoid robot", "artificial intelligence" should be fixed in the legislation of the Republic of Belarus.

The legislation currently does not define the norms and subjects of responsibility in the field of artificial intelligence and robotics (manufacturer, developer or programmer). The relevant norms should be included in the administrative and criminal legislation.

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BEIJING RULES AS AN INTERNATIONAL STANDARD FOR THE TREATMENT OF JUVENILE DELINQUENTS

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Keywords: justice, offender, juvenile, delinquency, trial, Beijing Rules.

Humanity's global problems are not just about global warming. These include the problem of crime. The problem of juvenile delinquency, as well as crime in general, requires a specific situation of social, economic and political, against which criminogenic processes develop and form [3]. Many states have a problem with juvenile crime and justice. In the Republic of Belarus: «According to court statistics, in the first half of 2022 478 minors were convicted of various crimes, which is 29,5% more than in the first half of 2021» [2]. The UN has developed the Beijing Rules for such situations.

This paper will examine in detail the United Nations Standard Minimum Rules for the Administration of Juvenile Justice, the purpose for which they were created, and will highlight key norms of international importance.

Material and methods. The material is the Beijing Rules. To achieve this goal, the analysis of legal documents was used as the main method.

Findings and their discussion. In September 1980, the United Nations held its Sixth United Nations Congress on the Prevention of Crime and the Treatment of Offenders in Caracas, Venezuela. The UN had previously declared 1980 the «Year of the Child». Dan Batchelor, participant Congress, presented a paper about the need for a bill of rights for young offenders, the original name of the Beijing Rules. Much of the drafting of the rules took place at a conference in Beijing, China. The draft was then discussed at the Seventh UN Congress on the Prevention of Crime and the Treatment of

Offenders in Milan, Italy, in September 1985. It was adopted on 29 November 1985 by the United Nations General Assembly.

The Beijing Rules were based on the principles of the Universal Declaration of Human Rights (1948), the 1966 International Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights, and thus reflect general principles of human rights protection.

The Beijing Rules have identified as their main objectives the aspirations of the participating States, in accordance with their common interests: to promote the well-being of minors and their families; to create conditions that make it possible to ensure a meaningful life of adolescents in society at a time when they are most prone to improper behavior; to promote the process of personal development and education, as free as possible from the possibility of committing crimes.

There are six parts in the Beijing Rules. Part One «General Principles» here we can distinguish the following basic rules of international importance:

1) The Beijing Rules in Article 2.2 contain the following definitions:

1. A juvenile is a child or young person who, under the respective legal systems, may be dealt with for an offence in a manner which is different from an adult [1];

2. An offence is any behaviour (act or omission) that is punishable by law under the respective legal systems [1];

3. A juvenile offender is a child or young person who is alleged to have committed or who has been found to have committed an offence [1].

2) The Standard Minimum Rules do not set an age limit for the concept of a «juvenile offender». Article 4.1 states that «the beginning of that age shall not be fixed at too low an age level, bearing in mind the facts of emotional, mental and intellectual maturity» [1].

3) Ensuring confidentiality in juvenile cases is assessed in the Beijing Rules as a safeguard «to avoid harm to the juvenile through unnecessary publicity or because of harm to reputation» [1].

4) Objectives of juvenile justice as set out in article 5.1, «The juvenile justice system shall emphasize the well-being of the juvenile and shall ensure that any reaction to juvenile offenders shall always be in proportion to the circumstances of both the offenders and the offence» [1].

The second part of the Beijing Rules deals with the investigation and trial of juvenile cases. It addresses:

1) Detention of minors and all other contacts of the judge and other competent persons with juvenile.

2) Termination of the minor's case at the pre-trial stage. The Beijing Rules (Art. 11.1) recommend that «when considering cases of juvenile offenders, if possible, not to resort to a formal hearing by the competent authority» [1].

Part three of the Beijing Rules deals with the adjudication and choice of measures. The following can be highlighted:

– Competent authority to adjudicate

Article 14.1 states that «Where the case of a juvenile offender has not been diverted (under rule 11), she or he shall be dealt with by the competent authority (court, tribunal, board, council, etc.) according to the principles of a fair and just trial» [1].

– Guidelines for adjudication and the choice of measures

Article 17.1 highlights the following: «The reaction taken shall always be in proportion not only to the circumstances and the gravity of the offence but also to the circumstances and the needs of the juvenile as well as to the needs of the society» [1].

No sentence of death shall be imposed for any crime committed by a minor (Art. 17.2). Restriction of the personal liberty of a juvenile offender to a minimum (Art. 17.1).

Let us pay attention to Art. 18.1, which gives a list of measures of influence. The Beijing Rules propose 8 groups of measures, defined by their overall objectives: care, guidance and supervision orders; probation; community service orders; financial penalties, compensation and restitution; intermediate treatment and other treatment orders; orders to participate in group counseling and similar activities; orders concerning foster care, living communities or other educational settings; other relevant orders.

The application of the Beijing Rules became part of the so-called Milan Plan of Action, adopted by the VII UN Congress on the Prevention of Crime and the Treatment of Offenders. The UN General Assembly approved the Plan by resolutions 40/33 of November 29, 1985, containing the Beijing Rules themselves; 40/35 of December 29, 1985, on the development of standards to prevent juvenile delinquency;40/36of November 29, 1985, on domestic violence.

The Beijing Rules initiated the adoption of a number of international legal instruments related to juveniles. For Examples: the UN Guidelines for the Prevention of Juvenile Delinquency (1988), adopted by the Eighth UN Congress on the Prevention of Crime and the Treatment of Offenders in 1990);

Conclusion. Thus, we can conclude that the Beijing Rules are the fundamental international instrument governing the goals and objectives of juvenile justice, as they enshrine: their implementation, the principles of adjudication and choice of measures, and the goals and procedures for the treatment of juveniles in correctional facilities.

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FEATURES OF THE CONSTITUTIONAL AND LEGAL STATUS OF NATIONAL MINORITIES IN THE REPUBLIC OF BELARUS AT THE PRESENT STAGE

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Keywords: national minorities, national communities, ethnic minorities, non-titular nations, interethnic communities.

In the era of a large number of centrifugal tendencies and a high growth of separatist sentiments among ethnic minorities, the Republic of Belarus is an example of a state with a stable and conflict-free society. The preservation of this stability is the result of a successful state policy aimed at integrating non-titular nations into social and political life in order to avoid disagreements and conflicts on national grounds. The purpose of the work is a constitutional and legal analysis of the peculiarities of the status of interethnic communities in the Republic of Belarus.

Material and methods. The main material of the study is the constitutional legislation and law enforcement practice of Belarus in the field of legal regulation of the status of ethno-religious minorities. For analysis of the normative material were used formal legal and specific legal methods.

Findings and their discussion. The Republic of Belarus is a polyethnic, polyconfessional and multicultural state. For centuries, Poles, Lithuanians, Russians, Jews, Tatars, etc. lived on its territory. The events of World War II served as a cause for the majority of persons belonging to non-titular nations to move to Belarusian lands. At present, according to the 2019 census, national communities account for about 25% of the total population of Belarus and around 130 nationalities, most of them are Russians (700 thousand), Poles (almost 300 thousand), Ukrainians 160 thousand etc. [1].

The national policy of the Republic of Belarus in the field of rights and freedoms of national communities has an international character and meets modern trends of international standards. Thus, the Constitution prohibits any form of discrimination, including nationality. Art. 50 proclaims "the right to preserve nationality and the prohibition of coercion to determine nationality. Insulting national dignity is legally punishable".

A constitutional prohibition has been established on the creation and activities of political parties and other public associations that promote national hatred (Article 5). The state undertakes to regulate relations between national and other communities on the basis of the principles of equality before the law, respect for their rights and interests (Article 14). The constitutional duty of every person to protect the historical, cultural, spiritual heritage and other national values (Article 54) [2].

In the development of constitutional norms, legislative and other normative acts have been adopted. Among them is the Law "On National Minorities in the Republic of Belarus" of 1992, which creates a legal basis in the field of interethnic relations, guarantees the free development of national minorities in the country on the basic principles of international law in the field of human rights and national minorities [3]. On February 7, 1997, the Republic of Belarus ratified the Agreement on issues related to the restoration of the rights of deported persons, national minorities and peoples, concluded between the CIS member states on October 9, 1992 [4].

One of the most important factors of interethnic stability is the clear and consistent policy of the Belarusian state in this sphere of public life, which is reflected in the national legislation. The Republic of Belarus has acceded to the main international documents related to human rights and is consistently implementing the principles of its democratic national policy aimed at the free development of cultures, languages, traditions of all national communities, full equality, respect and consideration of their rights and interests, as well as support from the state in the implementation of these rights [5].

The legislation of the Republic of Belarus in the field of guarantees of the rights of persons belonging to interethnic communities, according to the conclusions of authoritative foreign experts, fully complies with international standards. The state structures of Belarus strive to provide optimal conditions for the preservation and development of languages and cultures of all nationalities whose representatives live in Belarus.

In order to exchange the experience of organizations, jointly address issues of ethnocultural development of associations and interaction with government bodies, under the Commissioner for Religious and National Affairs, was created and has been operating for a number of years an Advisory Interethnic Council, at whose meetings discuss the most pressing issues of interethnic relations and statutory activities of associations. One of the functions of the Council is the financial support of projects with the participation of national communities. So, for example, at the expense of the republican budget, only in 2021, within the framework of the "Cultural Heritage" subprogram of the State Program "Culture of Belarus" for 2021-2025, were manufactured and distributed free national stage costumes, musical instruments for creative groups and soloists of the Azerbaijani, Armenian, Afghan, Jewish, Russian, Korean, Ukrainian, Polish, Palestinian, Gypsy and Dagestan national-cultural public associations [6].

Since 1996, the Republican Festival of National Cultures has been held on the territory of the Republic of Belarus, “the main goals of which are to further harmonize interethnic relations and develop centuries-old traditions of national associations of Belarus, popularize the best examples of poetic, musical, choreographic, visual, arts and crafts, national cuisine of ethno-cultural associations” [7].

The Ministry of Information, together with the Commissioner for Nationalities and Religions, has repeatedly held various journalistic competitions on the topics of intercultural dialogue, friendship between peoples, interethnic harmony and spirituality. In addition, this topic was often reflected in the programs of the Belarusian State Television and Radio Company. For example, on Belarusian television, was broadcast a program under the title “Polyphony. The peoples of Belarus: history, culture, way of life”, and on the national radio – programs “Supolnasts”, “National Palette”, “Brotherhood”. They told about the traditions, customs, history of the ethnic minorities of Belarus. The topics of interethnic relations, as well as the history and culture of various peoples inhabiting Belarus, were covered in state newspapers, including Respublika, Belarus Segodnya, the magazine Belarusian Historical Chasopis, Contacts and Dialogues and many others. etc. [6]. In 2012, it was announced the creation of an electronic atlas of the peoples of Belarus.

Conclusion. Thus, the cultural representation of ethnic minorities in Belarus largely reflects socio-political trends, as well as the language situation in the country. At the same time, the activities of organizations of national minorities, both at the national and regional levels, are largely related to the cultural sphere. In the conditions of the current socio-political situation in the country, such a concentration of activities in one area seems optimal for the preservation and development of identity. A positive factor in this matter is also the absence of hatred and discrimination on ethnic or religious grounds in the Belarusian society.

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CONSTITUTIONAL ENSHRINEMENT OF THE RIGHT TO LIFE IN THE REPUBLIC OF BELARUS AND OTHER COUNTRIES

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Keywords: somatic rights, right to life, right to birth.

One of the most important debatable problems of modern jurisprudence is to define the concept and essence of somatic rights and their classification. Recently, their list has been constantly replenished with new rights, which are reflected at the highest legal – constitutional level. However, the fundamental personal right, first enshrined in the first constitutional acts, is the right to life.

The aim of this research is to reveal the peculiarities of the constitutional regulation of the right to life in the Republic of Belarus and foreign countries.

Material and methods. National and foreign constitutional laws served as the working material. The main used methods are comparative-legal and concrete legal analysis.

Findings and their discussion. Nowadays scientific-conceptual approaches to the definition of somatic rights are a bit different than a few years ago. Civil society is becoming more tolerant to physiological needs of an individual, to manifestations of freedom in choosing a way of life, their appearance, is not a subject of condemnation in most countries voluntary consent to withdrawal from life, refusal of their natural sexual identity, to continue pregnancy, etc. The state is increasingly interested in the legal resolution of these issues.

The right to life is one of the basic personal human rights protected by international law and the constitutions of most democratic countries. Despite the lack of consolidation of the status of many somatic rights universally recognized, international cooperation in the sphere of social relations, in which the bodily claims of a person are realized, takes place [9]. The content of the right to life is multifaceted and varies from state to state. One of the provisions of the Hungarian Constitution is Part 1 § 54: «In the Republic of Hungary everyone has the inalienable right to life and human dignity, which no one shall be deprived of arbitrarily» [1]. Similar provisions are contained in Article 24 of the

Constitution of the Republic of Belarus: «Everyone has the right to life. The state protects life...» as well as Article 20 of the Russian Constitution, Article 16 of the Kazakh Constitution and many others [2; 3].

In a number of countries there are separate provisions protecting life even before birth. For example, Art. 40(3) of the Constitution of Ireland states. 3 art. 40 of the Constitution of Ireland states: "the state recognizes the right to life of the unborn and, having in mind the equal right to life of the mother, guarantees in its laws to respect this right and shall protect and support it by its laws as far as possible» [4]. There is another view, spelled out, for example, in the Constitution of Serbia, which, while establishing in Part 1 of Article 14 «human life is inviolable», in Article 27 enshrines «the right of the individual – to freely decide on the birth of a child» [5]. Article 55 of the Slovenian Constitution also contains a constitutional formulation, according to which "the decision to have a child shall be freely made» [6].

Such constitutional provisions as the prohibition of torture, humiliating and degrading treatment, etc. are directly related to the right to life, physical and mental safety and inviolability of the person. The Belarusian Constitution literally says: "no one must be subjected to torture, cruel, inhuman or degrading treatment. The Constitution of Turkey contains rather capacious and summarizing categories regarding the security of the human body. Thus, Article 17 states that "the physical integrity of the person shall not be violated except with medical necessity and in cases established by law» [7]. "No one may be subjected to medical, scientific or other experiments without voluntary consent," as enshrined in Article 21 of the Constitution of the Russian Federation [3]. «Eugenic practices aimed at selecting individuals, making the human body and its parts a source of profit...", states Article III (3) of the Hungarian Constitution [1]. Genetic engineering and reproductive planning, "interference with the hereditary material of human gametes and embryos" is expressly prohibited in Article 119 of the Swiss Constitution [8].

The most detailed principles of transplantation of human organs and tissues are also enshrined in the Swiss Constitution. According to part 3 of article 119-a of the Constitution "the donation of human organs, tissues and cells is free of charge. Trade in human organs is prohibited."

One of the most debated aspects of somatic rights is the legislative abolition of the death penalty. Contradictory approaches to this issue persist in humanity to this day. Each year more and more countries exclude such punishment for criminals. Nevertheless, as of 2022, 53 states still impose the death penalty using various methods of execution, including: beheading, electrocution, hanging, lethal injection, firing squad, etc. In 2020, there are 483 executions worldwide in 18 countries, a 26 percent decrease from last year (657 executions in 2019). Executions are most frequent in China, but also in Iran, Egypt, and Iraq. Algeria, Cameroon, and Eritrea have had moratoriums in place for over a decade, making countries in practice abolish the death penalty but keep the death penalty in law. The death penalty has been completely abolished in all European countries except Belarus and Russia, the latter of which has imposed a moratorium and not carried out executions since 1996.

Conclusion. The issue remains controversial and multifaceted. Despite the fact that somatic rights by their nature are inalienable human rights, not all of them belong to the category of absolute rights, due to which they are partially limited in the modern constitutional practice of a number of states. The legal mechanism for ensuring the right to life contains the constitutional enshrinement of this right as a fundamental right and derivative rights and freedoms, the basic principles and obligations of society as a whole and of the state authorities for its implementation, and is detailed in the sectoral legislation. We would like to note that, in our opinion, somatic rights do not always have a positive impact on society. For example, legal permission of same-sex marriages becomes an obstacle to the resolution of demographic problems, propaganda of non-traditional family values, when, in our opinion, personal freedom and public interests come into a certain contradiction.

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LEGAL NATURE OF ACTIONS OF DEBITING FROM THE ACCOUNT WITHOUT A PAYMENT ORDER OF THE ACCOUNT HOLDER

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Keywords: indisputability, recovery, money, enforcement of obligations, debiting, public financial obligations, private monetary obligations.

Along with jurisdictional forms of protection of rights, available legal instruments of non-jurisdictional procedure for enforcement of monetary obligations is widely used in the Republic of Belarus. Non-judicial debt recovery on a monetary obligation is an effective alternative to judicial protection.

The maximum simplification of the debt recovery mechanism through the introduction, use and improvement of the institution of debt recovery in an indisputable order, along with a positive effect, predictably gave rise to a number of problems, since it is not always the case that the desire to simplify acts and things results in no negative consequences for all parties to business transactions. The relevance of a comprehensive study of the institution of debt recovery in an indisputable order is supported by the essential specific features inherent to this civil institution: in case of debt recovery in an indisputable order interests of the debtor (and his/her debtors) are less protected than when the creditor resorts to any other forms of protection of the violated right.

The purpose of this study is to determine the legal nature of actions of debiting from the account without a payment order from the account holder, the major characteristics of an indisputable debt recovery.

Material and methods. The research material is the Banking Code of the Republic of Belarus, the Budget Code of the Republic of Belarus, regulatory legal acts regulating the procedure for monetary debt recovery at the request of public authorities. To perform the study, a complex of methods of scientific cognition was used (systemic and comparative analysis, historical, comparative law, logical, technical legal methods).

Findings and their discussion. It seems that a bank account should be treated as legal relations between a plurality of parties regarding holding and movement of money. It is required to single out public legal entities, including the financial and tax authorities of the state and the National Bank of the Republic of Belarus, in such plurality on a first-priority basis, only then follow private legal entities such as a specific bank and a client which are parties to a contract [9, p. 247]. In practice, many lawyers, and even some researchers, tend to use the concepts of “indisputable debiting" and “indisputable recovery” of money as one and the same concept. But it is difficult to agree with this.

It is obvious that the terms “indisputable recovery” and “indisputable debiting” are legal arrangements that differ from each other. They differ, firstly, in the subjects of legal regulation, secondly, in the composition of the subjects of legal relations, and thirdly, “indisputable recovery” is a law enforcement action taken by competent public authorities and notaries, and “indisputable debiting” is the completion of a sequence of bank transfer operations by the entity (bank) which is under the obligation pursuant to the payment instruction of the recoverer.

Indisputable recovery of money is applied to achieve two different goals: to protect the personal property interests of the subject (restoration of violated subjective civil rights) and to ensure the protection of public interests (recovery or return of money to the budget).

We share the position of O.A. Prokhorchik on the inexpediency of functioning of the indisputable recovery institution in the form in which it currently exists. The researcher points out that this issue has been long discussed, starting from the moment the aforesaid norms were included in the Budget Code. Indeed, such cash withdrawal is made free of charge and in an indisputable order, but it is “indisputable” only because the account holder is initially deprived of the opportunity to express his/her attitude to this procedure in a procedural form. [8, p. 241-243]. Debiting money from the account without the consent of the account holder is a severe restriction on the right of the account holder to independently dispose of the relevant property. This gives rise to the idea that the opinion stating that indisputable debiting constitutes a possible violation of constitutional provisions is reasonable.

In view of the foregoing, it is necessary to study in detail the criterion of disputability or indisputability of law.

Indisputability (non-contestation of a claim) means the debtor's reaction (or lack of it) to a specific action (claim) made by the creditor in order to protect his/her violated rights or legally protected interests, in other words: making claims necessarily precedes the fact of their non-contestation. Non-contestation is the opposite of a dispute, respectively: the existence of non-contestation shows the absence of a dispute, and the existence of a dispute shows the absence of non-contestation.

Thus, in the course of the indisputable recovery of money, the indisputability of the claims made must be confirmed by the inaction (silence) of the debtor when such claims are made or by actions showing that the debtor agrees with the claims put forward. The above means that in all cases before any indisputable recovery such claims must be made to the debtor in the form established by law.

Consequently, the indisputability of claims exists only if there is the combination of both features of indisputability, both objective and subjective.

Conclusion. In view of the foregoing, a recovery of money is indisputable when it has the characteristics specified in the following definition: “indisputable recovery of money” is a means of enforcement of payment obligations is a measure based on the consent of the debtor and a law enforcement act issued by an authorized public body to enforce public financial obligations or monetary obligations within private law relations that are of indisputable nature (based on documents confirming the debtor's debt) and are recognized (non-contested) by the debtor, but not fulfilled.

Any other debt recovery that does not meet this definition is an enforced recovery and, in accordance with Article 44 of the Constitution of the Republic of Belarus, must be carried out solely pursuant to a court ruling issued as a result of adjudication of a creditor’s claim.

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TO THE CONCEPT OF VIOLENT CRIMES AS AN ELEMENT OF CRIMINALISTIC CHARACTERISTICS OF CRIME

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Keywords: violence, violent crime, crime, physical violence, mental violent.

Human life is a fundamental social value, the highest and priceless good bestowed on him by nature [3, p. 19]. Violent crime is perhaps the most dangerous, because this type of crime encroaches on the most valuable thing that every person has – life and health. The importance for the study of this topic is that with the development of the Belarusian society at the present stage, it is accompanied by the recognition of human rights, freedoms and guarantees of their implementation as the highest value and goal of society and the state [1]. That is why it is difficult to overestimate the importance of organizing the investigation of these crimes. The effectiveness of the investigation of their forensic characteristics, staring with the concept of «violent crimes».

The purpose of this article is to concertize the formulation of the forensic characteristics of forced crimes on the basis of a study of the various opinions of scientists on the concept of «violence of aggressive crimes» the use of the philosophical and criminal law content of the terms.

Material and methods. The theoretical basis is the works of scientists such as: Guseinov A.A., Dal V.I., Foinisky I.Ya. and others. In the course of the study, general scientific methods of study were used: participations and deduction, analysis and synthesis, the method of system coverage and generalization.

Findings and their discussion. The term «violence» is found in many article of the Special Part of the Criminal Code of the Republic of Belarus, thus clarifying the semantic content of this concept plays an important role. To do this, let us turn to the lexical mining of the world «violence». According to the explanatory dictionary of V.I. Dal [2, p. 63] violence is coercion, captivity, an act that is shy, offensive, illegal and self-willed. Explanatory Dictionary edited by S.I. Ozhegov [6, p. 390] defines violence as the use of physical force against someone, a coercive effect on someone. Thus, based on two concepts, we can say that the main sight of violence is action against the will of another person, the use of force.

If we turn to the philosophical interpretation of the concept of violence, we will find that the number of its features is greatly expanded. This is due to the fact that in philosophy the study of violence belongs to the field of morality and immorality, good and evil. An example is the interpretation of A.A. Huseynova: «Violence is an external, forceful influence on a person or a group of people with the aim of subordinating them to the will of the one (or those) who exercises such influence. It represents the usurpation of human freedom in its outward expression. Strictly speaking, the mechanism of violence consists in the fact that people are forced to certain actions or are kept from certain actions» [5, p. 7]. For a philosophical understanding of violence, it is important who uses it and against whom. Summarizing this approach to the definition of violence, the following features can be distinguished: 1) violence occurs only in human relationships, 2) violence is an action contrary to or apart from the will of another (usurpation of someone else's will), 3) awareness of violence as a means to achieve a goal, 4) violence is carried out by external limiting influence.

Consider the concept of violence in criminal law. Traditionally, the doctrine of criminal law identifies two types of violence – physical and mental. Physical violence is the impact on another person with the help of physical force against his will, limiting or excluding his freedom of expression. With regard to mental violence, the situation is worse: there are clearly not enough works on the topic of mental violence today. Most researchers define psychological violence as a threat, while the threat is recognized as the only form of mental violence. As early as the beginning of the 20th century. I.Ya. Foinitsky said that criminal law distinguishes violence in the narrow sense, or physical, from threats as mental violence [6, p. 87]. The actual identification of threat and mental violence is not entirely correct. We support the point of view of those scientists who interpret this concept broadly, referring to it, in addition to threats, insults, bullying, harassment, blackmail, etc.

The absence of a separate definition of physical and mental violence in the Criminal Code of the Republic of Belarus leads to the fact that a number of researchers believe that the law understands violence only as physical violence, which has a greater degree of public danger than mental. If a comparative analysis of the two types of violence is carried out, then psychological violence differs in the subjective direction of the impact and the consequences that it causes in the object of influence, therefore, due to its “insignificance”, it cannot be absorbed by physical violence.

Conclusion. Thus, based on the analysis of various points of view of scientists, the following author's definition can be formulated: violent crimes are a series of crimes, the commission of which is directly related to the use of physical or psychological violence, which serve as a way to achieve some goal. The significance of this definition lies in the fact that violent crime has recently acquired new features. The commission of violent crimes is becoming more and more difficult in execution, is associated with significant technical equipment and the intellectual level of development of the offender's personality. Physical violence in the commission of illegal acts related to the sphere of violent crime begins to give way to mental violence.

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PARTICULAR QUALITIES OF INTERNATIONAL CARGO TRANSPORTATION IN THE REPUBLIC OF BELARUS

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Keywords: logistics, international cargo transportation, market, transport services.

In market conditions, an important requirement of the consumer of transport services is timely and high-quality cargo delivery. It is possible to fulfil the specified conditions using logistics, i.e. a control algorithm that, using various economic and mathematical methods, allows optimizing the operation of individual elements of the transport process and combining these elements into a single system.

The purpose of the study is to analyse particular qualities of international cargo transportation in the Republic of Belarus.

Material and methods. Materials: national Internet portals, statistical collections, scientific works of domestic and foreign scientists, regulatory legal acts and laws of the Republic of Belarus. Methods: logical, economic analysis, comparison, modeling, grouping and others.

Findings and their discussion. International transportation is the transportation of goods and passengers from one country to another on mutually agreed or internationally accepted economic and legal conditions.

The international transportation of goods is also understood as the transportation of goods for the needs of industry or trade for a fee or without one in the case when there is at least one crossing of the border between the two countries on the route [2].

International transportation is a combination of solutions for the delivery of cargo from the sender in one country to the recipient from another. The delivery process involves:

1. Transport – road, rail, air, sea, which transports goods.
2. Warehouses where goods are moved for storage or additional processing.
3. Equipment and personnel who perform loading and unloading operations, including when changing vehicles.
4. Employees of the logistics company who organize the documentation of international cargo transportation, coordinate co-executors, control deadlines, and also inform the customer about the movements and changes in the status of the cargo.

The largest share of exports of transport services of the Republic of Belarus falls on road transport, as of 2021 – 39% of the total volume. The importance of road transport in international transportation is due to the possibility of "door-to-door" delivery of cargo to places that do not have railway or pipeline infrastructure. The share of rail transport accounts for about 28.8% of all export traffic. Independence from weather and climatic conditions, as well as the possibility of transporting goods of any name and size, allows rail transport to take second place in the total volume of exports of transport services. The last place in terms of traffic volume in the export structure is occupied by air transport, only 1%. Air transport is the most expensive mode of transport, despite the speed of delivery, cargo transportation by aircraft is unprofitable.

In terms of cargo turnover in international traffic, rail transport ranks first in terms of the volume of transported goods and the distance of shipments. In 2021, the volume of traffic amounted to 45325 t/km, which is 17,7% more than the same period last year. Including rail transit through the territory of the Republic of Belarus accounts for up to 37,5% of all international traffic. The leading positions of railway transport are due to the large carrying capacity of rolling stock and the possibility of sending a wide range of goods [7].

The strategic goal of the Republic of Belarus, fixed in the Concept of Development of the logistics system of the Republic of Belarus until 2030, is integration into the world trade and logistics space. Membership in the Eurasian Economic Union (EAEU) pursues the goals of unification of customs control procedures to simplify the passage of customs borders of the participating countries, as well as other goals aimed at improving existing international relations [6].

The largest share is accounted for by exports to the Russian Federation – 35% of all shipments. Lithuania accounts for a significant volume of export traffic of about 30% and Latvia – about 11%.

As part of the development of trade and economic relations between the Republic of Belarus and the People's Republic of China, special attention is paid to the international projects "One Belt, One Road" and "Great Stone", which are considered as reference points for the construction of the Silk Road Economic Belt. The Belarusian Railway is actively working to create conditions for expanding the flow of goods not only from China to Europe, but also to promote Belarusian export products to the Chinese market, thereby demonstrating the benefits of the overland route.

Results: based on the results of the studied data, possible options for the development of the transport network of the Republic of Belarus, its place and importance in international logistics were identified.

Conclusion. Thus, Belarus, being in a favourable geographical position, has opportunities not only for the development of its transport network, but also for the activation of trade relations with the EAEU member states. The integration of the Republic of Belarus into the international transport space as a full-fledged partner of such giant countries as Russia and China will allow Belarus to take its place in the international arena.

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LEGAL FRAMEWORK FOR NATIONAL ADOPTION IN THE REPUBLIC OF BELARUS

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Keywords: adoption, national adoption, forms of placement of children in the family.

National adoption is a priority form of placement of orphans, children left without parental care, for upbringing in a family. If it is impossible to adopt them, they are subject to placement in a guardian or foster family, a family-type orphanage, and in the absence of such an opportunity, in children's boarding institutions. In all these cases, family ties, ethnic origin of children, belonging to a certain religion and culture, native language, the possibility of ensuring continuity in upbringing and education should be taken into account [1]. Adoption is a way to ensure the rights of orphans and children left without parental care for family upbringing.

Thus, the purpose of this work is to analyze the features of the legal regulation of the institution of national adoption in the Republic of Belarus as the most priority form of placement of children for upbringing in a family.

Material and methods. The basis of the study is the Constitution, the Code of Civil Procedure, as well as the legal acts of the Republic of Belarus, which regulate the forms of placement of children in a family. The formal legal method and the method of specific legal analysis were used in the work.

Findings and their discussion. In the Republic of Belarus, the fundamental rights and freedoms of parents and children are enshrined at the constitutional level. Thus, «marriage, family, motherhood, fatherhood and childhood are under the protection of the state. Parents or persons replacing them have the right and obligation to raise children, take care of their health, development and education. A child should not be subjected to cruel treatment or humiliation, involved in work that may harm his physical, mental or moral development». It is important to note that «children can be separated from their family against the will of their parents and other persons replacing them, only on the basis of a court decision, if the parents or other persons replacing them do not fulfill their duties» (art. 32 of the Constitution) [2].

The main provisions that fully reveal the legal status of orphans and children left without parental care in the Republic of Belarus are contained in the Code on Marriage and Family. Thus, according to the Marriage and family code, «adoption is a legal act based on a court decision, by virtue of which the same rights and obligations arise between the adopter and the adopted child as between parents and children». In accordance with art. 120 «adoption is allowed in relation to orphans, children left without parental care, if they have not acquired legal capacity in full. Adoption is also subject to children whose only (one) or both parents have died; deprived of parental rights; have given consent to the adoption of the child and have been recognized by the court as legally incompetent, missing or dead; unknown» [3]. It is specifically stipulated in national legislation that the adoption of brothers and sisters by different persons, as a rule, is not allowed, except in cases where it is in the interests of children.

According to art. 122, consideration of cases on the adoption of a child is carried out by the court in the order of special proceedings according to the rules provided for by the civil procedural legislation. Cases are considered with the obligatory participation of the adoptive parents themselves, guardianship and guardianship authorities, the prosecutor, and in cases of international adoption – with the participation of the National Center for Adoption. For the adoption of a child, it is necessary to conclude the guardianship and guardianship authority on the validity of the adoption and on its compliance with the interests of the adopted child, indicating information about the fact of personal contact between the adoptive parents (adoptive parent) and the adopted child. The court is obliged, within three days from the date of entry into force of the court decision on the adoption of the child, to send an extract from this court decision to the body registering acts of civil status, at the place where the decision was made, to the guardianship and guardianship authority at the place of residence adoptive parents and the National Center for Adoption.

The Marriage and family code provides for certain criteria that an adoptive parent must meet in order to adopt a child:

– age: the difference in age between the adopter and the adopted child must be at least 16 years and not more than 45 years. However, when a child is adopted by a stepfather (stepmother), as well as for other reasons recognized by the court as valid, the age difference may be reduced or increased.

– the absence of the circumstances provided for in art. 125 of the Marriage and family code: «Able-bodied persons of both sexes can be adoptive parents, with the exception of persons suffering from chronic alcoholism, drug addiction, substance abuse; who, for health reasons, cannot be adoptive parents; deprived of parental rights»; former adoptive parents removed from the duties of a guardian or custodian due to improper performance of their duties by the adoptive parent; having a conviction for intentional crimes, as well as persons convicted of intentional grave or especially grave crimes against a person; persons whose children were recognized as in need of state protection in connection with the non-fulfillment or improper fulfillment by these persons of their duties for the upbringing and maintenance of children; who do not have a permanent place of residence, as well as a dwelling that meets the established sanitary and technical requirements; who at the time of adoption do not have an income that provides the adopted child with a living wage; spouses, one of whom is recognized by the court as incapable or partially capable [3].

In addition to the established criteria for an adopter, the Marriage and family code also contains the necessary conditions for the adoption of a child. So, for the adoption of a child, the consent of his parents is necessary. It is not required if they are unknown; deprived of parental rights; recognized by the court as incompetent; recognized by the court as missing or dead. If the child to be adopted has reached the age of 10, then his consent must also be obtained for adoption. When a child is adopted by one of the spouses, the consent of the other spouse to adoption is required, unless the child is adopted by both spouses.

Conclusion. Thus, in the Republic of Belarus, a legal framework developed at a sufficient level in the field of adoption has been created and is functioning. The right of children to a family is constitutionally enshrined, and special sectoral legislation fully discloses the concept of national adoption and other forms of placement of children in a family. We also note that the Republic of Belarus strives to respect the legal rights and freedoms of children and creates all the necessary conditions for their implementation in accordance with generally recognized international standards.

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FEATURES OF LEGAL REGULATION MARRIAGE AND FAMILY RELATIONS.

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Keywords: marriage, family, legal relations, relationship, spouses.

The relevance of studying this topic is due to the fact that in recent years, scientific interest in the problems of the institution of marriage has increased markedly, a large number of scientific publications on this topic have appeared. Where the authors touch on various issues in this area. However, this is not enough. Since the institution of marriage is presented only in general terms, many issues that require scientific understanding remain unresolved. On most issues there is no unity of views.

Material and methods. The material for writing the work was such regulatory legal acts as the Constitution of the Republic of Belarus, the Code of Civil Procedure of the Republic of Belarus and others, as well as statistical data. During the study, the following methods were applied: analysis, synthesis, formal legal.

Findings and their discussion. Since ancient times, the family has been considered the highest value of a person, the highest indicator of the level of moralization of society. Over the centuries, the customs of its formation have changed, improved, progressed. The legislation on marriage and the family of any state is the legal basis on which relations in the family between spouses, parents and children, formed on the basis of morality, traditions, religion, are built. Our state, having chosen the status of a democratic state, puts the development and strengthening of the institution of family and marriage as a paramount task for each new generation.

"Marriage is a voluntary union of a man and a woman, which is concluded on the conditions provided for by the Code of Civil Procedure, is aimed at creating a family and gives rise to mutual rights and obligations for the parties" [1].

According to statistics over the past three years in the Republic of Belarus, the number of concluded marriage unions is unstable. According to the National Statistical Committee, in 2019 there were 62744 marriages, in 2020 – 50384, and in 2021 in total – 59649 [2].

Divorce statistics have the following indicators: 2019 – 34470, 2020 – 35144, 2021 – 34386 [3]. Having considered the statistics on divorces, we can conclude that their number is kept almost at the same level. But comparing them with the number of marriages, we see that more than half of the families break up.

It is the state that is interested in influencing the matrimonial sphere, which necessitates the legal regulation of relations between a man and a woman and the formation of legislation that will stabilize marriage and family relations and create the conditions necessary and sufficient for concluding a lasting marriage and developing sustainable family relations.

The institution of marriage is a key one in the science of family law. The need for close attention to the issues of the institution of marriage is caused, first of all, by the formation of the legal system of the Republic of Belarus, the improvement of legislation on marriage in the family, the functioning of the rule of law, the implementation of political and economic reforms, the need to improve the general culture of society and, above all, legal culture. Despite the fact that the legislation of the Republic of Belarus regulates in some detail the conditions and procedure for entering into and terminating a marriage, at the same time, it contains gaps and contradictions.

Conclusion. Marriage and the family are among such phenomena, the interest in which has not weakened since their inception to the present day, which is explained by their versatility and significance in people's lives. To strengthen family relations, additional measures aimed at supporting families are needed.

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SYSTEM OF CIVIL SERVICE IN THE REPUBLIC OF BELARUS

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Keywords: public service, public service system, public civil service, service in paramilitary organizations, military service.

In accordance with article 1 of the Law “On Civil Service”, civil service is a professional activity of citizens of the Republic of Belarus holding public positions, carried out for the purpose of directly exercising state powers and (or) ensuring the performance of the functions of state bodies or officials of the Republic of Belarus. This activity is carried out on behalf of the state and in the areas most significant for the Republic of Belarus, in connection with which there is a need to clearly regulate its passage, admission, legal status of persons in the service. This law does not regulate the activities of specific organizations, individual employees, it basically establishes the rules for organizing the service, namely its status, requirements for those entering the service, their rights and obligations, restrictions, rules of professional ethics, certification, responsibilities.

The purpose of this study is to identify the features if each type of service, as well as to conduct a comparative analysis of the legislation.

Material and methods. The legal basis is the Law on Public Service. The main methods of writing the article are the method of analysis and comparison.

Findings and their discussion. In the Republic of Belarus, the state civil service, the state military service, as well as service in paramilitary organizations are enshrined at the legislative level.

In 2022, a new Law “On Public Service” (further the Law) was adopted, which for the first time consolidated the system of public service. Thus, in accordance with article 2, the civil service system consists of the state civil service, military service, as well as service in paramilitary organizations. Each type of service differs mainly in the place of passage, in tasks, as well as in the requirements for candidates. So, civil service includes service in the prosecutor's office, in the judiciary, in the executive and legislative authorities, in the custom authorities. Military service includes service in the Armed Forces of the Republic of Belarus, and service in paramilitary organizations includes service in the Investigative committee, in state security bodies, in internal affairs bodies, etc. [1].

Before the adoption of the new Law, in theory, another system was singled out, which included civil service, militarized service, as well as service in state institutions. Service in institutions was not legally fixed and had a number of features: the optional citizenship of the Republic of Belarus, the absence of classes, ranks, class ranks, the lack of power, etc. Unlike the current norms, the militarized service combined all the bodies that are now separate defined in both military and paramilitary bodies. This division is due to the specifics of the activities of the Armed Forces, their tasks, legal status, powers, as well as the titles that are assigned to employees. Also, the lack of service in institutions, its consolidation and recognition at the legislative level can be explained by the nature of service, and the possibility of a foreign person being in the service does not fully meet the requirements of the legislation for candidates, since the service is carried out to implement the main tasks and functions of the state, and also accordingly there are no state powers, which are the main characteristic differences that are not typical for state activities.

Conclusion. Thus, for the first time, a system of public service was fixed at the legislative level, which differs significantly from the system that was previously distinguished in theory: there was a separation of service in the Armed Forces into a separate type of service as military, and there is still no legislative consolidation as a type of service in institutions because of its nature and subject composition. We believe that the legislative consolidation of certain types of service helps to clearly define the scope of the legislation in relation to employees, and the consolidation helps to determine the legal status of employees, as well as the difference between them.

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LEGAL PROTECTION OF THE FAMILY AND MATERNITY IN THE CONSTITUTIONAL AND SECTORAL LEGISLATION OF THE REPUBLIC OF BELARUS AND FOREIGN COUNTRIES

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Keywords: women's rights, gender equality, maternity protection, reproductive health.

In order to ensure demographic security, one of the priority areas of the health systems of any State is the state protection of the health of mothers and children, the creation of conditions for the birth of healthy children, the reduction of child disability, the reduction of infant, child and maternal mortality.

The purpose of this publication is to analyze the state of constitutional and sectoral legislation of the Republic of Belarus and foreign countries, ensuring the protection of women's health and motherhood.

Material and methods. The main basis of the study is the legislation of the Republic of Belarus, Germany, Moldova, etc. Formal-legal and structural-analytical methods were used in the work.

Findings and their discussion. The protection of the family and motherhood is enshrined in most democratic countries at the highest legal level – in the Constitution. In accordance with Article 32 of the Constitution of the Republic of Belarus, "marriage as a union of women and men, family, motherhood, fatherhood and childhood are protected by the state" [1].

According to Article 24 of the Law of the Republic of Belarus "On Healthcare", "motherhood is protected and encouraged by the state. Women are guaranteed medical supervision and provision of medical care in stationary conditions in public health institutions during pregnancy, childbirth and in the postpartum period" [2]. In accordance with art. 27 of the Act, a woman is granted the right to independently decide on the issue of motherhood, however, in order to prevent abortion, "conditions should be created in health care organizations for ... conducting pre-abortion psychological counseling of women who have applied for an artificial termination of pregnancy," which also "has the right to determine family members in respect of whom also, "such a consultation can be conducted in compliance with the requirements of legislation in the field of psychological assistance" [2].

The special protection of the State of marriage and family is also provided by the Constitution of the Federal Republic of Germany, "every mother has the right to protection and support of the community" [4, Article 6]. Similar provisions are contained in the Constitution of Italy: "The Republic recognizes the rights of the family as a natural union based on marriage" [5, v. 29] and many others.

Article 2 of the Family Code of Moldova states that "family and family relations are protected by the State. The regulation of family relations is carried out in accordance with the principles of monogamy, the voluntary marriage of a man and a woman, the equality of spouses ..., mutual moral and material support, the preservation of marital fidelity, the priority of raising children in the family, caring for the maintenance, upbringing of imperfect and disabled family members, protection of their rights and interests, resolution of intra-family problems by mutual consent, the inadmissibility of arbitrary interference by anyone in family affairs, Article 5 establishes equality in family relations "regardless of gender, race, nationality and ethnicity, language, religion, political and other views, property status and social origin" [6].

In the Republic of Belarus, the Labor Code provides for the longest parental leave in the world – until the child reaches 3 years of age, the possibility of dismissal until the child reaches 5 years of age [3, Articles 185, 261-5(2)]. Other countries also encourage the use of ear benefits for a child to compensate for the costs of child care. For example, in Slovakia, the 2011 reform allows parents to receive full child care allowance (about $270 per month in 2014) regardless of the number of hours worked or the level of earnings [7]. In France, the system of parental leave has been reformed in accordance with the 2014 Law on Equality between Women and Men in order to promote an increase in the number of men receiving parental leave. "Parents with one child who previously had the right to six months of parental leave can now take another 6 months only if the second parent is also the recipient of the leave. The leave remains available to parents even after the birth of the second child for 3 years, on the same condition that the co-parent is the beneficiary, or, in the absence of this condition, for two and a half years. In addition, on an experimental basis, the law introduced a shorter period of more highly paid parental leave (18 months) for parents with at least 2 children" [8].

In the report "Are the world's richest countries family-friendly? Policy in the OECD and EU", which examines in more detail the issue of full paid parental leave in 41 countries, notes that only half of the countries provide mothers with full paid leave of at least 6 months. The largest fully paid leave for mothers, the duration of which is 85 weeks, is provided in Estonia, followed by Hungary (72 weeks) and Bulgaria (61 weeks) [9].

In the last decade, a general trend has been the legislative provision of parental leave to fathers. Thus, in Iceland (along with Japan, Norway, Portugal, Sweden), they are granted one of the longest periods of non-transferable paternity leave (up to 5 months from 2016), paid for the entire period with a social benefit of 80% of previous earnings. In 2009, 96 fathers took leave for 100 mothers, who took and used this leave for an average of 99 days. In addition, according to a 2007 survey, 86% of women and 73% of men stated that their employer has a positive attitude towards their parental leave [9]. A wide list of close relatives entitled to parental leave, except for the mother, is also contained in Article 185 of the Labor Code of the Republic of Belarus, which is a positive side of the domestic legislation.

Conclusion. Thus, in order to achieve the goals of protecting the family and motherhood in any country, it is necessary to improve special legislation that promotes gender equality and the suppression of discriminatory gender phenomena; allocate the necessary material resources for the implementation of special state programs that provide for a whole range of measures in this area, increase the investment of organizations for protection of women's rights to enhance their activities. Timely provision of comprehensive medical care by health authorities to pregnant women also plays an important role.

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CURRENT PROBLEMS OF ENSURING THE RIGHTS OF MIGRANTS IN CENTRAL EUROPEAN COUNTRIES

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Keywords: migration policy, migration crisis, temporary protection, refugee families, migrant children.

The countries of the European Union remain one of the priority areas for migration from Africa and the Middle East. Since February 2022, a significant proportion of EU immigrants are Ukrainian refugees. There are a large number of families with children among those staying, which is explained by the presence of certain benefits and allowances for this category of migrants. Nevertheless, a sharp increase in migration flows leads to possible failures in the provision of promised assistance and makes it difficult to implement the rights and freedoms of migrants in practice. In this regard, the migration policy of the EU member states, where a significant increase in the number of visitors has been observed in recent years, is of particular interest for the study.

The purpose of the study is to analyze the current problems of ensuring the rights of migrants in the countries of Central Europe.

Material and methods. The materials of the study are the law-making and law enforcement practice of specialized state bodies of the Central European states on the regulation of current migration processes. The main research methods were the methods of specific legal and comparative legal analysis.

Findings and their discussion. When describing the migration policy of the EU member States, it should be noted that the norms of national migration legislation are based on the principles and main directions of EU legislation, which significantly complicates the implementation of independent migration policy by states. Recently, the European Union Directive on Temporary Protection, which was created in 2001 for use in exceptional circumstances when the national asylum system in EU countries is experiencing problems with a massive influx of refugees, has been increasingly criticized. For more than 20 years, it was in "sleep" mode, until its activation on 03/04/2022 in connection with the Ukrainian crisis. The essence of the directive is to provide a kind of "express package" of assistance for people who have urgently left their homes. The certificate provided with temporary protection allows you to close the basic needs of a person in a new place, you can stay with him in the country that accepted him legally without regard to visa restrictions – in the best conditions until the situation in your home country becomes safe. The satisfaction of basic needs includes the provision of housing, food, a workplace, medical care, the provision of educational opportunities for children, the availability of other certain benefits, including free travel in public transport [1].

Nevertheless, the provision of such support to refugees requires a lot of costs on the part of the host State. So, in the spring of 2022 alone, more than 325000 Ukrainians arrived in the Czech Republic, which forced the Czech authorities to apply to the European Commission for financial assistance. It takes about 2 billion euros to accommodate such a large number of people, it is noted that this amount is not enough for a long period [2].

However, material problems are not the only ones that state bodies have to solve. The introduction of support for refugees in the form of humanitarian aid has led to an increase in people wishing to receive it, posing as Ukrainians. In this regard, the Czech authorities were forced to tighten passport control for those arriving from Ukraine – migrants will have to present documents with a stamp on crossing the Ukrainian border [3]. In addition, in September 2022 Czech Prime Minister Fiala announced the temporary introduction of a border regime on the border with Slovakia. These measures are related to the growth of illegal migrants using the Czech Republic as a transit territory on their way to Germany. Counting on the heavy workload of migration services in connection with the Ukrainian crisis, from July to September, 9.5 thousand illegal immigrants came to the Czech Republic, among whom the majority are Syrians. At the same time, the same indicator for 2021 did not exceed 1.3 thousand people [4]. Such measures were negatively met by the Government of Slovakia, which declared a violation of the Schengen Code by the Czech Republic, pointing out that according to its provisions, the introduction of internal border control is possible only at the very last turn, when all other possibilities for resolving the situation have been exhausted [5].

It should be noted that the measures taken allowed the Czech law enforcement agencies to more effectively identify smugglers of illegal migrants. In a few months of 2022, 30 Ukrainians, 24 Czechs and 17 Syrians were detained, performing the function of "guides" for anyone who wants to cross the border without having legal grounds [6]. These statistics may indicate a criminal border crossing scheme developing in the Czech Republic, which, in turn, may lead to the organization of an "international mafia" earning on illegal migration, as it was, for example, in Spain [7].

Certain difficulties in working with refugees are also noted in the sphere of their socialization. The local population does not always treat visitors kindly, spreading discriminatory policies against them. Thus, according to Czech media reports, many Ukrainian migrant children faced bullying in schools of the host countries. Among the common grounds for harassment, there is a poor command of the national language of the country, differences in appearance with the indigenous population, the existing difference in school curricula [8]. In this regard, preventive work in educational institutions, psychological assistance to children, work on the integration of refugees into the local environment of the country can be a positive step.

Conclusion. Thus, the migration policy of the Central European states is influenced by supranational bodies and EU legislation. In modern conditions, accompanied by a sharp increase in the number of refugees, it became necessary to apply the directive on temporary protection, which had not been tested in practice until that time. This situation has shown a certain unpreparedness, including in the material sphere, in ensuring the rights and freedoms declared in the NPA for refugees, which forces countries to look for independent ways to solve emerging issues. It should be noted that in order to resolve local problems with migrants and protect the interests of their country, state agencies resort to introducing stricter autonomous measures, which are not always approved by other EU member states. These measures are insufficient to fully resolve the migration crisis, but they have a certain positive effect in certain areas of migration policy.

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CRIMINOLOGICAL CHARACTERISTICS OF WOMEN'S CRIME IN THE REPUBLIC OF BELARUS: SPECIFIC FEATURES, CHARACTERISTICS AND MEASURES TO PREVENT IT

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Keywords: women's crime, criminological characteristics, causes of women's crime, portrait of a woman-criminal, crime prevention.

The relevance of the study is determined by the fact that the phenomenon of female crime is multifaceted and multifaceted**.** Interest of the problems of women's crime is determined by the presence of objective features characteristic of this type of crime. As a historically and culturally conditioned phenomenon, women's crime is inevitably influenced by rapidly changing social conditions. The role of a woman in modern society is changing – she is almost equal to a man in a set of social and professional roles, the right suggests equality regardless of gender. Nevertheless, female crime is not identical to male crime. The peculiarities of women's crime also determine the need to develop measures to prevent it.

The purpose of the study is a systematic and detailed research of women's criminality as a social and legal phenomenon, its characteristics and characteristic features.

Material and methods. The features of female crime, development trends and measures to prevent it are studied. Two of the most common conclusions of criminology state that participation in illegal activities decreases with age and that men are more likely than women to break the law at any age. Thus, gender is the best indicator for predicting crime: in all known societies at all historical times, men have committed more crimes than women.

The methodological basis of the study consists of a dialectical method of cognition and system analysis, generalization, method of synthesis, formal legal, statistical methods.

Findings and their discussion. Women's crime is an indicator of the moral health of any society. Taking the classical criminological definition of crime as the basis, we note that female criminality (female criminality) is a historically changeable social and criminal-legal negative phenomenon, which is a set of crimes committed by females in a certain territory in a certain period of time.

Factors contributing to the growth of crime among women are shortcomings in the organization of leisure activities, low cultural, educational and professional level.

The causes of women's crime are social in nature, the causes of crime are closely related to certain, specific conditions of society, and the place of women in the system of social relations, their role and functions are important, and therefore, unfortunate as it is, female crime is an inevitable and natural phenomenon, constantly arising in the course of social development.

Professor Y.M. Antonyan in his scientific work "Crime among women" identified the following phenomena and processes that lead to the commission of crimes by women:

1) the active participation of women in social production;

2) Weakening of social institutions, primarily the family;

3) increased tension in society, the emergence of
conflicts and hostilities arising in society;

4) growth of anti-social phenomena, such as drug addiction, alcoholism, prostitution, vagrancy and begging [1, p. 54]

According to V.N. Kudryavtsev, women's crime differs from men's crime by the nature of the crime, its consequences, ways and means of committing a crime, the choice of the victim and the concurrence of family and domestic circumstances. Women's crimes differ from the crimes committed by men by being more emotional and rash [2, p. 582].

It should be noted that the structure of female criminality, without repeating male criminality, is determined by those types of crimes which are most inherent and committed by women. Most often the latter commit socially dangerous acts against property, the most widespread type of crime is. This category of crimes occupies 15% of the total crime rate of women. A typical crime for women is the murder of a newborn child by the mother – infanticide, and, unlike other types of murder, the deprivation of life of a newborn child is quite widespread in rural areas. As a rule, such acts are committed by young women, who are still poorly adapted, i.e. who do not have a family, sufficient material support, and their own homes.

No such crimes were registered in 2021. Of the 310 murders, 52 were committed by women. As for crimes against property, in 2021 a total of 10.789 thefts were discovered, of which 1,756 were committed by women; robbery, a total of 1,214, of which 123 were committed by women; extortion: a total of 36 individuals were detected, of whom 2 were women; fraud: a total of 1,084 individuals were detected, of whom 248 were women [3].

Thefts are most often committed by women in cities, this is explained by the fact that in cities there are more stores, retail outlets, catering facilities, a greater number of people compared to rural areas also plays a major role, since with such a large mass of population this category of crime is most difficult to detect in cities.

Violent crime occupies a separate place in the structure of women's crime. We are used to thinking that women and violence are not comparable categories, but investigative and judicial practice proves the opposite. Murders are committed by women, as a rule, on the basis of personal hostile relations, family and domestic problems, abuse of alcoholic beverages. That is, they are predominantly of an emotional nature. Many crimes are committed by women on the basis of pronounced unlawful behavior of the victims themselves.

The criminological portrait of the personality of a woman-offender is specific. As a rule, it is a woman aged 30-49, with specialized secondary education, able-bodied, but with no permanent source of income, living in the city, suffering from neurological disorders of various nature and severity, in most cases having committed a crime against property, with an unexpunged and unexpunged criminal record at the time of the criminal act.

The problems of preventing women's crime must be addressed as part of the fight against crime in general. At the current stage of development of preventive work, it is important to develop the ideas of restorative justice. It involves a process by which all parties affected by a crime decide together how to deal with the results of that crime and its consequences for the future [4, p. 17].

Conclusion. It is necessary to develop a special program, which would include special techniques and methods of impact on women's criminality. We need special programs for the development and support of the family, the foundation of our society. It is necessary to stabilize our state economically and politically.

Identification of female criminality as an independent branch of crime is determined by its specificity, which is predetermined by socio-psychological and psychological characteristics of women who have come of age, their position and role in the system of social relations.

Any criminal behavior, regardless of who commits it, is a socio-historical phenomenon, the qualitative features of which are reflected in the cultural space. Today the phenomenon of female criminality is relevant, it is, sadly, actively progressing and needs more thorough and in-depth study.

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GEOGRAPHY OF CRIME IN THE STRUCTURE OF CRIMINOLOGICAL KNOWLEDGE

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Keywords: geography of crime, criminology, geography, crime, causes of crime.

The relevance of the study lies in the fact that the concept of "geography of crime" is relatively young in the science of criminology. There is much debate as to whether it is a concept of criminologists or geographers. In this paper we have tried to sort it out and concluded that the concept has more to do with the science of criminology.

The purpose of the study is a systematic and detailed consideration of the concept of "geography of crime", its content, which is ambiguously interpreted in science.

Material and methods. The concept of the geography of crime and its trends are examined. There are two theories according to which this concept belongs to geography, or to criminology. Modern scholars refer "geography of crime" to criminology, as there are very many issues related to jurisprudence in the study.

The methodological basis of the study consists of a dialectical method of cognition and system analysis, generalization, method of synthesis, formal legal method.

Findings and their discussion. The concept of "geography of crime", which is part of a science such as criminology, is increasingly making sense in modern domestic science. The concept itself originated in the early 19th century with foreign geographers. In Russian science, the term began to be actively used in the works of criminologists as a synonym for the territorial distribution of crime or territorial differences in crime rates from the 1970s.

In different periods, different researchers have classified geography of crime in different scientific disciplines. At first, the notion belonged to the socio-humanitarian block, namely geography. Nowadays, it belongs to socio-legal science, i.e. criminology.

As this notion is rather vast and covers large areas of knowledge, the question arises: is it more criminological or geographical term? So far, in our view, there is no definitive answer. There has been a long-standing debate among scholars on the subject [1].

We need to try to understand what the true purpose of crime geography is and how objective the claims of geographical science are in recognizing their priority in developing problems related to the study of the influence of natural and geographical environment objects on crime rates. In our view, it is still a criminological term. The branch of geography covers much less than criminology. The geography of crime studies the distribution of crime in a given territory over a period of time and how this is influenced by various factors. For example, population density, demographic, sex and age structure, climate, etc. [2].

In general, the issue of the existence of geographical factors of crime and determining their impact on the growth or decline in criminal activity of the population in a particular area has interested representatives of criminological science for a much longer period than geographers. This proves once again that the term "geography of crime" has more to do with the science of criminology. Forces of nature and acts of criminal behaviour cannot be borderline, the former are never the direct cause of the latter – there is always a link between them in the form of certain social contradictions, the negative consequences of which may create conditions and then causes of crime [3, p. 35].

As for the introduction of synonyms of crime geography, such as geocriminology, or renaming it in such a way, this step does not seem quite appropriate either. Firstly, the term "geography of crime" is firmly established in science. And secondly, the use of the word "criminology" contributes to an unduly expansive interpretation of the proposed term.

Crime is any illegal act punishable by law. Reflection on crime, delinquency and the fear of crime has led to certain conclusions. These findings show how different geographical environments can and do shape crime and criminogenic outcomes. What is of interest to scholars is where crime occurs in spatial environments, why some places are more prone to crime than others, and how conditions in space shape crime.

The literature highlights that the relationship between crime and geography remains controversial as a result of the interference of 'individual factors' and 'environmental factors' or a combination of both. Some scholars believe that the extent to which nature and upbringing influence crime and fear of crime is important. It has been interestingly suggested that the fear of crime or the risk of becoming a victim of crime is unevenly or non-randomly distributed across space, and that these differences reflect the level of socio-economic differences between and within areas [4, p. 233-234].

Conclusion. Neither economics nor geography is better prepared to deal with the emergence of crime than jurisprudence and its separate branch, criminology, which was originally formed as a comprehensive social and legal science designed to synthesise methods and achievements of related branches of knowledge in order to study the social phenomenon of crime.

The study of the geography of crime is one of the most complex and difficult criminological tasks, as it requires serious familiarity with many humanities (sociology, socio-economic geography, regional economics, socio-economic statistics), not only with their theoretical foundations, but also with the current state of affairs in them and the development prospects of these sectors.

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THEORETICAL AND APPLIED ASPECTS OF PHYSICAL CULTURE, SPORTS AND TOURISM

REASONS FOR THE END OF A SPORTS CAREER

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Keywords: sports career, athletes-gymnasts, sports activity, sports qualification, young men, training activity.

The end-of-sports phase is not well described in the current sports literature. "Anecdotal research in this area indicates that many athletes are unprepared for the end of their sporting careers and the transition to a new life environment" [1, 2]. It has been found that "an athlete's adaptation to social life outside sport depends on the level of performance: the higher the performance, the more difficult the social adaptation" [3, 4]. Consequently, there is a need for research aimed at identifying the factors on which the success of the process of completing a sports career depends. In this regard, the aim of the work was to identify the reasons for the termination of the sports career of athletes involved in gymnastics and acrobatics.

Material and methods. A questionnaire including 23 main reasons [5] was used to identify the main reasons for sports career termination. The study involved 40 former pupils of the Vitebsk Children and Youth Sports School of Olympic Reserve № 1 (boys from 16 to 20 years old) who were divided into two groups. The first group included the sportsmen who have finished their sports career with 1 junior and 1 adult sports qualification (n=24). The second group of respondents included former athletes with MS and KMS titles (n=16). The following methods were used in the study: analysis of literature sources, questionnaires, methods of mathematical and statistical data processing.

Findings and their discussion. The results of the study are presented in the table. The most common reasons given by young athletes who have finished their sports career with 1 youth and 1 adult sports qualification are: loss of interest in training, family formation, illness or injury. A survey of athletes who finished their sports careers with the MS and KMS categories revealed that the difference in qualifications has a significant impact on their outlook and understanding of the real reasons for completing their sports careers. The most frequently cited reasons were: "achievement of the intended goal", "loss of interest in sports activities or emergence of new interests", "illness or injury".

Table – Reasons for ending a sports career, %

The reason	Athletes who finished their sporting career with 1 junior and 1 adult grade, n=24	Athletes who finished their sporting career with MS and KMS titles, n=16
1. It is difficult to combine school (university) with active sporting activities	50%	12,5%
2. It is a long way to get to class	12,5%	25%
3. Not happy with the team (team, group relationships)	25%	62,5%
4. New interests and hobbies have emerged	75%	87,5%
5. Conflicts with the coach	12,5%	12,5%
6. Lack of confidence in your own abilities	25%	12,5%
7. Illness, injury	62,5%	87,5%
8. Insufficient number of competitions	25%	0%
9. Because of dissatisfaction from family, friends and relatives	12,5%	25%
10. The need to get away from home (work, school) and travel to training camps	25%	50%
11. Unsatisfactory state of the sports facilities	12,5%	12,5%
12. Don't like the sport	25%	0%
13. Don't like the training methods used by the trainer	12,5%	0%
14. Not happy with the need to comply with the regime	37,5%	75%
15. Forced change of coach	12,5%	50%
16. Fear of doing certain exercises	62,5%	25%
17. Family formation (marriage, birth of a child)	0%	62,5%
18. Achieving the intended goal	50%	75%
19. Poor material conditions	12,5%	25%
20. An age that does not allow for high performance	37,5%	62,5%
21. Loss of interest in sport	62,5%	62,5%
22. Artificial age restriction of participation in competitions	0%	50%
23. Expulsion from a club, organisation	0%	25%

The least popular reasons for respondents in the two groups were: "dropping out of club, organisation", "artificial age restriction of participation in competitions", "family education", "not enough competitions", "do not like the sport", "do not like the training methods used by the coach".

Conclusion. The reasons for the end of a sport career in youth depend on the level of sport qualification. Timely identification of the reasons will help coaches and parents to predict possible sporting contradictions and to find other countervailing motives if it is not appropriate for an athlete to leave.

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DISTRIBUTION OF FAT AND MUSCLE COMPONENTS OF THE BODY OF SWIMMERS OF VARIOUS QUALIFICATIONS

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Keywords: body composition, fat and muscle mass, asymmetry, qualified swimmers.

Relevance of the research. During the professional training of swimmers, it is necessary to seriously approach the morphofunctional features of each athlete for the competent construction of the training process [1]. It is necessary to take into account not only age and gender characteristics, but also the distribution of fat and muscle mass along the body [2]. The latest non-invasive research methods allow for a minimum period of time to perform a segmental analysis of the body of the student's body [3].

The purpose of the research: to identify options for the distribution of fat and muscle body mass of athletes of various qualifications engaged in swimming.

Material and methods. The study of scientific and methodological literature made it possible to analyze the morphological features of persons of youthful and first mature age engaged in various sports. Bioimpedance measurement and methods of mathematical statistics were also used in the study. In the conditions of the research laboratory of the Department of Anatomy and Biomechanics of the University of Sports, 32 qualified swimmers of different sexes were studied. The average age was 18,6 years. Female persons entered the first group of athletes, male persons entered the second. Among the girls, 25% had the title of MS of the Russian Federation, 62,5% – CMS. Among males, 17,4% each had the title of MS of the Russian Federation and I category, 60,9% – CMS.

Findings and their discussion. Using the Tanita BC 601 electronic scales, the body fat and muscle mass of athletes on the upper, lower limbs and trunk was determined. The overall indicator of the severity of muscle mass in male swimmers was 60,2 ± 1,4 kg, which in relative terms corresponds to 82%. Segment-by-segment analysis on the upper limb of both arms showed that the muscle mass on the right was 3,67 ± 0,2 kg, on the left 0,32 kg more, which may indicate left-sided asymmetry (Table 1). A similar pattern is observed on the lower limb with a left-sided displacement of muscle mass by 1.22 kg. In the torso area, the severity of the muscular component reached 31,1 ± 1,6 kg. The muscle mass of the lower extremities relative to the average body weight was 28,9%, the upper – 10,4%, the trunk – 42,1%.

Table 1 – Indicators of fat and muscle mass of qualified male swimmers

Indicators	M±м	σ	V%
Muscle mass (MM), kg			
General MM	60,21±1,42	6,3	10,6
MM right hand	13,73±0,2	1,74	19,16
MM left hand	15,26±1,4	3,7	46,4
MM torso	31,11±2,1	3,22	9,8
Fat mass (FM) %			
General FM	12,69±1,2	4,3	33,9
FM right hand	24,24±2	12,08	52,8
FM left hand	25,42±1,1	12	47,8
FM torso	12,47±1,5	3,85	30,8

In girls, the content of the muscle component corresponds to 43,2 ± 0,96 kg, the relative values reached 76,5% (Table 2). Comparative characteristics on the upper extremities revealed a slight right-sided asymmetry of muscle mass by 0.03 kg. On the lower extremities, the average values of muscle mass shifted towards the left leg by 1.6 kg. As a result, the cross asymmetry of the distribution of muscles on the upper limb to the right, on the lower to the left side was determined. In the body area, the absolute values of muscle mass were 24,6 ± 0,5 kg. The relative figures of muscle mass on the upper limbs reached 7,79% of the total body weight, on the lower – 29,7%, on the trunk – 43,5%.

Table 2 – Indicators of fat and muscle mass of qualified female swimmers

Indicators	M±м	σ	V%
Muscle mass (MM), kg			
General MM	43,2	2,8	6,6
MM right hand	9,7	0,54	13,8
MM left hand	11,2	1,4	25,8
MM torso	24,6	1,5	6,2
Fat mass (FM)%			
General FM	20,3	4,7	23,1
FM right hand	41,3	9,3	48
FM left hand	41,4	10,1	51
FM torso	17	5,1	29

The analysis of the fat component showed that the average values on the right hand of swimmers are 10 ± 1,17%, on the left – 11,31 ± 1,2%. The differences reached 1,31%, left-sided asymmetry was revealed. The fat mass on both legs was 28,2%, on the right leg – 14,24 ± 1,52%, which is 0,28% more than on the left – right-sided asymmetry. On the torso 12,5%.

In the studied girls, the severity of fat mass in relative terms of body weight was 20,3%, a slight shift to the left side by 0,43% occurred on the upper extremities, a right-sided asymmetry was revealed on the lower extremities by 0,7%. 17,1% of the body fat mass was determined in the trunk area. The existing asymmetry in the severity of the fat and muscle components of the body on the upper limb may indicate unbalanced physical activity, right- or left-handed athletes. Differences in the severity of body components on the lower extremities may be due to their different lengths and lead to the development of right- or left-sided scoliosis. The specifics of the sport also have an impact on the distribution of fat and muscle mass along the body.

Conclusion. As a result of the bioimpedance study, original statistical data were obtained on the severity of the fat and muscle components of the body of swimmers of various levels of fitness, sexual and age characteristics, on the basis of which an initial morphological analysis can be carried out In the future, repeated studies will help to identify the dynamics of the desired indicators, analyze the options for the location of the masses along the body and, as a result, determine the individual type of distribution of fat and muscle mass (upper, lower, uniform with a shift to the right or left side). The obtained data can be used by coaches, specialists in the field of physical culture and sports for the competent construction of the training process of athletes engaged in swimming and the necessary correction of posture in swimmers with the presence of right- or left-sided scoliosis.

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FUNCTIONAL ASYMMETRY OF FINGER DERMATOGLYPHICSOF QUALIFIED SWIMMERS

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Keywords: finger dermatoglyphics, qualified swimmers, dermatoglyphic indicators, functional asymmetry, crest score, delta index.

The relevance of research. In the modern world, it is quite difficult to identify predispositions to various types of activities without modern scientific equipment. But there are genetic markers, by quantitative and qualitative indicators of which it is possible without much effort to determine the individual characteristics of those involved in any kind of sport, without taking into account gender, age and level of fitness [2]. Such hereditary landmarks include finger dermatoglyphs, the study of which has been quite relevant in the last few decades [4]. Many works are devoted to the characteristics of patterns on the fingers of both hands in athletes of various sports, but there are not enough studies considering the existing asymmetry of indicators on the fingers of the right and left hands, which may indicate the leading hemisphere of the brain, the peculiarities of perception of the information received, predisposition to various types of motor activity, etc. In our study, dermatoglyphic indicators of qualified swimmers of different sexes are considered. As well as the features of the patterns and their asymmetry on the distal phalanges of the fingers of athletes of various qualifications enables specialists in the field of physical culture and sports to collect the necessary data for the selection and orientation of children starting a sports career [3].

The purpose of the study: to study the asymmetry of the finger dermatoglyphics of athletes of various qualifications involved in swimming.

Material and methods. Based on the studied scientific and methodological literature, using the dermatoglyphics technique and the available methods of mathematical statistics, research data were conducted and analyzed. 31 qualified athletes aged 17–24, engaged in classical swimming, took part in the experiment. Out of the total number of subjects, two gender groups were formed: 8 girls (group 1) and 23 men (group 2). Among the women, 25% had the title of MS of the Russian Federation, 62,5% – CMS, the rest are not lower than the II category. Among males, 17,4% each had the title of MS of the Russian Federation and theI category, 60,9% – CMS, the rest are not lower than the II category. Dermatoglyphic studies were carried out once, because the patterns on the distal phalanges of the fingers are unchanged throughout life. The pattern was determined using the hardware and software complex "Malachite" developed by Bauman Moscow State Technical University and allowed to identify qualitative and quantitative indicators: dermatoglyphic phenotype (DP), crest score (CS), delta index (DI) on the fingers of the right and left hands.

Findings and their discussion. A dermatoglyphic study revealed that among women, the simplest pattern in structure – an arc (A) – was found in 25% of swimmers, loops (L) in 75%, and curls (W) in 62,5% of young women. In males, out of the total number of subjects, arces (A) were found in 21,7% of athletes, loops (L) were found in 100%, curls (W) in 86,9%, and 4,3% of swimmers havea complex (rare) pattern.

The dermatoglyphic phenotype (DP) with the presence of a whorl type of pattern was determined in 27,9% of male swimmers (WL), loops (LW) prevailedin 55.6% of the subjects, 5,5% of the athletes each had the phenotype 10L, LA and AL.

To study the functional asymmetry of finger patterns on the right and left hands, the indicators of the total comb count were divided into two parts: the comb count of the right hand and the comb count of the left hand. Similarly, the indicators of the delta index were revealed (Table 1).

Table 1 – Quantitative dermatoglyphic indicators of the right and left hand of qualified swimmers

Crest score			
	Overall indicator	Right	Left
♀	189,3±65,4	94,3±32,7	95±33,5
♂	201,6±27,5	107,9±14,1	93,7±14,1

Delta index			
	Overall indicator	Right	Left
♀	12±2,7	6,2±1,3	5,9±1,4
♂	12,7±1,2	6,5±0,6	6,2±0,6

The obtained values of general indicators exceed the data available in the literature on the total ridge count by 68.1 ridges in women and by 80.4 in males [1]. The table shows that in swimmers on the left hand, the asymmetry along the ridges is 0.7, in men there is a right-sided asymmetry by 14.2 ridges. There is insufficient data in the literature on the reasons for the differences in quantitative patterns on the fingers of both hands. According to T.F. Abramova's delta index for both hands in swimmers is 13 deltas, which is 1 and 0.3 deltas more than our values [1].

A comparative characteristic of the patterns on each finger of the right and left hands was carried out in order to identify the asymmetry of complex dermatogyphic patterns. The most complex pattern is a curl (W), the average in complexity is a loop (L), and the simplest is an arc (A). The data were given as a percentage (Table 2).

Table 2 – Percentage ratio of asymmetry on the fingers of the right and left hands

		1	2	3	4	5
♀	Right			11,1	22,2	11,1
	Left	22,2	33,2			
♂	Right	16,7	5,5	11,1	11,1	11,1
	Left		27,8	5,5		

From the table values obtained, it can be seen that female swimmers have the greatest asymmetry on the second finger of the left hand in relation to the same finger of the right hand (33,2%). With 22,2% probability, asymmetry occurs on the first finger of the left and fourth finger of the right hand and minor asymmetry occurs on the third and fifth finger of the right hand (11,1%).

Male swimmers have the greatest asymmetry on the second finger of the left hand (27,8%). There is 16,7% asymmetry on the first finger of the right hand. With an 11,1% probability, asymmetry occurs on the third, fourth and fifth fingers of the right hand. With the least probability (5,5%) asymmetry on the second finger of the right and third finger of the left hand.

Conclusion. Finger dermatoglyphics testing is a necessary part of the selection and orientation in sports of children of different genders and ages. The obtained values of qualitative and quantitative indicators of swimmers will help coaches, parents and specialists in the field of physical culture and sports to identify the most effective and efficient children at various stages of training and will allow them to orient themselves in predisposition to a certain type, style and discipline of distances.

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INTERNATIONAL RELATIONS AND SPORT IN THE ONTEXT OF MODERN GEOPOLITICS

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Keywords: international relations (IR), sports, diplomacy, sports federations, sports clubs, geopolitics.

The sphere of International Relations (IR) as an sphere of research has been the subject of intense debate over the past decades. Nevertheless, IR has existed in one form or another for almost 100 years, during which a number of theoretical models have appeared that facilitate the study of international problems. In the academic community, a differentiation is usually made between international relations (usually abbreviated as IR), which relate to an academic discipline with that name, and international relations as a process in world politics. Today, in the era of global geopolitical transformations, the sports ecosystem is strongly influenced by external factors (political and military conflicts, religious and cultural differences, etc.)

To identify the key spheres in which sport collaborate with international relations.

Material and methods. Analysis of literary sources, interviewing, the method of expert assessments, methods of mathematical statistics.

Findings and their discussion. Sport is largely ignored in international relations. The growing economic and political influence of individual countries and regions inexorably causes a rise in the sport of high achievements. At the moment, the phenomenon of the "Global South" is relevant expressed in the shift of the center of power in international sports: the Arab Emirates has become the center of sports governance, and China is getting positions as an international sports nation. In European countries, the classical sports paradigms that have been established for centuries are crumbling and undergoing revision. But despite the global shocks of recent years (the COVID-19 pandemic, military conflicts, anti-doping scandals), sport still remains an essential part of diplomacy, confirmation of the country's status in the international political arena. In this context, the following aspects are most relevant:

• The development of transnational institutions and networks, the growing importance of sport in global governance and further use of sports as tool for foreign policy.

• The role of sports stars, clubs and federations as political players helping to stimulate diplomacy and convey true values to the broad masses of the population.

• The use of sport as a means of promoting social and economic development, as well as human rights. The role of sport in stimulating the processes of individualization (promotion of national sports) and globalization (widespread global sports).

•Participation of the Olympic movement in International diplomacy [7].

Conclusion. The uniting mission of sport is realized in the limit of the Concept of Sustainable Development, by involving participants from all over the world in the support and fulfillment of international programs. Sport is a supranational language that brings together the individuals of different countries of the world.

One example is international football competitions ("World Cups" from 2005 to 2010, in the Turkish Republic of Northern Cyprus, Occitania, Sapmi and Malta), which were held for unrecognized states that currently do not have an official status. This is a huge step in the field of sports diplomacy, allowing us to close our eyes to political differences and restore the dialogue of people and cultures. Definitely, there are limits to what can be achieved with such efforts. Sport is a powerful tool of globalization, exposing the problems of societies: economic, political, gender, religious, etc. The use of sports in order to unite the population and reduce enmity has already proved its worth: the "Peace Match" between Turkey and Armenia, in September 2008, at which the Armenian president invited his Turkish counterpart, taking the first step towards a diplomatic dialogue between the two countries for the first time since the First World War [7].

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ANALYSIS OF HEALTH INDICATORS OF MODERN SCHOOLCHILDREN OF VITEBSK DISTRICT

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Keywords: students, state of health, adaptive potential.

A comparative assessment of the state of health of schoolchildren at all levels of education in institutions of general secondary education of the Vitebsk district was taken out. It was found that the studied health indicators are significantly worse in high school students compared to primary school students (chronicity of the pathological process, deterioration of adaptive and adaptive reactions of the body), which indicates the negative impact of environmental factors, including factors of the intra-school environment, on the formation of the state of health.

According to the state report "On the sanitary and epidemiological situation in the Republic of Belarus in 2022", in Belarus there is a tendency to increase the primary and general morbidity of children and adolescents which determines the priority of continuing work to protect and promote the health of the younger generation, including in the conditions of educational institutions, since the complex impact of adverse factors of the educational environment leads to a deterioration in the adaptive reserves of the body systems, the formation of functional disorders and chronic conditions (G.N. Serdyukovskaya, 1993; A.A. Baranov 2006; T.N. Pronina 2006; V.R. Kuchma 2008, 2010) [1].

In view of the foregoing, monitoring studies of the nature of the reaction of the body of children and adolescents to the effects of environmental factors by diagnosing the functional state, physical development of schoolchildren and the level of their adaptive capabilities, which are reliable and early indicators of ill-being in the health of the child, are relevant and will allow to substantiate and develop targeted preventive measures in order to strengthen the health of students [2].

The main aim of the work is to study the state of health of schoolchildren of grades 2-11 studying in institutions of general secondary education of the Vitebsk district.

Material and methods. Analysis of scientific and methodological literature, applied research – observation Data on health groups is obtained by copying from the accounting forms of medical documentation (index group: 256; physical education class with reduced: 324; SMG: 25; excused from attending the physical education classes: 9. The functional state of the cardiovascular system (CVS) was assessed according to the results of the Martine-Kushelevsky test. The calculated indicators are analyzed. The calculated and analyzed indicators are the adaptive potential (AP) and Physical Working Capacity (PWC) [3].

Findings and their discussion. The state of health of children is a complex indicator that is most sensitive to the effects of various environmental factors, which allows define "health" as the result of a multidimensional, dynamic process of interaction with the environment (V.R. Kuchma, 1999). To understand the peculiarities of the interaction of the child's body and external environmental factors, we analyzed the state of health of schoolchildren of different age groups, depending on the duration of training.

The distribution of children into health groups made it possible to state that throughout the entire period of education prevail children with functional disorders health group II.

Thus, 13,3% of healthy children (health group I), 54,4% of children of the health group II, 31,6% of those with chronic pathology in the compensation stage (health group III) and 2% of children with chronic pathology in the stage of compensation (health group III) started to study in primary school.

At the second stage of education (grades 5-9), there are no significant differences in the distribution of schoolchildren in health groups. However, in schoolchildren at the III level of education (grades 10-11), the state of health is significantly worse than that of primary school students: the proportion of high school students with chronic pathology in the compensation stage 2,5 times more ($p<0.05$) with a simultaneous reduction in the number of students with functional impairments to 49,41% ($p<0.05$), which indicates a decrease in the number of students with functional chronicity of pathological processes.

It should be noted, that the presence of negative dynamics in the class of diseases of the organs of the musculoskeletal system (MSS), mainly represented by a violation of posture and scoliosis: 50,59% of students with posture disorders in high school versus 25,35% in junior school (p<0,05).Attention is also drawn to a significantly larger (4,9 times) number of young men with scoliosis (III stage of education), which is bigger than a number of boys with a similar diagnosis at the first stage of education (p<0,05). It is proved that the formation of the pathology of the musculoskeletal system and and connective tissue contribute to the static orientation of the vast majority of lessons, a decrease in the motor activity of schoolchildren (A.A. Baranov, 2005; V.R. Kuchma, 2008, 2010; S.V.Gozak, 2008; N.F. Farino, 2009; N.V. Bobok, 2009, 2012).

Physical development is one of the most important generalizing parameters of health and an indicator of the social well-being of society. Analysis of the dynamics of morphofunctional indicators of students confirmed the general natural increase in somatometric and physiometric characteristics with age. At the same time, despite the growth morphological and functional indicators that obey the genetic development program, there are factors that led to the identified differences in children of homogeneous age.

Table – Health indicators of modern schoolchildren

Grade	Data		
	Body weight	Body length	IMB
1	23,6 ± 6,4	124,3± 7,7	13,1±1,2
2	24, 7 ± 4,7	128,3±9,2; p2<0,05	14,7±1,6
3	31,4± 6,7; p3<0,05	134,7±9,1	15,9±1,4
4	36,8±7,5	147,4±10,2	17,0±1,6
5	41±6,7; p5<0,05	154,5±9,6; p5<0,05	17,2±1,3
6	49,2±6,3; p6<0,05	159,8±7,5; p6<0,05	19,5±1,3; p6<0,05
7	55,9±6,1; p7<0,05	165±6,8; p7<0,05	20,5±1,4; p7<0,05
8	63,2±5,5; p8<0,05	173,2±6,2; p8<0,05	21,1±1,2
9	73,8±4,6; p9<0,05	177,2±5,4; p9<0,05	23,5±0,9; p9<0,05
10	74,2±4,6	181,2±5,3; p7<0,05	22,6±1

Conclusion. The obtained data indicates a deterioration in the health of students with an increase in the level of education: the formation of chronic pathology, a violation of the processes of growth and development, adaptive mechanisms. Thus, the results of the work determine the need to search for causal relationships in order to develop and implement preventive measures aimed at strengthening the state of health.

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POSTURAL BALANCE OF FOOTBALL PLAYERS DURING THE ROMBERG TEST

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Keywords: postural balance, adaptive postural control, football players.

Sports activity is associated with the ability to economically maintain certain postures, as well as their effective change in order to achieve optimal performance of motor actions. In order to effectively ensure the maintenance of a posture, adaptive changes occur in the postural system, which manifest themselves in limiting the sources of information that it is advisable for an athlete to perceive. This process is called "adaptive postural control" [1, 2]. That is, in the athlete's postural system, optimal mechanisms for using various sensory modalities are formed, which provide effective postural control in a particular sports discipline [3]. In this regard, the study of the features of maintaining the postural balance of football players in complicated postural conditions, in order to identify the specific features of its maintenance, is an urgent task.

The purpose of the work: to study the features of maintaining the postural balance of football players in the process of performing the Romberg test.

Material and methods. The study involved 50 male football players. The criteria for inclusion in the group of football players were the presence of the I sports category, as well as the experience of playing football for at least 10 years. All the players who took part in the study were active players.

The study was a registration of the movements of the center of pressure when performing the Romberg test on a stabiloplatform. The test consisted of maintaining an upright posture for 55 seconds with eyes open and eyes closed. The test was carried out using the ST-150 stabilometric platform with STPL software (OOO Mera-TSP, Moscow).

To study the features of maintaining the postural balance of football players and non-athletes, the following stabilometric indicators were used: V is the speed of movement of the center of pressure (mm/s), S is the area of the statokinesiogram with a 95% confidence interval (mm^2), Am is the specific energy consumption per kilogram of weight (mJ/kg).

Statistical data processing was carried out in Microsoft Excel 2010 and Statistica 10 programs. The normality of data distribution was checked using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Normally distributed data are presented as Xav. ± Sst.off., and with abnormal in the form of median and centiles (25%, 75%). Intragroup differences between open eyes and closed eyes stances were assessed using the Wilcoxon W-test.

Findings and their discussion. Figure 1 shows the features of the change in stabilometric indicators when performing the Romberg test.

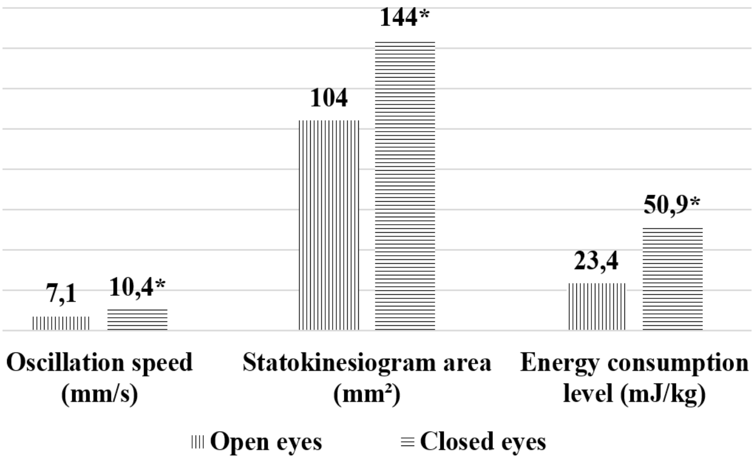

Figure 1 – Stabilometric indicators of football players when performing the Romberg test (* – p<0,05)

The indicator of the rate of movement of the center of pressure V, which reflects the degree of tension in the functioning of the postural system, had differences depending on the conditions for maintaining the posture. Deprivation of the visual analyzer caused a significant increase in the rate of oscillations of the center of pressure in football players (open eyes – 7.1; closed eyes – 10.4; $p<0,05$). This feature indicates a more intense level of functioning of the postural system in football players in conditions with a lack of visual information.

The area of the statokinesiogram is the product of the displacements of the center of pressure in the frontal and sagittal planes and indicates the effectiveness of maintaining the posture. The transition of football players to a vertical stance with closed eyes is expressed in a significant increase in the area of deviations of the center of pressure (open eyes – 104 mm^2; closed eyes – 144 mm^2; $p<0.05$), which indicates a less effective maintenance of postural balance in these conditions.

The level of energy consumption of football players in a vertical stance with open eyes was at the level of 23.4 mJ/kg. Disabling visual control caused a significant increase in the values of this indicator by 118% ($p<0.05$), compared with the stand with open eyes. This direction of changes indicates an increase in the level of energy consumption in the rack with the lack of information from one of the leading sensory systems to maintain the postural balance.

Conclusion. Thus, the features of maintaining the postural balance of football players when performing the Romberg test on a stabiloplatform were studied. It has been established that with deprivation of the visual analyzer, there is an increase in the speed of movement of the center of pressure, its area, as well as the level of energy consumption. The maintenance of postural balance with the lack of visual control in football players is ensured due to the greater stress on the functioning of the postural system and more frequent postural corrections. The data obtained supplement the existing ideas about the features of the functioning of the postural system of football players.

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THE PROBLEM OF PEDAGOGICAL CONTROL OF SKIERS TACTICAL TRAINING IN THE UNIVERSITY

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Keywords: system, pedagogical control, student, tactics, sports.

The modern process of studying at a higher school is a complex multicomponent system in which a student receives versatile development not only in the field of his future professional activity but also in other directions. In our opinion, special attention in this regard should be paid to athletes of the highest sports skill who have changed their place of residence, and as a result, have lost their sports base and coaching control in their chosen sport. Finding themselves in such a situation, many students pause and later end their sports careers. Meanwhile, most authors studying the development of motor qualities in cyclic sports mention the need for further improvement during this age period. In addition, in high-performance sports, when physical and technical training cannot significantly affect the result of competitions, possession and the ability to apply tactical skills and abilities come to the fore. This approach requires further comprehensive monitoring by a qualified specialist of the student-athlete. This implies a detailed study, development of the theoretical bases of tactics, and improvement of the methodology of tactical preparedness, both within the framework of mastering not only theoretical and practical classes of internal disciplines but also in the process of personal control with a coach – mentor directly at the university using complex pedagogical control (V.S. Keller, F.P. Suslov)

Material and methods. In pedagogy quite a lot of attention directed to research modern methods of complex pedagogical control in physical education (V.I. Zvonnikov, L.N. Landa) and in the educational-training process (V.L. Utkin, V.M. Zatsiorsky, E.A. Grozin, N.I. Volkov, V.D. Kryazhev and others). The main forms and resources of complex control in sports are presented in the works of V.V. Ivanov, V.A. Bulkin, A.P. Skorodumova, B.N. Shustin, etc.

The experimental base of the research is A.S. Pushkin Leningrad State University (Faculties of Physical Culture, Faculty of Economics, Faculty of Law, Faculty of Mathematics). In the course of the study, the results of students studying in the above-listed areas and included in the group of advanced sports skills will be used. Observations will be carried out starting from the first and up to the last courses inclusive on the basis of the University ski racing club, training camps and competitions of the All-Russian level. The results of the conducted research will be implemented in the educational and training process of the university's national ski racing team.

Findings and their discussion. However, despite a sufficient number of researches in pedagogical science in separate directions of upbringing, educational and sports activities, scientifically justified resources and methods of pedagogical control in student sports of the highest achievement, there is no full-fledged idea of the complex control of tactical training of ski-racers.

The problem of using the data of pedagogical control in the selection of training loads aimed at the development of tactical thinking is most relevant at the stage of improving sportsmanship, during the period of the greatest development of motor qualities. Exactly at this stage the increase in results is ensured by the development of tactical techniques and the development of tactical thinking, provided that a high level of physical fitness is maintained. It is worth noting that the problem of using the data of pedagogical control in the selection of training loads aimed at the developing of tactical thinking and applying tactical techniques directly during the training, competitive process and modeling various sides of tactical training was left without attention. In practice, the control of students' sports activities in most cases is carried out only from the position of the most significant types of sports training, such as physical and technical. This approach, although it allows to receive objective information about the condition of athletes in a timely manner, provides a basis for their medical and sports-functional classification, evaluates technical capabilities, but does not create an opportunity to comprehensively improve sports skills and tactics of wrestling.

Accordingly, nowadays the topic of complex pedagogical control of tactical preparation is significant, since there is no complete idea of the theoretical foundations, technologies and methodological providing of complex pedagogical control in the preparation of students ski-racers in the sport of the highest achievements.

The implementation of such control is possible, including on the bases of sports clubs, whose education in universities is supported by legislation. According to the normative legal acts of the Russian Federation in the sphere of physical culture and education, student sports have always been considered as one of the areas of training of the sports reserve of the national teams of the Russian Federation. For example, in the Federal Law of 04.12.2007 N 329-FL (ed. of 06.03.2022) "On physical culture and sports in the Russian Federation" in Article 19, the organization of student sports is considered in the form of a sports club, which have the right to organize training events, exercise physical culture and physical education of students. In Article 28 "Physical culture and sports in the education system", the activities of such sports clubs are realized in accordance in the order established by the federal executive authority authorized by the Government of the Russian Federation and provided for by the orders of the relevant educational organizations. Educational organizations of higher education that carry out activities in the sphere of physical culture and sports, scientific organizations carrying out research in the field of physical culture and sports, the founder of which is the federal executive authority in the field of physical culture and sports, have the right to carry out scientific and methodological provision of sports teams of the Russian Federation in accordance in the order established in accordance with Part 3 of Article 35 of this Federal Law.

Conclusion. Having analyzed the modern literature on pedagogical control and tactical training of cross-country skiers, having studied the means and methods of their implementation, it can be concluded that the set goals are supposed to solve the problem of the system of comprehensive pedagogical control of ski students at the university, which was argued in the introduction of this essay, during the practical research will be solved. The conclusions of the solution of the tasks set in the future are supposed to be used in the sports and pedagogical training of the national team of the university, the region, Russia to improve sports skills and achieve high sports results. The results of the study will be published in modern scientific publications and presented for review and analysis by specialists in the relevant field of activity.

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USE OF FOLK DANCE ELEMENTS IN PHYSICAL AND IMPROVEMENT ACTIVITIES WITH WOMEN OF MATURE AGE

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Keywords: women of mature age, Russian folk dance, physical culture and health work.

Purpose of the study: to theoretically substantiate the need to use the elements of Russian folk dance in physical education and health work with women of mature age

The life of a modern middle-aged woman is full of opportunities, but despite this, the problem of improving the health of this category of the population is quite relevant.

A woman is in constant motion: she works in production, is engaged in household chores and raising children, but all this makes her experience constant stress, and if a woman does not rest or takes insufficient time to recover, then this threatens to disrupt the food culture, a depressive state, and, in general, the deterioration of physical and mental health and the inhibition of the body's reserve capabilities.

Material and methods. V.K. Balsevich, studying age-related changes, noted that in the involution of the functional and physical capabilities of the female body, the genetic program of natural aging of the body has a lesser degree of impact compared to the effect of socio-economic factors [2].

Findings and their discussion. The paramount role in the struggle for physical, psychological and mental health belongs to physical culture programs aimed at improving health, which are able to satisfy the needs of all age groups and segments of the population [3].

If we study proposals for physical culture and health work with women of mature age, we will find dance programs that may include elements of sports and dance aerobics, Latin American dance styles, zumba, yoga, etc., but, unfortunately, there are very few programs using Russian folk dance movements.

Representing a powerful spiritual and physical recharge, Russian folk dances help to improve the functioning of a woman's cardiovascular system. Performing the dance element "fractions" and "crouching" has a positive effect on strengthening the foot. The collectivity of Russian folk dance creates a positive atmosphere and goodwill in the relationship of participants. Shouts, squeals and sentences during the dance not only relieve emotional stress, improve mood and mental well-being, but are also a good breathing exercise.

The round dance is part of Russian folk dance. Participants join hands, thereby strengthening the overall energy connection.

Thanks to the implementation of the program with elements of Russian folk dance, the woman's body is more intensively saturated with oxygen, muscles and joints are strengthened, metabolism is accelerated, and mental stress is relieved.

Dancing Russian folk dances, a woman performs all movements smoothly and with dignity. Elements of folk dance are theatrical, but have a natural nature, which contributes to the speed of memorization and ease of execution.

Russian folk dance allows a woman to see and realize her individual abilities, to reveal her creative potential, to feel the innate qualities of character.

Conclusion. Performing Russian folk dance or performing its elements collectively, women solve the same tasks related to maintaining health, developing personality and social ties, which contributes to the transformation of individual needs into mass ones, thereby acquiring a public character and resonance [1].

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WAYS OF DEVELOPMENT OF SPORTS GYMNASTICS IN THE REPUBLIC OF BELARUS

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Keywords: artistic gymnastics, development, formation, sports result, athletes.

For many years, Belarusian artistic gymnastics has been famous for its resounding victories. Among the pupils of the Belarusian school of women's gymnastics are the names of such legendary athletes as multiple Olympic champions Nelly Kim, Olga Korbut, Svetlana Boginskaya, Olympic champions Elena Volchetskaya, Larisa Petrik, Tamara Lazakovich, Antonina Koshel. The men's school of gymnastics is glorified by the names of the six-time Olympic champion Vitaly Shcherbo, the silver medalists of the Olympic Games Vladimir Shchukin and Alexander Maleev, the absolute world champion Ivan Ivankov. Since 1994, the team of Belarusian gymnasts has repeatedly won victories at the World and European Championships [1, 3].

Material and methods. Analysis of literary sources, analysis of team performance at competitions of different levels.

Findings and their discussion. At present, Belarusian gymnastics has faced a number of serious problems, which could not but affect the results of the performance of our athletes.

Due to the unsatisfactory state of the sport and a significant decrease in the sports results of athletes at official international competitions for a long time, together with the Ministry of Sports and Tourism of the Republic of Belarus, the Public Organization "Belarusian Gymnastics Association" and the National Olympic Committee, a Concept for the Development of Artistic Gymnastics in the Republic of Belarus was developed for 2020–2028, in which the main tasks of development are indicated, such as:

increasing the efficiency of training athletes of the national and national teams of the Republic of Belarus in gymnastics for major international competitions, including the Olympic Games;

increase in the number of people involved in artistic gymnastics, the definition of specific areas in terms of its establishment and the safety of the contingent;

strengthening the system of training and advanced training of managerial, pedagogical, scientific and other personnel necessary for the development of sports gymnastics;

improving the level of medical, scientific and methodological support for the training of the national team and the sports reserve;

improvement of the republican and regional calendar plans for sports events, taking into account all levels of training and ensuring their implementation in full;

strengthening the material and technical base in accordance with the standards and international requirements, construction and reconstruction of sports facilities for holding sports events in gymnastics;

combining the efforts of state and public organizations to implement organizational and practical measures aimed at achieving the goal;

ensuring joint activities of athletes of all levels interested in the successful performance at the European Championships, the World Championships and the Summer Olympic Games 2020, 2024 and 2028.

As of 2020, in the Republic of Belarus there were 2 specialized children's and youth sports schools of the Olympic reserve in gymnastics and 15 complex specialized children's and youth sports schools of the Olympic reserve with departments of gymnastics. In total, there are 20 specialized gyms in the country, 26 sports gymnastics departments (11 men's and 12 women's), in which 2,768 students are trained and 183 trainers and teachers work [2].

Artistic gymnastics is part of the International Gymnastics Federation, which has 148 national federations, in which 1265 male gymnasts and 1249 female gymnasts have licenses to participate in official international competitions in artistic gymnastics.

According to official data, in 2020 in the Republic of Belarus, 18 male gymnasts and 18 female gymnasts had licenses to participate in official international competitions.

Conclusion. Accordingly, taking into account the above, all interested parties, by 2028, should direct all their efforts to: winning medals by Belarusian athletes at the European Championships, World Cups, Student Universiades 2020–2028, participation in the finals of the World Championships 2021–2027, and also the Olympic Games 2024, 2028; increase in the number of athletes involved in sports gymnastics in sports training institutions; increase in the number of sports departments in sports training institutions; an increase in the number of commissioned and reconstructed facilities of various categories for gymnastics, as well as an increase in the number of full-time gymnastics coaches in SUSU.

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PHYSICAL ACTIVITY OF MODERN YOUNG PEOPLE: PROBLEM AND WAYS TO SOLVE IT

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Keywords: physical activity, physical culture, sports, health, motivation, network interaction.

The health of the nation is a basic characteristic that determines the quality of the population working capacity and the country's defense capability. However, many experts in the sphere of physical culture and mass sports pay attention to the fact that many college and university students cannot perform a significant part of the control exercises and tests in physical culture. The relevance of this problem from applied, scientific and theoretical aspects is undeniable.

The Overall Endurance Index for a significant part of young people is extremely low. But this index is extremely important since the condition of the heart muscle and blood vessels, respiratory and nervous systems, motor apparatus, metabolism, mental and physical performance is associated with it. [1]

The general trend of young people's all health indicators deterioration specific for the latest decade is manifested in physical endurance decrease, as Russian experts such as A.L. Kulentsan, N.A. Marchuk [3], T.V. Leushina [4] and others mark in their studies.

Naturally the alarming trend attracted the attention of the state. The Russian Government has taken a number of measures to reverse the situation. For example, the All-Russian Physical Culture and Sports Complex "Ready for Work and Defense" was revived in 2014 for the popularization of physical culture and a healthy lifestyle. The golden badge of this complex gives its owner some additional points in the course of the admission to a higher education institution.

The federal state educational standards of general education include the healthy lifestyle values. The teaching teams of all educational organizations are focused on the task of forming a health-preserving environment and healthy lifestyle standards for students [2].

A significant number of academic hours for the discipline "Physical Culture" was included in the curricula of the main professional educational programs for secondary vocational and higher education institutions. Across the country, within the framework of federal projects, sports and recreation complexes, stadiums, swimming pools are being opened to make sports sections and clubs more accessible to children and young people [5].

Are these measures enough? Judging by the fact that the trend has not been reversed yet the answer is negative.

The purpose of this research is an attempt to identify measures that would allow young people to be more involved in conscious regular physical education and (or) sports.

Material and methods. The research was based on the personal 5-year experience of teaching the discipline "Physical Culture" at the college, where about 2000 students aged from 15 to 20 study.

In the research the methods of analyzing the foreign countries' successful experience (Finland, Sweden, the People's Republic of China, Japan, etc.) presented in open Internet sources as well as the methods of observation, survey, professional activity data generalization and systematization were used.

Findings and their discussion. Teenagers are not personally responsible for the fact that they are inactive or not enough active in terms of physical education or sports. But in adolescence they are already obliged to take care of their health consciously.

The activity of teachers in educational and sports organizations should be maximally aimed at the formation of young people's sustainable motivation to systematic physical training and sports in the context of functional literacy in the field of preserving and strengthening health.

However, teachers will not be able to solve this problem alone, without the participation of the municipal authorities, the state structures, the public and the mass media.

It is necessary to build a network of municipal sports sections, clubs, voluntary sports societies and educational organizations (schools, colleges, universities) at the level of each city/municipality. The list of physical activity types should include street sports, various kinds of motion activity (running races, swimming races, walking, etc.) for the "soft" involvement of adolescents and young people. This will allow to hold more tournaments, one-day competitions and involve more people to take part in them.

The network partnership of municipal sports sections, clubs, voluntary sports societies, schools, colleges, universities allows to combine resources. However, this does not exclude the need for the arrangement of leisure zones in municipalities (parks, streets, embankments, public gardens, courtyards). Young people should have opportunities for active leisure, it's the time when they go in for sports and physical exercises by own initiative.

New forms of mass sports work are required for young people of pre-conscription and conscription age, not only 5-day theoretical and applied training camps which are organized only for college students.

Due to the increased activity of the volunteer movement in our country the training carried out by physical education teachers, sports section coaches, the Healthy Life Style Volunteer Squad Clubs will also be effective.

All physical culture and recreation events as well as actions of dynamic recreation and leisure should be comprehensively covered in the media, and their organizers and activists should become opinion leaders for young people.

The results of the research were presented at several international conferences on the basis of the State University of Humaniites and Technology, GGTU ("Innovative Technologies in Physical Education, Sports and Physical Rehabilitation", "Modern Health-saving Technologies", 2021) and at the round table "Current Situation and Trends in the Development of Physical Culture and Sports" on the basis of the Belgorod State University.

Conclusion. Low physical activity of young people in Russia is a complex problem that needs to be solved by the State, local authorities, the public, working teams of educational and sports organizations.

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CHANGES IN WOMEN'S HEALTH AT THE AGE OF 40 YEARS THAT REQUIRE CONSIDERATION WHEN CHOOSING A FITNESS DIRECTION

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Keywords: health, middle age, recreation, group physical education, fitness trends.

According to the classification of the World Health Organization, the age of up to 44 years is considered young today (previously – up to 40 years). Nevertheless, at the age closer to 40 years, the aging processes of the body begin, which are inherently irreversible. It should be noted that aging begins to occur at different ages for each person – this is naturally influenced by heredity and the lifestyle that a person leads from a young age [1].

The main processes that occur in the human body at the age of 40 years: the reaction rate decreases, the condition of blood vessels worsens, metabolic processes slow down, muscle volume decreases and growth shortens, the risk of osteoporosis and diabetes mellitus increases, visual acuity decreases, hormonal restructuring is triggered [3].

Material and methods. Analysis of scientific and methodological literature, applied research – observation, interviewing (oral survey) on the anamnesis of women engaged in fitness halls, study of the proposed modern directions in fitness by sports complexes and various fitness clubs in Vitebsk [2].

Findings and their discussion. The main methods of preserving health and prolonging the quality of life for middle-aged people are the following: rational balanced diet, moderate physical activity, observance of the daily routine, exclusion of bad habits, timely treatment of existing diseases and their prevention, minimization of stress factors, etc. Rational balanced nutrition in combination with regular physical education, selected taking into account the peculiarities of health, will allow to delay (and in some cases exclude) the onset of most of the above age-related problems.

Physical activity aimed at developing and strengthening human skeletal muscles makes it possible to have a more fit, strong and at the same time slim body. A larger volume of muscle tissue requires more energy to maintain this mass, which means that calories are spent additionally to ensure homeostasis. Another advantage that muscle mass gives is the opportunity to maintain health and strength for a longer period. Due to the fact that muscles deliver nutrients to the bone tissue, the risk of developing osteoporosis, osteochondrosis and other similar diseases is reduced.

Regular physical training is indispensable in adulthood to normalize metabolic processes in the body and prolong the period of working capacity. They guarantee the maintenance and preservation of not only physical, but also mental health. Well-chosen training allows you to prevent, and in some cases even cure mild forms of depression, which are especially susceptible to middle-aged people (the so-called "midlife crisis"). Any methods of active recreation can be attributed to anti–stress methods. Based on the above, the expediency of physical education by middle-aged people is beyond doubt [4].

There are many different areas of fitness: basic aerobics, step aerobics, jumping (trampoline fitness), dance aerobics, joint gymnastics, rhythmic gymnastics, athletic gymnastics, strength training, functional training, tabata, high-intensity interval training, cross-fit, pilates, yoga lathes, stretching (stretching) and others .Active recreation (recreation) in the form of outdoor games in volleyball, basketball, football, hockey, tennis is also a certain fitness training: it loads the muscular apparatus, develops endurance and coordination and performs a health-improving function. Classes in choreography, dance stretching, hatha yoga and breathing exercises in combination with physical exercises (bodyflex, oxysice) can also be classified as fitness training.

Taking into account the fact that the activity and endurance of all functional systems of the body decreases with age, and individual systems (such as respiratory) decreases significantly, not all types of fitness are suitable for people over 40 years of age.

When exercising in the gym, middle-aged people can use almost all types of simulators (with the exception of the gakk-squat simulator and the Smidt's simulator – especially if there are problems with the spine – to minimize the load on the vertebral column), but with less weight of shells and weights. It is recommended to use an exercise bike, a treadmill and walking on an Ellipse simulator with a lower degree of load, installed and controlled by electronic control within 1-7 out of 12 possible programs or 1-5 out of 9 possible.

The most optimal option when choosing and building fitness classes for middle-aged women is combined directions, such as "Aero-mix", "Fitness-mix", "Flexible body", "Body-balance", "Body-sculptor". They optimally combine, moderately dosed and complement each other several types of physical activity.

For example, the fitness program "Flexible Body" combines elements of yoga, Pilates and stretching. A set of stretching exercises in combination with Pilates allows you to prepare the body for the subsequent (better, and therefore more effective) performance of asanas from Hatha yoga.

The fitness program "Body-balance" includes elements of yoga, Pilates and isostatic balance exercises. Exercises for the fitness program "Body-sculptor" combine a moderate cardio load with elements of functional training. Elements of light stretching as a preparatory part of the class (warm-up) for 3-5 minutes, the use of various types of aerobic exercise for 12-15 minutes and gymnastic exercises to strengthen muscles in the main part of the workout for 20-25 minutes allow you to bring a share of diversity to fitness classes in the "Aero-mix" and "Fitness-mix" directions.

Such a combination of various fitness directions and types of exercise allows you to develop all physical abilities in a harmonious and balanced way, without concentrating on working on only one physical quality: endurance with the help of long (up to 40-50 minutes) aerobic loads, strength with the help of training with weights, jumping speed or only flexibility due to stretching.

Conclusion. Recommended types of directions for fitness for middle-aged women in the absence of chronic diseases and health problems: basic aerobics, dance aerobics, joint gymnastics, rhythmic gymnastics, pilates, yoga lathes, stretching (stretching). It is possible to engage in step aerobics, jumping (trampoline fitness), athletic gymnastics, functional training with good physical fitness and taking into account the existing features in the state of health. It is not recommended to engage in too active high-intensity types of fitness, such as: strength training, cross-fit, tabata and high-intensity interval training.

We consider "Aero-mix", "Fitness-mix", "Flexible body", "Body-balance", "Body-sculptor" to be the optimal types of fitness training for group physical culture of the recreational direction recommended for middle-aged women, which are held in fitness clubs "VIP-dance", "Golden dragonfly" and "Zebra" in Vitebsk.

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THE USE OF PROBLEMATIC TEACHING IN THE FORMATION OF SOCIAL IDEAS ABOUT LIFE SAFETY

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Keywords: social concepts, social experience, social development, socialization, life safety.

At the current stage, in order to organize the educational process for people with intellectual disabilities, they are increasingly resorting to creating special conditions in the formation of social ideas. As shown in the field of special pedagogy by a number of foreign and Belarusian researchers, social ideas of children with intellectual disability are formed in those spheres of life that are narrowly focused on the development of self-service skills, educational and labor activities [1]. Consequently, such a narrowly focused approach impoverishes the opportunities of the social experience of children and adolescents with intellectual disabilities, which requires improvement of the educational and educational process in auxiliary schools.

The purpose of this article: to describe the scientific and methodological features of the formation of social ideas about the safety of life in children with intellectual impairment.

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. Analysis of special literature showed that the formation of social representations in children with disabilities, including children with intellectual disabilities, considered as a problem of familiarizing preschoolers and younger schoolchildren with the surrounding natural and social world, awareness of yourself in this world, orientation in it, the formation of a culture of a healthy lifestyle, etc., by such researchers as A.N. Kosymova, E.N. Lebedeva, I.M. Novikova, E.N. Petukhova, M.R. Khaidarpashich, L.F. Khairtdinova, L.Yu. Shamko, L.V. Shinkareva and others. Currently, there are different approaches to research in the field of social representations, but each relies on the provisions of the theory of S. Moskovich. V. Wagner was like-minded by S. Moskovich that the subject of social ideas should be significant for a social group.

The study was based on an analysis of scientific and methodological approaches of domestic and foreign researchers on this problem. The most important result of research in this area conducted in the Republic of Belarus was the development of curricula and teaching aids for the 1st branch of the auxiliary school in the subjects "Social and household orientation" and "Subject and practical activity".

To study the scientific and methodological foundations for the formation of social ideas about life safety in children with intellectual disability, it is necessary to focus on the disclosure of the concepts: "social ideas" and "life safety." The very concept of "social representations" in different scientific disciplines is interpreted in different ways. Even within the same discipline, there are different theories and approaches to defining this concept. "Social representations" are characterized as reflecting and recreating specific images of objects, events and phenomena of the surrounding natural and social world, directly related to all life environments: with the life and relationships of people in society, with an orientation to 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. This concept of social representations describes and discloses the mechanism of education, structure, functions, components, essential characteristics, as well as the systemic belonging of social representations regarding the individual picture of the world, intergroup relations as an element of everyday consciousness, communication, etc [1].

It can be assumed that the elimination of these gaps requires the primary awareness by the defectologist teacher of the characteristics of the levels of formation of social ideas about life safety in children with intellectual disability, indicated below, and further targeted work in the proposed context.

In a perceptual and effective plan: the use of examination actions (consideration, groping, etc.) using specific manipulations; the ability to imitate an adult; the desire to act on a model or verbal instruction, choose on a model; purposefulness of actions in visual correlation; ability to act on the basis of previously identified properties and features of objects in a new situation; ability to perceive the signal and reproduce actions in accordance with it; adequacy of spatial orientation actions (distance, direction, etc.); application of methods of coordination, substitution, movement, etc [2, 3].

Figuratively: recalling and sensual reflection of the phenomena and events of the surrounding world; distinguishing and comparing the color, shape, magnitude of the subject, sound manifestations; focusing on visual, auditory, motor, tactile, taste images-representations (systems of sensory standards); Attachment of view images to specific conditions schematicity and refinement of one's own experience of cognition.

Symbolically: mental reconstruction of reality if it is impossible to directly perceive it (as described); distinguishing between real volumetric space and its image on a plane (paper, board, etc.) and their correlation; understanding and establishing causal and environmental relationships; the presence of a variety of information about the objects, phenomena and events of the surrounding world, which constitutes a system of guidelines governing behavior; specifics of children's use of a holistic system of representations in the process of solving life situations, playing various social roles; expression and consolidation of ideas in products of various activities: constructive, musical, visual, labor, game, etc.

The data and research results described in the scientific and methodological literature showed that in children with intellectual impairment in the absence of corrective effects, social ideas about life safety in children with intellectual impairment do not form a single structural system. and their scope, content and focus do not determine the availability of stored and reproducible knowledge at the right time and ultimately do not correlate with the level of understanding and solving a life problem, preventing potential danger in some substantive and practical field.

Conclusion. The analysis of special scientific and pedagogical literature allows us to draw the following conclusions: the problem of the formation of social ideas in students with intellectual disability (mostly students in the curricula of the 1st department of the auxiliary school) remains virtually unexplored. Students with intellectual disability experience specific difficulties in mastering social ideas about life safety due to their mental development characteristics. Special training of students with intellectual insufficiency in social ideas as methods of assimilating life safety is an essential condition for ensuring the effectiveness of the educational process. In corrective and developmental work, the correct use of methods, a combination of flexible forms, methods, methods and techniques for teaching children with intellectual disability will be able to contribute to the formation of the personality of each child, capable of leading a safe lifestyle, primarily his own life safety, and most importantly, the opportunity to independently fulfill available social roles.

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A COMPLEX OF PEDAGOGICAL CONDITIONS FOR EFFECTIVE FUNCTIONING AND FORMATION OF STUDENTS' READINESS FOR CHILDBEARING IN PHYSICAL EDUCATION CLASSES

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Keywords: students, pedagogical conditions, readiness, childbearing, physical culture.

It is well known that any system can successfully function and develop only when certain conditions are met. Therefore, in order for the educational process to be effective, we have identified, substantiated and created special pedagogical conditions for the effective functioning and formation of students' readiness for childbearing in physical education classes.

Material and methods. Analysis of literary sources, analysis of the activities of the organization of readiness of students for childbearing in physical education classes.

Findings and their discussion. An analysis of the work of E.V. Yakovlev, N.O. Yakovleva (2006) and others shows that pedagogical conditions mean a set of measures of the pedagogical process aimed at increasing its effectiveness. Conditions are always factors external to the subject [1].

In the course of scientific research, we have identified only a part of the conditions that, in a certain sense, correspond to the chosen research methodology, the features of the phenomenon under study, the characteristics of the educational process being implemented, and our own scientific and methodological preferences.

At the same time, in the choice of pedagogical conditions, the main purpose is to optimize the pedagogical process, preference should be given to such measures that do not require significant complication. We put forward the assumption that pedagogical conditions should be selected from the possibilities of the educational process that can accelerate and improve the result, and not be a parallel, laborious process that requires enormous efforts on the part of the researcher.

The complex of pedagogical conditions for effective functioning and formation of students' readiness for childbearing involves:

at the content level:

1) formation of pedagogical groups according to the level of physical fitness and health status;

2) implementation of the process of formation of readiness of students for childbearing in physical education classes;

3) compulsory study of the theoretical part at all four levels of education, as well as the study of the practical part at the third level of education, including the implementation of complexes of physical exercises of a differentiated orientation;

at the structural level:

4) compulsory classes held at specifically allotted time for students of secondary schools, TVET, students of the Higher Educational Institution and students of the IPKiPK;

5) keeping a self-control diary with registration of MT, HR, RR, BP, VC, OGK, dynamometry (left and right hands) (for female students of the Higher Educational Institution);

6) timely organization of work on readiness for childbearing in educational institutions of the Republic of Belarus;

7) theoretical and practical training of the teaching staff (hereinafter referred to as the teaching staff) of specialists from educational institutions of the Republic of Belarus in the mode of advanced training courses on the topic "Health-saving technologies in preparation for childbearing" and retraining of personnel in the development of the academic discipline "Fundamentals of methods of preparing for childbearing";

at the methodological level:

8) ensuring the organization of independent work of students in matters of preparation for childbearing;

9) educational and methodological support for the preparation of students for childbearing, presented in the form of two monographs: «"The School of the Expectant Mother" as an innovative form of organizing classes in the academic discipline "Physical Culture"» [2], «Theoretical and methodological aspects of the formation of a personal motor culture to prepare for pregnancy during the period of study at a higher education institution» [3]; course of lectures «Fundamentals of methods of preparation for childbearing» [4].

Conclusion. Thus, the complex of pedagogical conditions for the effective functioning and formation of the readiness of students for childbearing, when studying in educational institutions, requires taking into account a number of objective and subjective factors when building and is characterized by a set of praxeological measures to optimize the operation of students' readiness for childbearing in the conditions of modern education, which ultimately account, increases the manageability of the educational process as a whole.

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APPLIED ASPECTS IN THE FORMATION OF AN INCLUSIVE TOUR IN THE RUSSIAN FEDERATION

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Keywords: inclusion, inclusive tourism, adaptive tourism, people with special needs, people with disabilities.

In modern world one of trends of the service market is the availability of the product for all people. The tourist market, as one of its constituent parts, also follows a growing trend, in particular, one of the most important criteria for the accessibility of the tours – inclusion. Inclusive tourism encompasses a range of concepts and terms relating to the idea that tourism should be accessible to all.

The term «accessible tourism» replaces with «inclusive tourism». Inclusive tourism is a form of tourism that entails strategical planned collaboration proceeds between stakeholders that «enable people with access requirements, including mobility, vision, hearing and cognitive dimensions of access to function independently and with equity and dignity through the delivery of universally design tourism precincts services and environments. This definition adopts a whole of life approach to tourism and considers the needs of people with permanent and temporary disability, people with specific medical conditions, seniors and families with small children [2].

The purpose of our research is to consider the features of the creation of an inclusive tour in the Russian Federation.

Material and methods. The research is carried out on the basis of the author's inclusive two-day summer excursion and educational tour in the town of Velikie Luki. Presented tourist route can also be used to organize children and seniors' tours [1].

Research methods: analysis of statistical data, synthesis of information.

Findings and their discussion. The following aspects were considered for the development of the tour:

1) The popularity of inclusive tourism on the market;
2) The legislative features of the organization of the inclusive tour;
3) The adaptation of the region for such programs.

The level of attention to adaptive tourism in the Russian Federation is constantly increasing. Thus, according to statistics of requests for tourist services for people with disabilities in the Yandex searcher over the past two years, there is an increase in popularity on average by 42% for all requests related to inclusive tourism.

In the Russian Federation, there are strict legal restrictions governing the organization of travel, accommodation and other related services for tourists with disabilities. «Federal Law № 419» – defines the requirements for accessibility of transport, accommodation, cultural services, medical services, residential and public buildings, websites and others. «Federal Law №384» – lays down the requirements for the organization of entrances and approaches, as well as the internal structure for people with mobility disabilities, also for people with special needs. «GOST P 53998-2010» – defines the rules for creation of a tourism product for people with disabilities. «GOST P 32612 – 2014» – establishes rules of design for accommodation and information for tourists with special needs. All of this helps to ensure the safety and accessibility of facilities for all tourists.

The Pskov region participates in the federal program of development inclusive environment for people with special needs. According to the program over the past five years, the number of socially important (including tourist facilities) in the region increased by 15,9% and continues to grow. About 30% of the objects can be actively used in tourism activities.

On the basis of the received data, an inclusive tour in Velikie Luki consisting of the three parts, was created: 1) the author's excursion «Velikie Luki in eyes of M.I. Semevski» and 2) two tourist walks – «The Town of Colorful Fountains» and «Little Stalingrad». All tourist objects that are used in the tour are in acceptable condition and are available to get by all categories of tourists [1].

Conclusion. The inclusive tourism market in the Russian Federation is actively developing. The demand for services adapted for all categories of tourists is growing. Government support is being developed for the organization of accessible environment in the Russian Federation. The market of inclusive tourism in only 0,5% of all travelers in the country, but there is a growth of demand, and a need of more offers for sustaining people with disabilities. The creating of an inclusive tour although requires compliance with a variety of laws and rules, finding a solution to the difficulties in selecting locations, means of relocation and a full range of services. It has enormous potential for the development and promotion of brand-new tourist sites and tourism for all categories of tourists.

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