

**Актуальные исследования
молодых учёных
в области гуманитарных наук**

Saratov State University

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В ОБЛАСТИ ГУМАНИТАРНЫХ НАУК**

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The results of investigations in the humanities – history, international studies, sociology, tourism and service, philosophy, pedagogy and methods of teaching, psychology and linguistics - were presented by students, post-graduates and university lecturers from Russian Universities.

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CONTENTS

Alaeva D.V. Portraits of Elizabeth I: Image-Making and Propaganda	7
Avdeeva L.I. Deviation from the Grammatical Norm in the English Language Song Discourse	11
Babadjanyan L.V. The Practical Aspects of Teaching Grammar of the English Language in Elementary School	17
Berdnikova A.M. Organization and Legal Regulation of the System of Digital Marking and Traceability of Goods by the Customs Authorities of the Russian Federation	21
Biryukov D.I., Nerush A.A. Socio-Economic Foundations of the Gaming Activities of MMORPG Users	24
Bogdanova A.S. Gender and Age as Factors Influencing Interest and Preferences in Cinematography	28
Borisov A.Y. Migration Policy of Germany in the XXI Century	31
Chernaya A.S. Risk-Generating Aspect of the Ancient Greek Mythology	34
Chernysheva V.I. Ivan Bunin's Early Poetry in the Perception of the Contemporaries: on the Problem Definition	39
Dolgova D.A. The Role of English in Eurasian Integration	43
Dorofeeva E.A. Digital Technologies in Museums of the Modern Type and Their Influence on Tourism Development in Russia	46
Fomicheva K.D. Practical Realization of the Basic Principles of Differentiated Learning	50
Garanina P.Y., Tupikova S.E. Method of Scaffolding in Teaching Foreign Language	54
Gavrilova A.S. The Catechetical Potential of Diocesan Internet Resources in Russia	60
Golubosh O.S. The Problem of Patriotism Among Young People as a New Challenge to the Modern Education System of Russia	64
Katsia V.D. The "New World Economic Order" and the Cold War: A View from the USSR (mid 1940s – mid 1960s)	70
Kadukhina P.O. Prospects of Development of Russian-Chinese Relations in the Shanghai Cooperation Organization (SCO)	79
Khokhlova M.R. Effective Ways of Using Internet Resources in Developing Cross-Cultural Competence	83
Khomutova Y.O. Art Therapy as a Way of Museum Environment Perception by People With Disabilities	90
Konovalova D.A. Nature of Religious Thinking	94
Kopylova A.I. Development of Multicultural Awareness of Students in FLT	97

Kostritskaya T.A. Is Philosophy Androcentric, Or Can «Man» Be «Woman»?	102
Kravtsova E.V. Racial Issues Among the Young: Alarming News Reports from the USA	108
Kuzmicheva V.S. Digital Technologies in Tourism.....	112
Lapina O.R. The World Practice of Combating Suicidal Communities in the Internet	115
Magakian A.V., Shatokhina I.D. Runglish as One of the Consequences of Tourism Development	119
Marchenko U.A. The Phenomenon of Trade Wars: A Study of USA and China Relations in 2018.....	123
Popova Yu.N., Ikzalieva L.A. Legal Clinical Training in Russia and Great Britain.....	127
Pronina P.A. Origins of Language in Mythology	132
Pyataeva E.V. Tourism Development in Nizhny Novgorod Region.....	135
Ryzhova V.V. Lexical Means to Express Scent Perception in the English Literary Discourse	138
Sdobnova K.A. The European Union: Nation Branding	143
Shtadler O.A. The Role of Event Tourism in Creating a Territory's Brand	148
Starostina I.Yu., Napalkova N.N. News from the Front	151
Strogoleva D.A. Teaching English to Young Learners Via SKYPE	155
Tikhonova V.V. China in Arctic: Military Player or Peace Maker?	159
Tsybin D.A. Legal Basis for the Customs Declaration of Goods.....	163
Vasyurenko K.O. How the Tattoo Function Changed in Modern Society: To Get a Tattoo or Not to Get	166
Vinogradov A.D. Japan's Cultural Diplomacy to the Russian Federation after 2014.....	170
Zaikina V.M. The Northern Sea Route as a Sphere of Clash in Interests between the USA, China and the Russian Federation in the Arctic Region	174

PORTRAITS OF ELIZABETH I: IMAGE-MAKING AND PROPAGANDA

During the reign of Elizabeth I a large number of objects reflected her appearance. However, her portraits became a specific tool for creating the image of Elizabeth, who according to her own words was married to England. In this paper the author describes and compares the characteristics of her portraits in order to demonstrate the methods applied by the artists to make Elizabeth's portraits a source of image-making and propaganda. A possible variant of the original appearance of the queen is given due to the developing technologies of historical and anthropological reconstruction.

Keywords: Elizabeth I, queen, portrait, symbol, image-making.

The portraits of Elizabeth I of England (1533-1603) illustrate the evolution of English royal portraits in the Early Modern Period. In this paper particular attention is paid to the methods applied by the artists to make Elizabeth's portraits a source of image-making and propaganda.

The childhood of Elizabeth I, one of the most powerful monarchs in the history of Great Britain Firstly, was not happy – her father Henry VIII conveyed his hate from Anne Boleyn, one of his poor wives executed by him, to their daughter – actually she should not have become a queen, as some people considered her to be an illegitimate child. Moreover, Elizabeth had to spend a few months in the Tower of London as a prisoner. Secondly, she was a woman and had to prove her right for the crown. And finally, for many years she lived under the threat of losing her power because there was Mary of Scotland, a Catholic heir to the throne.

A famous early portrait is the full-length Hampden image of Elizabeth in a red satin gown was painted by Steven Van Der Meulen (pic. 1). The XX century historian Sir Roy Strong points out that it was made at a time when her image “was being tightly controlled” [1]. Before that Elizabeth was painted in “blacke with a hooode and cornet” [1], which continued the earlier tradition of royal portraits to show the protestant monarch wearing simple clothes. The Hampden image was a response to such poorly-made portraits. In other paintings of this period Elizabeth I holds or wears a red rose, a symbol of the Tudor Dynasty's descent from the House of Lancaster, or white roses, symbols of the House of York and of maidenly chastity. In the Hampden portrait, she is



Picture 1.

wearing a red rose on her shoulder and is holding a gillyflower in her hand. Of this image, Strong says that Elizabeth is caught in the period “before what was a recognizable human became transmuted into a goddess” [1].

One of the most important surviving images of Elizabeth I is the Darnley Portrait named by the last owner (pic. 2). Likely painted from life around 1575-76, this portrait is the source of a face pattern which would be used and reused for authorized portraits of Elizabeth into the 1590's, preserving the impression of ageless beauty. The Darnley Portrait features a crown and a scepter on a table beside the queen, which was the first appearance of these symbols of sovereignty separately, not worn or carried by a monarch. This theme would be expanded in later portraits [1].



Picture 2.

The next is the portrait with a hidden serpent (pic.3). The paint in this portrait has become more transparent over time, which has revealed that Elizabeth was probably painted holding a serpent, the outline of which has now become visible. Elizabeth's fingers were originally clasped around the serpent, rather than extended as they are now. At the final stage of the painting process, a decision was made to replace the serpent with a small bunch of roses, which are still partly visible. The emblem of a serpent was an unusual choice. It was sometimes used to represent wisdom, prudence and reasoned judgment, all of which would have been appropriate for Elizabeth to be associated with. However, in the Christian tradition, serpents or snakes have been used to signify Satan and original sin. Thus, the decision to remove the serpent from this portrait may have been due to the ambiguity of the emblem [2].



Picture 3.

Image of a Virgin Queen became another successive subject of Elizabeth's portraits. She was the heart of government, and the focus of power in England. As a woman ruler she encouraged a unique court culture, exerting her authority through elaborate rituals of courtship with her male courtiers.

This highly artificial culture is reflected in many portraits of Elizabeth. Making a virtue of necessity, she encouraged the image of herself as the Virgin Queen, married to her kingdom [3]. She took as personal emblems many of the symbols of virginity, including the white rose of purity associated with the Virgin Mary, the phoenix, a mythical bird that symbolises chastity because it is self-perpetuating, and the moon, the symbol of the virgin Diana. Crescent-moon jewels are found in Elizabeth's hair in many portraits [4].

On the Armada Portrait (pic.4) Elizabeth I is sitting richly dressed, as the battle commences

behind her. The painter has clearly cast Elizabeth in an extremely attractive light, alluding to victory, majesty, conquest and purity in the painting. This portrait is an excellent example of Elizabeth using her portrait as propaganda. This idea was used throughout the latter half of Elizabeth's reign.

- Elizabeth is smiling; the beautiful face is angled toward the window acknowledging England's sunny, glorious victory as the queen is a bringer of peace.
- Her hand rests on the globe, a symbol of imperialism and conquest. Specifically her hand rests on the Americas, as only a few years before areas of Virginia had been settled by Englishmen.
- Mary Queen of Scots had been recently executed as well as many conspiracies and rebellions being stopped. The crown is placed behind her as a symbol of the throne and power, in Elizabeth's possession and unchallenged in the portrait.
- Her rich dress speaks of her wealth and the gown is embroidered with small suns and pearls which are symbols of peace or plenty and purity, respectively [5].

Overall, this is a portrait of the Virgin Queen, married to her people, the bringer of peace, the master of the land and sea and the defender of England, whose reign is the golden age for her kingdom.

While the Armada Portrait depicts the strong, glorious monarch protecting her country from the enemy, the Rainbow portrait (pic.5) is aimed at producing the impression of a powerful leader controlling her people. The majesty and symbolism in this portrait are designed to dazzle, inspire and intimidate the audience.



Picture 5.



Picture 4.

This portrait was painted in or around 1600 and Elizabeth would only live for three more years, putting her in her late sixties. Yet the queen's face is ageless, beautiful and perfect. This painter was either working from the basic model of the young queen's face or looking at an older portrait to project only her beauty and majesty.

This 'rainbow portrait' of Elizabeth is riddled with symbols:

- The eyes and ears are embroidered into her dress, which probably symbolizes that fact that she sees and hears

all. Who could doubt that with all the rebellions, plots and conspiracies she survived?

- Elizabeth's wisdom is highlighted as her sleeves possess the most cunning creature, the snake.
- She is also dripping with jewels and fine fabric, depicting her majesty, splendour and wealth.
- The beautiful crown on her head is a symbol of the monarchy. By that time it was made quite clear that she was the rightful queen.
- She is also wearing pearls, another symbol of virginity.
- In her hand she is holding a rainbow, a symbol of peace.
- Another common symbol of monarchy (and indeed life) is the symbol of the sun. Without the sun, there can be no rainbow, and since Elizabeth holds the rainbow, what else can be concluded except that she is the sun [5].

Overall, the purpose of this portrait is clear: on the one hand – to show the absolute power of the queen and on the other – to create her image as the sun which gives life to Britain.

The later portraits depict not just a queen, but a goddess – virgin, young, powerful and full of love to the people of England. But could we guess what Elizabeth I looked like in real life? Today due to the developing technologies of historical and anthropological reconstruction and especially due to the Mat Collishaw's artwork “Mask of youth” we can.

“Mask of youth” is a hyperrealistic, animatronic mixed media installation that tries to find out what the Queen must have really looked like when she was sitting for her Armada portrait. Elizabeth I looks young and serene, but at the time of painting, she was 55 years old and the situation in the country was far from ideal [6]. The installation Queen is less glamorous, and has more human aspects, like her smallpox scars and wispy chin hairs, which are fully visible here. Elizabeth's face is mobile, her facial expressions and the wrinkles reflect the thoughts and concerns that disturb the Queen, who had been ruling by that time for three decades.

Collishaw put the Queen's head model in front of Armada Portrait on a big mirror. Staying in front of the mirror a you can compare both images of the Queen: the young and beautiful one from the portrait and the possible one of a woman of 55.

Collishaw's idea was to depict accurately the artifice in portrayals of the Queen like the Armada Portrait – the result, he said, of her "years of insecurity," which "led her to create a public mask which became fused with her private self” [7].

To sum it all up I would like to say that during the Elizabeth's reign the image of the queen changed from a princess to a powerful woman. Her portraits were carefully designed, that is why they keep a large amount of symbols and secrets. Even the earliest portraits of Elizabeth I of England contain symbolic objects such as roses and prayer books that would have carried meaning to viewers of her day. Later portraits of Elizabeth layer the iconography of an empire – globes,

crowns, swords and columns; representations of virginity and purity – moons and pearls; all of which presented a complex image that conveyed to Elizabethan era viewers the majesty and significance of their Virgin Queen [1].

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DEVIATION FROM THE GRAMMATICAL NORM IN THE ENGLISH-LANGUAGE SONG DISCOURSE

The paper aims to address the issue of deviation from the grammatical norm in the English-language song discourse. Particular attention is paid to the concepts of the grammatical norm, the grammatical norm of Modern English, and the English-language song discourse. A number of English-language songs are analyzed to detect possible deviations from the English-language grammatical norm. The changes in the grammatical structure of the song lyrics, their influence on the meaning of the songs and on the listener's perception are taken into consideration.

Keywords: grammatical norm, discourse, song discourse, grammatical structure, deviations from the grammatical norm.

In today's world, music has gained quite a lot of power over people's minds in more than one sense. It is difficult to imagine the scale of the information flow that a modern person has to deal with every day. All human senses are involved, including hearing. Therefore, the information absorbed by a person has a certain influence on him / her. Thus, analysing the speech habits of modern students, we may observe that the correctness of their speech is markedly distorted by the music they listen to. Young people tend to imitate the manner of speech of their favourite

musicians, to repeat phrases heard in the songs, and they often do it unconsciously. Song lyrics are often "deformed" in a grammatical sense, which is not that easy to realize and fix to the listener for whom the language of the song is not native. In connection with this topic, it would be appropriate to address the question of what causes deviations from grammatical norms in the English-language song discourse, what are the main types of such deviations.

In order to proceed with the disclosure of this topic, it is necessary to define the term "grammatical norm". According to the explanatory dictionary of translation by L.L. Nelyubin, "grammatical norm is a set of grammatical rules derived from language practice, which aims to guide and organize the speech activity of speakers of a given language" [1, 39]. Grammatical norms are considered to be the rules, which are supposed to streamline and guide the speech of the people who speak the same language. These grammatical norms include morphological and syntactic norms. Morphological norms regulate word formation and inflection, while syntactic norms regulate the construction of phrases and sentences. Traditionally, grammatical meanings are considered mandatory. In texts that implement the aesthetic function of language, including song texts, grammatical components are no less stylistically and pragmatically significant than the lexical composition.

English is an analytical language, which implies that it has a certain number of peculiar grammatical features. They include the fixed word order in a sentence (subject-predicate-addition-circumstance, violation of this order leads to a complete change in the meaning of the sentence), the absence of the grammatical category of gender (gender in the English language is exclusively a lexical category), the absence of double negation, the use of some words in a sentence as different parts of speech without changing their form, the system of auxiliary verbs, with which you can form different verb forms, etc.

It is worth noting that the norms of literary language are not always reflected in the English-language song discourse. Alexander E. Kibrik interprets discourse as processes of construction and understanding oral speech [2, 4]. Nina D. Arutyunova believed that (1) discourse is speech appropriated by the speaker; (2) discourse is speech immersed in life [3, 136-137]. The greatest peculiarity of the song discourse is that it combines verbal and nonverbal (musical) components. Thus, the English-language song discourse should be considered as a unity of the text and the musical component, formed and changing under the influence of various social factors.

Social status, nationality, geographical location and other factors have an impact on the speech of each individual native English speaker, and this all is reflected in the spoken version of the English language. Many trends in its development have an impact on song lyrics. This can be observed especially vividly in the grammatical design of the lyrics.

Studying musical discourse is, with no doubt, an interdisciplinary matter: it cannot be complete without consideration of social, linguistic, psychological, visual, gestural, ritual, technical, historical and musicological aspects, but in this work particular attention will be paid to the grammatical deviations in the lyrics of the songs and the meaning hidden behind them.

It seems that the reason why the authors of the English-language song texts often resort to distortion of grammatical norms is to create a connection with the listener. Hence, substandard style of speech is favourable, since in everyday life people use it in interpersonal communication most often.

Within the framework of the present study, we analysed more than 60 English-language song texts taken from various Internet resources and official websites of musical groups and performers, in order to identify the most common forms of deviation from the grammatical norms of the English language.

The study revealed the following patterns:

1. Abbreviated verb forms.

The contraction of the verbs *going to-gonna* and *want to-wanna* as a phenomenon is ever-present in the youth slang, which is, as we believe, reflected in the song lyrics.

1) *Oh, what you gonna do, Katie? (The Libertines – What Katie Did)*

2) *D'yer wanna be a spaceman and live in the sky? (Oasis – D'Yer Wanna Be A Spaceman?)*

3) *Said "Sunshine I wouldn't wanna be in your shoes"...(The Libertines – Up The Bracket)*

4) *Gotta be green, gotta be mean*

Gotta be everything more (Mika-Grace Kelly)

Such deviation was found in 15% of the analyzed texts.

2. Universal abbreviation *ain't*.

In English, the construction *ain't* has quite a lot of meanings – *are not*, *am not*, *is not*, *have not*, *has not*, *do not*, *does not* and *did not*. Traditionally *ain't* is considered an indicator of substandard vocabulary and low level culture, but, nevertheless, this anomaly is firmly entrenched in the spoken English language and very often is observed in song texts.

1) *Living in the city ain't where it's at (Elton John-Honky Cat)*

2) *'Cause I ain't no Hollaback Girl (Gwen Stefani – Hollaback Girl)*

3) *Ain't worried 'bout a ring on my finger (Lizzo – Truth Hurts)*

4) *Oh yeah, oh yeah, oh yeah, I ain't met you*

I've been looking, stop the waiting (Tyler, The Creator – See You Again)

This form of deviation was found in 22.5% of the analyzed texts.

3. Use of shortened forms.

The analysis shows that the use of shortened forms in most cases is caused by the necessity to preserve the rhyme and rhythm in the lyrics.

- 1) *You twist'n'tore our love apart (The Libertines – Can't Stand Me Now)*
- 2) *Now time for me is nothing 'cause I'm counting no age (Gorillaz – Clint Eastwood)*
- 3) *'Til I asked awfully politely*
"Please, can I call you her name?" (Arctic Monkeys-Cornerstone)
- 4) *I think you're stubborn 'cept you're always softening (Adele – My Same)*

In the first example the rhyming parts are *twist'n'tore-twist and tore*, in the second - *'cause-because*, in the third one - *'til-until*, in the fourth - *'cept – except*. These are used as a tool for rhyming, which allows one to create the rhythm of the lyrics.

The use of shortened forms is typical for 55% of the analyzed material.

4. The omission of endings in words.

When in the flow of speech, the sound at the end of a word either softens or disappears, an apostrophe is put in the place of the sound in the song text.

- An' a Helter Skelter 'round her little finger*
An' I ride it endlessly (Arctic Monkeys – Arabella)

Such deviation was found in 22.5% of the analyzed texts.

5. Violation of a fixed word order in an English sentence.

Violation of the order of words in sentences in the English-language song text can be caused by the desire to give an additional emotional colouring to the spoken words, and can be predetermined by the plot of the song.

- But all of that's what the point is not (Arctic Monkeys – A Certain Romance)*

The word order is broken quite often in the English-language song discourse - 55%.

6. Double negatives.

According to the grammatical norm of Standard English, the use of double negatives is unacceptable, but it should be noted that in song lyrics it is used to enhance the meaning of words and emotional expressiveness.

- 1) *Never did no harm (Gorillaz-Dare)*
- 2) *Here ain't no place for dolls like you and me (Arctic Monkeys – Star Treatment)*
- 3) *I know I'm a queen, but I don't need no crown (Lizzo – Soulmate)*
- 4) *But that don't mean nothing, nothing (Tyler, The Creator – 911/Mr. Lonely)*

Such deviation was found in 15% of the analyzed texts.

7. The use of repetitions.

Repetitions in song lyrics appear in the form of words and phrases, as well as individual sentences. They are used to focus the listener's attention on a particular action, object or feeling, and also serve to observe the melody of the song text.

1) *Yeah, we got left, left, left, left, left, left, left* (*The Strokes – Alone, Together*)

2) *It takes strength to be gentle and kind over, over, over, over* (*The Smiths – I Know It's Over*)

3) *And God knows I've got to live mine*

God knows I've got to live mine (*The Smiths – William, It Was Really Nothing*)

The frequency of this phenomenon in the analyzed samples is 80%.

8. Irregular verb forms.

It seems that in most cases verb forms deviating from grammatical norms are used in the text either as a tool to transfer specific emotions or sense, or for preserving rhythm and rhyme.

Crowd wild out but don't matter 'cause you not front row (*Tyler, The Creator – 911/Mr. Lonely*)

That's cool, baby, so is you (*Lizzo – Juice*)

A similar deviation was found in 25% of the analyzed texts.

9. The use of interjections.

Interjections are often used to give a song text the form of a monologue and to express an emotional reaction to events or emotions that are covered in the song text.

1) *If I was a sculptor, but then again, no...*

...Well, a few of the verses, well, they've got me quite cross (*Elton John – Your Song*)

In this example, *well* is used as a colloquial interjection.

2) *If you've lost your faith in love and music*

Oh, the end won't be long (*The Libertines – The Good Old Days*)

Similar deviations were found in 65% of the texts analyzed.

The next segment of this study is based on the diachronic analysis of the song discourse of different time periods. From our point of view, it is important to see the way different genres evolved throughout the period of 50 years. The question of interest is how the percentage of grammatical deviations in the English-language song texts and the genre correlation between them has changed over the years.

We chose three main genres - rap (hip-hop), pop and rock music as the material to be analysed. Since hip-hop originated in the second half of the seventies of the last century, it was considered reasonable to use lyrics from the same time period for comparison for the other two genres, too.

The song lyrics that were created and were popular fifty years ago were compared to the lyrics of the songs that have been released in the 21st century.

To achieve this goal, 60 texts of English-language songs by artists such as Sugarhill Gang, Fatback band, Kurtis Blow, Childish Gambino, Janelle Monae, Fleetwood Mac, Stevie Wonder, Frank Ocean, Adele, Sam Smith, The Velvet Underground, David Bowie, the Clash, Franz Ferdinand, The Killers, etc. were analysed, from which the following conclusions were drawn during the study:

1. Over the past 50 years the number and nature of grammatical deviations from the norm has significantly increased in rap music - when the shortened forms were seen in 100% of old song texts and repetitions and irregular verb forms were observed in 75%, in Modern English-language rap-lyrics the omission of endings of the words, repetitions and irregular verb forms were found in 100% of the lyrics and shortened forms were found in 75% of lyrics.

There are also more deviations from the grammatical norm in modern lyrics — while in old song texts, abbreviated verb forms and double negation did not occur at all, in modern song lyrics, both cases occur in 60% of the examples.

2. In popular music, the number of grammatical deviations has increased significantly. 50 years ago repetitions were found in lyrics of the English-language songs in 75% of cases, interjections were observed in 60%, and the abbreviated verb forms *gonna*, *wanna*, universal abbreviation *ain't* and double negatives did not occur at all. In modern pop-music song lyrics repetitions and shortened forms are found in 100% of the texts, and double negatives and abbreviated verb forms *gonna* and *wanna* are found in 55% of the texts.

3. The number of repetitions has not changed much in the English-language song lyrics related to rock music — they occur in 100% of the old lyrics and in 80% of the new ones. However, there has been a significant increase in the number of times that songwriters intentionally break the word order — a phenomenon is found in 60% of modern lyrics, while it does only occur in 15% of the analysed lyrics of the classical rock songs.

Thus, the study allowed us to find out that deviations from the grammatical norm in the English-language song discourse are caused, in many cases, by the necessity to give the text particular emotional colouring and to make the lyrics easier for ordinary people to perceive. Another important factor is that most modern popular music genres, including pop, rock or rap genres, have their roots in the era of the artists of African or African-American origin, who possess their own variety of the English language - African-American English (AAE) – the characteristic grammatical features of this variety being the use of *ain't*, double negatives and incorrect verb forms. In addition, it was found that grammatical deviations in the English-language song lyrics may be caused by the author's desire to preserve the rhyme and rhythm of the song.

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THE PRACTICAL ASPECTS OF TEACHING GRAMMAR OF THE ENGLISH LANGUAGE IN ELEMENTARY SCHOOL

The article deals with one of the important principles of teaching English language by grammar, because grammar is the tool that holds the sentences in the English language together and gives meaning and relevance to the sentence. Currently, many teachers think that teaching grammar at any language is the most difficult one. Thus, the article analyzes different approaches to teaching a foreign language grammar, their advantages and disadvantages. The article also describes explicit and implicit, deductive and inductive methods of teaching grammar. It reviews how English grammar is taught in elementary school in two English textbooks: Russian and foreign one. New principles and methods of construction of grammar exercises in English textbook are described. Finally, the article compares and contrasts the way of teaching grammar in these textbooks.

Keywords: English grammar, grammar teaching, methods, English textbooks, elementary school, grammar exercises.

Primary school is the most favorable time for a child to get acquainted with modern reality. It is the time when the child tries on a new social role - the role of the student, which acquires constant responsibilities associated with educational activities. New conditions create higher requirements for the individual, which sometimes creates a high load on the psyche of the child. Therefore, it is so important to consider the peculiarities of all the younger students.

By L.S. Vygotsky, primary school implies a period in which the stage of personality formation proceeds quite noticeably. This age is characterized by new relationships with adults and children of the same age, inclusion in a new type of activity - studying, where the child faces a number of serious requirements. Thanks to all this, new systems of interactions with people and

with the team are being formed and consolidated. Going to school also forms a new attitude towards learning and new responsibilities, it also affects the formation of character and will [1].

Another Soviet psychologist, A.V. Petrovsky, also refers to age-related features as a general lack of will. A child in primary school only learns to overcome difficulties and obstacles without having sufficient experience. A student at this age can be very upset at the failure, even insignificant, to give up, lose faith in their strengths and abilities. Quite often this can be accompanied by whims and stubbornness. Usually the reason lies in the lack of family education. The child was accustomed to the fact that all his desires and requirements were satisfied, his parents indulged him in everything. Moodiness and stubbornness are a kind of protest against the difficulties that the school presents him, against the need to sacrifice the game for study [2].

Thus, having examined the psychological characteristics of a primary school student, we can say that primary school age is a period of acquisition and absorption of knowledge. Special suggestibility, sensitivity, impulsiveness is characteristic of students of this period. In most cases, these features are positive, which means that admission to school contributes to the formation of the need for knowledge, to the development of willpower and sense of personality.

Teaching a foreign language to children of primary school age should be focused on the psychophysiological age characteristics of children. Psychologists (L.S. Vygotsky, S.I. Rubinshten, B. White, J. Bruner) determine the duration of the sensitive, that is, the most favorable period for studying foreign languages, from 4 to 8 years.

Physiologists (W. Penfield, R. Roberts) believe that the brain of a child under 9 years old has the ability to quickly learn a language, which decreases with age (after 10 years). The speed and strength of memorizing foreign-language material at this age is explained by both the predominance of long-term memory mechanisms and the presence of imprinting (imprinting material in the mind, provided that the necessary stimulus and motivation are present) [3].

First of all, primary school students perceive what is visual and causes immediate emotional interest. Therefore, in the learning process, it is proposed to use vivid pictures and unusual situations. However, the teacher's task is to attract the attention of children to less fascinating material.

Secondly, the memory of younger students in teaching a foreign language is quite developed, since not only with the help of adults, but they themselves are able to set themselves some elementary tasks (remember something). Since children easily remember that they are especially struck, that meets their interests, the teacher, given this peculiarity, should work with such lexical and grammatical materials that are related to their interests and allow creating motives for communication, for students to interact with each other. This will allow children to learn linguistic material and methods of action with it involuntarily, without visible efforts on their part.

It was also established that a child learns a second language more easily than an adult through play. Although the leading activity becomes educational, it is, nevertheless, during this period closely connected with the game.

The pedagogical game differs from the usual ones with the clearly defined goal of training and the corresponding pedagogical result, which can be justified, highlighted explicitly and characterized by educational and cognitive orientation.

During the game activity in the lesson, students actively work, help each other, carefully listen to their comrades; the teacher only manages the learning activities, which indicates the positive impact of the game on the formation of the cognitive interests of younger students, contribute to the conscious development of a foreign language.

Speech competence in foreign language lessons includes various types of speech activity: speaking, reading, lexical and grammar tasks, writing and listening.

Learning grammar plays an important role in learning a foreign language. Grammar is a certain set of rules that you need to know in order to correctly build grammar speech. With the help of theoretical knowledge, we will be able to form the correct construction of speech.

There are two main approaches to learning grammar:

- explicit, which implies an explanation of the rules and phenomena;
- implicit, the essence of which is to repeat and memorize grammatically correct structures without memorizing the rules themselves [4].

None of the methods are currently used in their pure form. The study of traditional approaches and methods of teaching grammar allows us to conclude that each approach has its own place in the process of learning a foreign language. At the initial stage of training, the use of an implicit approach will be most effective. It should be noted that no matter what approach we follow, the methods contained in them should be alternated, taking into account the abilities of students, the content of grammatical material and the difficulty of its assimilation by students, as well as the learning environment. In our opinion, the alternation of methods motivates students to learn a foreign language and makes the educational process more interesting and easier.

The formation of grammar skills begins already at the initial stage of teaching a foreign language. The training is complex, as phonetic, lexical and grammatical skills, reading, listening, writing and speaking skills are simultaneously being formed and improved. All these aspects are certainly interconnected.

The main goal of mastering the grammar of a foreign language is not only mastery of a set of certain grammatical structures, but also the formation of the ability to transmit content using various means of the language being studied. In other words, the activity of students consists in the active mastery of grammatical constructions, as well as in the ability to transform them.

After analyzing the theoretical material obtained, it is necessary to find out what point of view the authors of modern teaching materials for primary classes adhere to. We have considered the of foreign and Russian authors. Let us consider in more detail how in each teaching materials the authors approach the issue of teaching grammar skills.

The following Russian and foreign textbooks in English were selected for analysis because they are used for teaching younger students in the Russian Federation:

- textbook "English in focus" (Spotlight) for grade 3;
- textbook "Family and Friends 2".

The main differences in the methods of teaching grammar are that each author offers his own sequence of studying English grammar and, in particular, the types of tense forms of the verb. So, for example, in the Russian textbook, the sequence of introducing new grammatical constructions is based on the frequency of the grammatical phenomenon, and not on the level of its complexity. That is, the authors propose to study first the most commonly used species-temporary forms of the English verb, and then more and more rarely used.

For example, in "Spotlight English" you first study the verbs to be and to have, the tenses of the Indefinite Active groups, then study the tenses of Continuous Active groups, and only then study Participle I and Participle II, with the help of which all kinds of temporary forms are formed except the Indefinite Active [5].

In foreign textbooks - the same shortcomings. For example, in the common Family and Friends English beginner's tutorial, learning begins with the verb to be, then studies the Present Continuous, the Present and Past Simple, and then the verbs to be, to have and to do in the Present and Past Simple [6].

As a result, students are forced to memorize complex forms incomprehensible to them without understanding the method of constructing these forms, which greatly reduces the level of assimilation of the material.

In conclusion, it is worth noting that the textbook data are built taking into account all the psychological and pedagogical characteristics of younger students and, despite some differences, still have a similar structure for constructing tasks and similar methods of teaching the grammatical aspect of speech in English.

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ORGANIZATION AND LEGAL REGULATION OF THE SYSTEM OF DIGITAL MARKING
AND TRACEABILITY OF GOODS BY THE CUSTOMS AUTHORITIES OF THE RUSSIAN
FEDERATION

The paper covers the introduction of digital marking and traceability of goods in the Russian Federation market. Digital marking is a modern state instrument of the country's trade turnover regulation. Labeling helps to minimize the number of illegal products in the country and protects conscientious manufacturers and consumers. Currently, voluntary experiments are being carried out to label certain categories of goods. As a result of pilot projects shortcomings of legal regulation and the organization of digital marking and goods traceability system are revealed. This approach to the implementation of digital labeling will make this tool the most effective of all.

Keywords: digital marking, traceability, trade turnover, illegal products, instrument of regulation.

In December 2017, the Russian Federation decided to introduce a Unified system of marking and traceability of goods.

The marking system records the movement of goods throughout the logistics chain - from the manufacturer to the consumer. It assigns to each unit of production a unique code, which is placed on the packaging of the goods by the manufacturer or importer (DataMatrix or other type of marking most suitable for certain groups of goods). Therefore, when the goods are sold through the online cashier, the status of the goods in the system changes to "the code is out of circulation". Thanks to Russian digital technologies, the code cannot be forged.

Digital marking and traceability of goods has the following purposes:

- the possibility of obtaining prompt and reliable information about the movement of goods within the production activities of organizations, which helps to minimize the volume of illegal turnover of products and its influence on the development of economy and social sphere of the country, security and protection of life and health of citizens, increasing the collection of taxes and customs duties and improvement of tax compliance of citizens and participants of foreign economic activities , as well as for monitoring and controlling the competitive environment on goods markets;
- development of high-tech mechanisms for processing the necessary data to create new organizations and business models based on the use of data.

This system is necessary to reduce the illegal turnover of products in the Russian Federation. It will effectively combat the illegal circulation of industrial products; protect legal business, the firm of a conscientious manufacturer and consumers [1].

The state coordinator of the project is the Ministry of Industry and Trade of Russia.

In accordance with the order of the Government of the Russian Federation dated 03.04.2019 No. 620-R, the center for the development of advanced technologies (hereinafter – CDAT) was appointed as the operator of the state information system for monitoring the turnover of goods subject to mandatory labeling [2]. The project was created in the format of public-private cooperation on the basis of the CDAT, which is an effective way to address issues of reducing illegal trafficking without attracting state funding, but retaining all the control functions of the state. CDAT invests more than 200 billion rubles in the creation and development of a Unified system of digital labeling and traceability of goods for 15 years [3].

By 2020, the national system of marking and traceability of goods is planned to include shoes, tobacco products, perfume and toilet water, tires, cameras and flashlights and some categories of light industry goods.

The list of products subject to mandatory labeling, pay attention to the main factors characterizing the markets included in commodity items:

- the market size (both monetary and in kind);
- the focus of the industry on imports;
- the share of illegal trafficking, including illegal imports;
- the unit value of a unit of production;
- the rate of import customs duties;
- the share of individual entrepreneurs in the structure of participants of turnover;
- sensitivity to the introduction of labelling;
- other factors.

Manufacturers and retail stores are currently being registered in the product labelling and traceability system under the tobacco labelling project. As well as pilot projects on labeling of footwear products and medicines are carried out.

The digital marking system for fur products became a unified system for marking and tracing goods on June 1, 2019 [4].

By 2024, the system should cover a wide range of consumer products.

Currently, voluntary experiments are being conducted to label footwear products and medicines with DataMatrix codes [5].

On April 28, 2018, the Government of the Russian Federation approved the list of goods subject to mandatory labeling [6]. In accordance with this list mandatory labeling in 2019 are subject to:

— Since the beginning of 2019, the rules for labeling tobacco products by means of identification have been established. Features of introduction of the state information system of monitoring of turnover of the goods, which are subject to obligatory marking by means of identification, concerning tobacco production are allocated:

- Since March 1, 2019, the registration of manufacturers and retail stores in the system of marking and traceability of goods has begun;
- Since July 1, 2019, the production of unmarked tobacco products has been discontinued;
- Since July 1, 2020, the turnover of unmarked tobacco products has been stopped;
- It is possible to sell unmarked tobacco residues until July 1, 2020 [7].

— In accordance with the legislation of the Russian Federation, manufacturers and market participants of medicines included in the "7 nosologies" program began labeling on October 1, 2019 [4]. Registration of pharmacies and medical institutions in the labeling and traceability of goods began on July 1, 2019 [8].

According to the requirements of the Federal law "On circulation of medicines" mandatory labeling of medicines is introduced from January 1, 2020 [9]. From The list of high-cost nosologies labeling mandatory for drugs was introduced earlier - October 1, 2019 [10].

In this way, the advantages of digital labeling and traceability of goods are:

- Enabling businesses to track each commodity unit, increase transparency of interaction with counterparties, optimize business processes and reduce transaction costs.
- Providing the consumer with a guarantee of authenticity of purchased products and a tool of public control.
- A tool of the state to increase tax collection and combat illegal trafficking of goods.

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SOCIO-ECONOMIC FOUNDATIONS OF THE GAMING ACTIVITIES OF MMORPG USERS

The authors of this article study the main aspects of the economic behavior of players. Based on the analysis of the classification of attitudes to the study of gaming activities and the integrated approach of Jan Bogost, the classification of the socio-economic practices of interaction and exchange of MMORPG players is made. The article analyzes the results of the author's study conducted by the in-depth interview method (n = 30). Based on the results of the study a number of key socio-economic mechanisms of game inclusion are highlighted.

Keywords: online games, video games, game inclusion, economic behavior, game learning, classification of computer games, motives of computer games activity.

Video games have become an essential part of the Internet users' daily life, filling the Internet culture with set expressions, memes and advertising. One of the popular genres of video games is massively multiplayer online role-playing games (MMORPG) with free access (free-to-play). The profit of such projects consists of micro-transactions made by users.

In the framework of online games a reality model is created, which includes everyday actions such as social interaction, social communications, self-presentation and economic behavior of players.

In the beginning of a game, all players are in equal conditions. After a certain period of time, depending of the gaming skills, experience and time devoted to the game, the status and position of the players are radically different. At the same time, not all players are ready to improve characters and their equipment without assistance. For this reason they resort to the introduction of micro transactions for the purpose of buying experience enhancers (or other game resources), the so-called "boosters".

The relevance of studying this process increases because the researchers' point of view is that the most important component in the structure of computer games, causing the prevalence of simulative communication over the advisory, is considered to be an element of development or, in the jargon of players, "pumping" a character. Many research participants, who are keen on computer games, note that in such games they are attracted by the very possibility of developing a game character. When a game character develops as a result of certain virtual victories and achievements, the player has a feeling that "you are playing for good reason", that the virtual game brings a "real" result". As a result of this, a special class of players who earn money by pumping a character or following other instructions in multiplayer games is forming. This process is called farming and is characterized by the game actions of a loner or a small group of people who receive real profit [1, 82].

Video games are studied by media researchers, cultural scientists, psychologists and sociologists. As a result, we are dealing not only with a multitude of approaches to a complex and ambiguous object - a video game, but with the desire to study it in all its diversity and taking into account various research prospects.

The first video game research dates back to 2001, when the first issue of the international peer-reviewed online journal of the same name – "Game Studies" appeared [2, 41]. Systematization of many approaches in the ontology of video games in his report "Mess in video games" was proposed by Jan Bogost, highlighting four main approaches [3, 80].

The first approach proposes to consider the game ontology as an ontology of forms, that is, the study of the structures and systems that underlie games in general, genres or types of games in general, and specific examples of games in particular.

The second approach is based on the assertion that online games exist on many levels, but some of them are more real than others. Since some of these levels are constructs of the mind, while others have a material foundation, and games are real on a formal level. However, this reality of theirs is rather transcendental than truly real. Jaspers Yuul emphasizes that video games are real, because they contain real rules that players actually interact with, and winning and losing are real events.

According to the third approach, online games are just pliant shells that can exist, but incompletely, until they are filled and activated by players. Games exist until players occupy them and revive them by approving the formal characteristics in accordance with their specific personal characteristics and game contexts.

The fourth approach, proposed by Jan Bogost, suggest the study of video games based on five angles: reception and operation, interface, form and function, code, platform. As part of our research, we will cover the reception and operation, and we will be focusing the research on users' experience and media effects research.

From January to December 2018, we conducted an empirical study using the in-depth interview method (the selection is thirty people). The development of the research program, the formulation of research tasks, the preparation of tools, the collection and analysis of the material were carried out according to the "double reflexivity" ("long table" methodology, supervised by T.V. Temaev who is the doctor of social sciences, professor of the Department of Sociology of Social Work, Faculty of Sociology, Saratov State University).

The respondents were users of the Russian segment of the MMORPG genre of games aged 18 to 30 years. The gamers were asked questions divided into six blocks:

- 1) "Game as a form of leisure";
- 2) "Social communications in games";
- 3) "Socio-psychological factors and mechanisms of game inclusion";
- 4) "Economic factors of game inclusion";
- 5) "Social projections of game inclusion";
- 6) "Communicative practices outside the game."

The key question of the study was formulated as follows: "What are the motives, factors and social projections of the game inclusion of youth in the space of network interactions?" Interviews were conducted in the online form using voice and video chats. The duration of the interview ranged from 60 to 80 minutes.

Game inclusion is understood as the process of involving players in the practice of network interaction and increasing the degree of their participation in the online game.

Studying the socio-economic foundations of the gaming activities of MMO RPG users as a mechanism for gaming inclusion, we have examined a number of gaming aspects related to the traffic of real money in the virtual world:

- micro-transactions, the so-called donat.
- Means of self-presentation in the network space of online games;
- the game as a means of income.

The results of the study allowed us to highlight a number of key socio-economic practices of gaming inclusion:

1. Among users who had cashed out money from an online game (for example, by selling a game character for real money), it is widely believed that this function must be introduced into the game to provide official guarantees to buyers and sellers and also to prevent acts of fraud. In addition to, these users draw an analogy between virtual goods and real goods. Some users who cash out money from online games earned money by pumping characters in the game. Thus, for a certain layer of players, the game character development function plays an important role, and some users are willing to give real money for help in improving their character, even when the terms of the license agreement of many projects for such actions involve blocking. In addition to this point of view, an alternative position is presented by opinion that this function should remain on the shadow side of the gaming economy in order to balance the monopoly on cash investment from developers.

2. Among players who do not have experience with this function, there is another assessment of this option as a dysfunction of the game economy, which resolves the economic balance in an online game and, therefore, reduces interest in the game itself.

3. In-game purchases dominated by irrational decision-making about making a purchase caused by the motivation for self-presentation in the network space and external factors in the form of discounts on in-game products. Under the influence of these factors, the user makes an affective decision about investing money in an online game. At the same time, most users are negative about the fact that the possibility of investing money in an online game gives advantages and preferences and affects the game balance. There is an alternative point of view, in which users believe that buying benefits in an online game for real money is similar to the mechanism for obtaining advantages in real life for money and it is normal practice.

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GENDER AND AGE, AS FACTORS INFLUENCING INTEREST AND PREFERENCES IN CINEMATOGRAPHY.

The article focuses on gender and age as factors affecting interest and preferences in cinema. Leisure for modern youth is one of the paramount values; in this area, many socio-cultural needs of young people are realized. Cinema is a means of paying great attention to the formation of the spiritual culture of society and education of the youth generation.

The empirical basis was the results of a 2018 sociological study. It took place in two stages: first a survey, then an interview. Preferences in cinema are considered: from interest to the genre. The main conclusion was made about the non-influence of age on the interest of individuals in the works of cinema.

Keywords: cinematography; influence of age; influence of gender; genre; interest.

Leisure for modern youth is one of the paramount values. In this area many socio-cultural needs of young people are fulfilled. A well-organized leisure activity should be based on a competency-based approach, that is, it should aim to form and develop such qualities, abilities, knowledge, skills and abilities that will help a young person in self-realization as a person. [2, 349] Cinema is a means of paying great attention to the formation of the spiritual culture of society and education of the youth generation. Here, in an artistic form, an ideal image is created a model that is used by young people as a role model and embodiment in real life.

In January-February 2018, the author's sociological research was conducted, the destination of which was to identify the role of cinema in leisure activities of Saratov young people. In this research, 200 respondents participated, including 52% of women and 48% of men, aged 14 to 29 years. [1, 37]

First of all, it is necessary to consider the influence of age on the interest of respondents in the works of cinema. Young people aged 14 to 18 are interested in cinema (58.7%). As for respondents aged 19 to 23 years, the figure is about the same: 52.7% are interested in cinema. At

the age of 24-28 years, half of the respondents (50%) also show interest in this sphere of leisure. Respondents older than 29 years were the most interested in the works of cinema (63.2%). All respondents were interested in the works of cinema, regardless of their age. This may be due to the fact that movies can easily affect a person's emotions, some carry a large amount of useful information, and sometimes important knowledge.

Analyzing the influence of the age of the respondents on the choice of the type of film to be watched, we can see the following: respondents aged 14 to 18 years watch feature films with great interest

(49.2%), equally (17.5%) prefer animated and popular science films. Only 15.9% of respondents prefer documentary films. Among respondents aged 19 to 23, the majority (51.6%) choose feature films, 18.7% of respondents tend to multi-animation films, 15.4% chose popular science films and only 14.3% preferred documentaries. Respondents aged 24 to 28 have a similar pattern. 45.5% chose feature films. Fewer people (36.4%) chose animated films. And 9.1% of respondents chose documentary and popular science films. It should be noted that respondents older than 29 years have a slightly different picture. The majority (34.5%) prefer animated films, slightly less (31%) chose documentary films. 28.7% of the respondents preferred artistic cinematography. Only 5.7% of respondents named popular science films as their favorite.

The popularity of animated films among respondents older than 29 years may be due to the presence of children, but it should also be noted that animated films do not carry emotional and mental stress, which is ideal for relaxation after work.

With regard to the influence of gender on the preference of the genre of film, it can be seen that women are more likely to view works of artistic cinema (41.6%). 26.3% of women are interested in watching animated films, while 20.4% prefer documentary films. And only 11.7% of female respondents are inclined to popular science movies.

The preferences of men are close in terms of the preferences of women. For example, 44.4% of men preferred the creations of artistic cinema. 25% were interested in animated films and 19.8% in documentaries. Only 12.2% of men watch popular science movies.

As it turned out, regardless of gender, feature films are equally popular. This is most likely due to the fact that artistic cinema promotes emotional unloading and can improve the mood of the viewer.

When analyzing the influence of gender on the choice of genre in cinematography, it can be seen that comedies cause almost equal interest in men and women. 65.1% of men and 62.2% of women prefer Comedy. Films in the Thriller genre, are more popular among males: 47.6 % of men compared to 32.6% in women. Detective films have more interest among women: 32.6% of women and 23.8% of men chose this genre. Movies in the genre of tragedy were popular with 25.4% of

men and 18.5% of women. Dramas are almost equally popular: 23.7% and 22.2% of women and men (respectively) chose this genre. Films of the melodrama genre are popular with women. This genre was chosen by 29.6% of women and 15.9% of men. Speaking of adventure films, it is worth saying that they are very popular with men (they were chosen by 60.3% of respondents). And only 30.4% of women were interested in this genre. Family films cause interest 31.9% of women and 27% of men. Horrors are more popular with men. 34.9% of men's choices, versus 25.9% of women's choices. Biographical films were interesting for 28.6% of men and 18.5% of women.

Thus, we see that women prefer films in the Comedy genre more. Men are more interested in Comedy and adventure movies. The popularity of Comedy films can be attributed to their unobtrusive, calm plot and a large number of jokes and humorous moments. The genre of adventure is attractive because

It is a universal genre that allows you to tell a huge number of stories, and the audience to experience these stories and visit places that are not suitable for them.

The study revealed that the interest of young people in the works of cinema does not depend on age. The reason for this is primarily the entertainment function of cinematography. However, it should be noted that respondents over the age of 29 show the highest interest in cinema.

Speaking about preferences to types of cinema, it is necessary to mention that the most interest, irrespective of sex and age of respondents, is caused by productions of an art genre. It can be connected, in our opinion, with deeper sense of films of this genre, concrete a plot.

As it turned out, regardless of gender, the main preference is given to films in the genre of "Comedy". This may be due primarily to the fact that films of this genre do not carry a mental load, can cheer up the audience, as well as have an "unobtrusive" plot.

Cinematography is one of the youngest and at the same time one of the most popular arts. At the same time, millions of viewers fill the halls of cinemas every day, and even more people watch movies on television. Cinema has a powerful impact on the worldview of young people. Cinema is a mirror of the soul.

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MIGRATION POLICY OF GERMANY IN THE XXI CENTURY

This article examines the current migration policy of Germany; special attention is paid to the migration crisis that began in the country in 2015. According to the author, the development of Internet communications across the planet against the background of a huge economic gap between countries and regions of the planet is the main reason for the powerful growth of migration flows in our time. The analysis and conclusions are based both on the study of video materials and written sources, and on the author's own experience of life and work in Germany.

Keywords: migration, integration, modern technologies, economic development, political system, legislation, asylum, civil wars, EU, Schengen.

Our time is characterized by rapid development of scientific and technological progress, information technologies, improvement of transport systems, which creates more and more favourable conditions for the free movement of people around the world. With the advent of the Internet, people in the most remote corners of the globe have become much more aware of life in other countries, which has greatly contributed to the desire of people to seek a better fate for themselves and their families.

Today, there is a huge economic gap between developed and developing countries that cannot be bridged in the foreseeable future. Many rich countries entering the post-industrial era are experiencing fertility shortages and related labour shortages, while most countries in Asia and Africa have high fertility and high mortality rates [1, 48]. Due to the lack of natural population growth, countries such as Germany are interested in attracting labour from abroad [1, 104].

At the moment, the Federal Republic ranks second in the world in the number of migrants and the first in the same indicator among the countries of the European Union. Different researchers of this process sometimes have diametrically opposite assessments, ranging from the justification of such migration policy to its complete rejection [2, 57]. There are many reasons for people to temporarily or permanently leave their country of origin. Poverty, civil wars, genocides, political persecution and lack of life prospects are commonly cited as the main ones. Each of these prerequisites in its measure stimulated the outflow of population from the Middle East and the African continent to the developed European countries [3, 81].

The migration crisis in Germany, which began in 2015, gave rise to heated discussions about the future of Germany and Europe as a whole. Despite the different views of experts and political

scientists, migration is becoming one of the key factors in the development of the state. Attracting new labour and intellectual resources to the country has already become a common practice for most developed countries. The fact that a modern democratic state with high economic, scientific and technical potential cannot be closed, almost no one doubts [3, 97]. The main problem and the main topic for discussion is how to "filter" immigration flows into the country.

If we carefully consider the current migration legislation of Germany and other countries of the European Union, we can find that the requirements for people wishing to obtain a residence permit and citizenship are quite high [4, 31]. First of all, priority is given to highly qualified specialists in the field of technical and natural Sciences (medicine, programming, engineering, nanotechnology, etc.). In addition, knowledge of the language of the country to which a person wishes to migrate is equally important, as well as the possibility of nostrification of a diploma obtained outside the European Union [5, 134]. However, there is such an opportunity to get into the country as obtaining political asylum. It is used by the majority of people migrating to Germany and the EU from troubled and disadvantaged regions of our planet.

The military conflicts in Syria and Libya gave a powerful impetus to the start of large migration flows to Europe, to which the EU countries (and in particular Germany) were not ready. The peak of migration in Germany occurred at the end of 2015-beginning of 2016. During this period, about 900,000 applications for political asylum were registered in the Federal Republic [6, 89]. Accommodating so many people, of course, required a large number of housing units, huge costs for unemployment benefits, language and integration courses for refugees.

If we follow strictly the letter of the law, asylum seekers are obliged to remain in the EU country, on the territory of which they first came [6, 111]. Simply put, if a refugee from Syria came by sea to Greece, he is obliged to ask for political asylum in this country, and not in any other. However, the EU has faced the fact that this rule does not work in practice. First, countries like Italy and Greece have been overwhelmed by Syrian and Libyan refugees; secondly, migrants themselves began to strive to get to Germany, Austria and Sweden, as it is there that they are provided with the best living conditions and high social guarantees. Despite this, it would be a mistake to believe that all migrants are potential "freeloaders" seeking benefits and social housing from the state.

According to the type of behaviour of refugees, they can be divided into two categories. The first includes those people who are suffering from the civil war and really need help. This is primarily the elderly, women and children. These people usually agree to any conditions that the state provides them. They are happy to learn the language of their host country, take integration courses and get a job. The second category is those who, under the guise of refugees, are simply looking for a better life than at home. These people are poorly integrated into European society and often contribute to the strengthening of the criminal situation in the country. Thefts, rapes and

murders committed by some of the refugees force European citizens, politicians and experts to raise again and again the question of the appropriateness of the current migration policy [7, 63]. The European Union was not United in the issue of reception of refugees. As you know, Poland, the Czech Republic and Hungary officially refused to accept migrants. Germany and Austria were temporarily forced to resume border controls with neighbouring countries due to the uncontrolled movement of refugees through the Schengen area.

It is no secret that the main initiative to receive refugees from Africa and the Middle East belongs to Germany in the person of Chancellor Angela Merkel. As expected, many European politicians blamed Germany for the migration crisis of 2015 [7, 12]. The unity of the European Union was threatened. In the Wake of growing discontent among the population, the German authorities began to make statements about tightening migration policy and the possibility of expulsion of violators of the law from the country. However, the difficulty is that already arrived refugees are not always easy to deport. For example, those who have been denied asylum or deprived of this status can simply get rid of all their documents, which greatly complicates the process of their deportation. Officially, refugee status is granted only during the civil war, after which asylum seekers are obliged to return home [8, 53]. However, it is still unclear how many of them will want to return to the poor ruined country, giving up the benefits and comfort of European civilization.

In fact, after 2016, the flow of refugees to Germany and the European Union began to gradually decline. In addition, the German authorities are pursuing a policy aimed at returning some refugees to their homeland by issuing a certain amount of money to the family, which by the standards of poor Asian and African countries is a fortune. Thus, in 2018, several thousand refugee families were voluntarily returned to their country of origin [9, 33].

It is quite difficult for most of us to leave the country where we were born and grew up. Language barrier, huge cultural and mental differences do not give many people the opportunity to successfully settle in a completely new state for them. However, more than 68 million people worldwide are in refugee status. There are many reasons for this: political repression, civil wars, genocides, and poverty. Despite all the problems faced by developed countries in General and Germany in particular, migration policy is evolving from year to year, placing new "filters" for migration flows and promoting the best integration of new arrivals into European society and European culture.

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RISK-GENERATING ASPECT OF THE ANCIENT GREEK MYTHOLOGY

The article examines the issue concerning the role of risk in the lives of people. The analysis of specified ancient Greek myths shows that their common concept was the adherence to the sequence of the pattern: from the situation of risk through the trial to the retribution. The author touches upon the problem of a risky behavior as the cause of development. The article considers the point that from the earliest times risk was not only the essential part of people's lives, but also the necessary factor of development, transformation and progress.

Keywords: risk, the situation of risk, risky behavior, ancient Greek myth.

Risk is the characteristic feature of the situation, which has uncertainty of the outcome and requires adverse consequences. According to M. Vasmer (the German linguist, lexicographer, Slavicist and Balkanist of a Russian origin), the word “risk” comes from the ancient Greek words, meaning “a cliff” and “a foothill”. Therefore the verb “to risk” originally meant “to navigate between cliffs.”

At first sight it seems that myth has nothing to do with these descriptions and notions. But risks within the context of the ancient Greek self-consciousness are interesting to us not only because of their etymological origin, but mostly because of the role with which Hellenes

empowered them in their conception of the world. Since, even the most harmless myths about love could not do without risky steps. We can remember Psyche, who wished to see the face of Eros or Semele, who obeyed Hera and died of the contemplation of a divine Majesty of the beloved Zeus. It is clear that risk as the situation of choice, trial and retribution is the central motive of the ancient Greek myth.

For that very reason the German sociologist O. Renn identifies four types of risky situations and risk itself and gives them the names, drawing the analogy with the plot of one or another ancient Greek myth [1]:

1. “Damocles’ Sword” – the situation of risk as the imminent danger;
2. “Pandora’s Box” – risk as the invisible threat;
3. “Libra Athens (Athena’s Scales)” – risk as the balance of costs and benefits;
4. “The Image of Hercules” – risk as the pursuit for danger and thrill.

However, the situation of risk is not only the point for making a decision, choice and weighing options. It can also be a kind of “crossroad”, which above all opens the opportunity to follow the path of development and progress to the humankind.

The myth as the quintessence of risky situations.

Before starting any research in the field of ancient Greek mythology, it is necessary to enter into the Greek perception, because Hellenes made myth their everyday real life, and it is very difficult to define what historical event is more genuine – the Trojan War or the birth of Erebus and Nyx from the shapeless Chaos. The myths should be spoken about in terms of their reality and unconditionality.

The satisfied humility of Greeks with their kinship with gods is not surprising because the Greek god is the very same human being, but possessing magic powers and immortality (but this fact is debatable, if we remember the most famous succession of divine patricides). But what is the meaning of the statement that “the god is the very same human being?” It should be noted that Greek gods are often presented as the anthropomorphous beings, closely to their second and definitely to their third generations. However, in addition to their human image the gods had *the character*. It is not surprising that dramatic art originated in the ancient Greece: the gods are presented to us as well-developed characters. For example, we cannot say that Aphrodite was merely the bodily incarnation of all-embracing love, because like any of us she could be touchy, cruel and jealous as well. Thanatos also was not only the savage force of death. He worked in Hades as a kind of collector or a security guard, and there were days when he just as all people could be surprised, get angry or upset when some mortal man managed to fool him. “The myths of ancient Greece contain the understanding: whoever created this incomprehensible world with all its cruelty, miracles, whims, beauties, madness and injustice, the creators themselves are definitely cruel,

miraculous, whimsical, beautiful, mad and unjust. Greeks created their gods in their own image: warlike but inventive, wise but ferocious, loving but jealous, gentle but fierce, compassionate but vindictive” [2].

Thus, taking some of the selected ancient Greek myths as the examples, we try to prove, that from the earliest times risky behavior was not only just the integral part of people’s lives, but the important criterion of its development as well.

The first argument: Uranus – Cronus – Zeus.

In the beginning there was Chaos. The history should start from the very beginning. We will not go into the details and nuances, complexities and intricacies of mythological plots, we will only try to describe the general logical structure.

In the beginning there was Chaos. Does that mean that from the very beginning risk was present in the world? In fact, both the situations of risk and chaos are characterized by the uncertainty of outcome and their multiplicity and a certain kind of freedom. To the same extent risk might be the characteristic feature of the chaos, because it exists as the point of failure inside the well-established system, and which generates chaos through its uncertainty.

Thus we know that in the very beginning there was Chaos [5]. Among others he gave birth to Uranus. Stemming from the relations between Uranus and Gaia Cronus appeared – the character that is interesting to us. The birth of Cronus and his multiple brothers and sisters gave start to two incredible things, which impress us even today – life and time. Together with them the world saw the first death. Cronus, advised by his mother, took the biggest risk – he overthrew his father, sent him in the depth of Tartarus and started the pendulum of development and changes.

Firstly it is proved by the fact that the second generation of gods came to power and these gods started populating the world in their characteristic manner. It was the very point when Moirai (the Fates) appeared and the notion of fate was born. Uranus’s prophecy was fulfilled. Cronus did not want to repeat the fate of his father and started to eat all his newborn children. Zeus, the only son of Cronus who had not been eaten, forced him to free all his brothers and sisters and the great battle started. The Greeks named it the War of the Titans (Titanomachy) which resulted in the fact that the third generation of gods came to power – twelve Olympians. “Zeus often taking risks in his becoming and asserting his authority, comes to structure and order all the same” [3]. The interesting point of this myth is that we see the story of killing Cronus and becoming of Zeus as the story of cruelty which is intrinsic only to people (and gods as their grandfathers). But it is also the story of a series of risky situations, producing reforms and changes of a global concern: it is not the simple act of creation, it is the active achievement of life, death and time, and, therefore, they are the moving force of progress.

The second argument: Prometheus.

The story of Prometheus started with the most human feeling of all possible ones – the boredom. It was the boredom which prompted him to create people: Prometheus made them from clay and baked them under the sun of Apollo and Athena breathed life into them and, what was more important, the reason.

What makes us think that the creation of people was a risky enterprise? From the point of view of the population of Greek pantheon there were many reasons for concern. Knowing the habits of ancient Greek gods, particularly an amorous Zeus, there was the risk of appearing the demi-gods and this endangered the gods themselves. But it was Zeus himself who prevented this risk: he forbade Prometheus to model women. Secondly, the creation of people led to the monstrous disagreement, concerning the relations between gods and people. Zeus created people for fun, to watch them without interfering in their lives and listen them praise him. On the contrary, Prometheus wanted to be friends with people, teach them farming and different crafts. The third point is that people could start considering themselves equal to gods. Zeus tried to solve this problem with the help of prohibition given to Prometheus, the main point of which was that people would never get fire. We know how Prometheus treated that prohibition.

Prometheus saw that his reasonable creatures lacked some inner fervor. And he knew that only the divine fire could unlock their potential. Indeed, the risky step of Prometheus, who gave fire to people not only as the tool, significantly making life easier in terms of their craft, the production of instruments and weapons and the realization of their primary needs, but as an inner spark as well, led to a number of wonderful changes. The result of it was the rapid progress: “Soon all these forced the multiple changes, which raised a man over the animals-predators, who had nothing to oppose to spears and arrows with metal heads” [2]. The price of such significant progress in the lives of not only people but the whole world was the horrible punishment that befell Prometheus.

The third argument: Pandora.

But the punishment of Prometheus was preceded by the retribution for the entire human race. This retribution to the human realm was to be brought by the sweetest creature of Hephaestus, who repeated the work of Prometheus but gave her the significant peculiarities. Hephaestus modeled the beautiful young woman, taking his wife Aphrodite as the example. Other gods also worked over the new creature to a great extent: they dressed her, taught her speech and cunning, composure, housekeeping and gave her many other talents. Thus Pandora was born.

She was sent to people to cause chaos. “Hephaestus made another gift to this perfect creature, and Zeus himself presented it to her. It was the tank, full of ... mysteries [2]”. Soon Pandora became the wife of Epimetheus, Prometheus’s brother. The clay jug containing all the sorrows of a future world waited for its time. And one day the intention of Zeus became the reality. The curiosity of Pandora made us what we are.

The risk that was run by Pandora who had promised Zeus not to open the jug led the awful children of Erebus and Nyx into the world. Illnesses, hunger, war, discord and other awful things came out of the jug. The only thing that was left inside the jug which was hastily closed by Pandora was the hope.

Studying the previous myths, we tried to prove that the risky steps of their main characters led to the progress. At first sight it seems that Pandora's deed did not do any good to the world, did not become the starting point for its further positive development. However, it is not exactly the case. "With fire in their hands and with the emergence of women the humankind could reproduce itself, the notion of "family" took the meaning, and some sorrows which had come out of Pandora's jug managed to be balanced" [2].

The hero taking risk and reaping the benefits.

It has been already said that the plot of the ancient Greek myth can be summed up in the general structure "a risky step – trial – retribution", and stories which we have described were one more proof of this thesis. However, they are interesting to us not only because of the common plot lines but also because they are the development of one story. The victory of Zeus over Cronus brought him together with Prometheus, this was the reason for him to entrust the realization of his "project" of creating people to him. Consequently Prometheus's betrayal angered Zeus so much that to get even with him he decided to send Pandora to people, who brought discord with her. From the very beginning to the very end this story carries the quintessence of risk with it.

We link the notions of "a risky step" and "trial" for a good reason. M. Douglas noted that in the modern society risk becomes the judicial mechanism that allows the political figures to regulate the public processes in it, leading them to some kind of norm [4]. We can point out that concerning the myths which were described in this article, risk operates in almost the same way, though not to the full extent. For example, "trial" over people, which Zeus organized with the help of Pandora, pushed people to try to settle the relations with gods: the fire which Prometheus had stolen was then used to make sacrifices to gods themselves. Hence, risky situations contribute not only to the development, but with the help of "disapproving" mechanisms arouse the process of self-regulation, which mitigates the effects of the risk.

Risk as the stimulus to progress.

Choosing any approach to the analysis, that is to say, agreeing with the reality of ancient Greek gods and in this way affirming the presence in us the desire to risk as something that is our nature, which we inherited from them or being given by them; or rendering the opinion that Greeks invented the gods in their own image, eternalized their own, universal for the humankind craving for risk in them, we inevitably repeat our own thesis about the essential role of risk in the lives of people and their self-consciousness.

In addition one more conclusion which we can make on the basis of the research of the three given “myths-arguments,” consists in the fact that risk is the stimulus to progress. However, it is important to notice that risk equally precedes the progress and is its consequence: since the development does not take place without the qualitative changes and sharp rise – all what we mean by risk, but the innovations do not also guarantee nothing but risk.

Therefore we can say that from the ancient times risk was not only the essential part of people’s lives, but also the factor of development, transformation and progress.

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IVAN BUNIN’S EARLY POETRY IN THE PERCEPTION OF THE CONTEMPORARIES: ON THE PROBLEM DEFINITION

The paper deals with the first journal and newspaper publications, memoirs, as well as letters from the contemporaries concerning Bunin’s poems as a literary resource for the PhD work.

The most part of it is devoted to the detailed examination of the first journal and newspaper publications made by the young poet. The author discusses critical reviews written by Konstantin Romanov, a publisher and commentator of the first collection of Bunin’s works, Vladimir Nabokov who preferred Bunin’s poems to his prose, Maksim Gorky, who called Bunin “the first poet of our days” and so on. A. Blok, S. Solovyov, N. Gumilyov and M. Voloshin were also interested in Bunin’s early poetry. The article considers them in comparison as an important part of the literary process of the early XX century.

Keywords: Ivan Bunin, early poetry, the period of literary self-determination, responses to poems in periodicals, Nabokov’s articles, famous poets-reviewers.

Ivan Bunin’s place in the world literature is undeniably significant, great and important. There is no other among his contemporaries that can compete with his literary talent. That is why,

Ivan Bunin's life and work have been sufficiently studied within the framework of Russian literary studies.

His prose was awarded with the Nobel Prize. His poetry can be found in all textbooks. There are separate poems, letters and journalistic works by Bunin that have been published academically [1, 10].

However, it seems to us that this historical and literary resource has not been exhausted by the researchers yet. The purpose and task of this work is to present the detailed examination of the first journal and newspaper publications made the young poet, memoirs, as well as letters from the contemporaries concerning Bunin's poems belonging to the period of his literary self-determination. Significant part of this text corpus are of interest, as it formulates the topic of the thesis, except for journal and newspaper articles, which are dated by later years and do not belong to the "early Bunin" period. The paradox is that Bunin's contemporaries very often turn to his early poems even after his immigration.

In December 1891, "Poems of 1887-1891" were published as a separate book, as a free supplement to the newspaper "Oryol Bulletin". Poems written by a young man, in his personal opinion, were excessively intimate and largely imitative. However, they are clearly not reduced to the sheer sum of influences by Pushkin, Fet, Baratynsky and Nadson, as well as Goethe, Schiller, Petrarch, Moore, and later Adam Mickiewicz (Bunin even studied Polish for the sake of his poetry).

This can be proved by a large number of positive responses to his poems in periodicals. However, there were some critics who, having seen only "naked prose" in Bunin's early poems, advised him to abandon poetry. However, throughout his life Bunin primarily considered himself to be a poet.

Maksim Gorky expressively called Bunin "the first poet of our days" in connection with the release of his collection of poems called "Listopad".

Chukovsky called him "hidden talent", "talent without exclamation marks" [2, 44]. Nabokov, on the contrary, protected Bunin's poems and preferred them to the brocade prose he was so famous for". We find the apologia of Bunin's poetry in Nabokov's articles. Literary criticism is also aware of Bryusov's discussions about Bunin's poetry [3, 446]. A. Blok, S. Solovyov, N. Gumilyov and M. Voloshin had also been attentive, although far from benevolent, to Bunin's early poetry.

The importance of reviewing, summarizing, as well as comparing the literary and critical positions and works of these famous poets-reviewers in relation to Bunin's early poetry must not be underestimated.

Bunin's early poetry is like a melting shop for his future prose, the perfection of which has been described in detail by modern scholars. However, what exactly happens in the writer's soul and what he puts from pen to paper, when he insists so obstinately on his lyrical hypostasis, is often more visible based on the well-aimed observations of contemporary critics who reflect on his poems.

Thus, the prospect of studying and comparing these "reflections" of Bunin the poet in the literary process is obvious. In this regard, it seems symbolically curious that the young Bunin himself enters the "big literature" world through personal acquaintances with Tolstoy and Chekhov. While corresponding with Chekhov, Bunin intentionally and stubbornly calls him a "poet." He considers Turgenev to be a poet too, which allows T. Dvinyatina, who is the commentator of the two-volume collection of Bunin's poems published in the series "The New Library of the Poet", to argue that "he himself did not think of poetry as a kind of literature, he perceived it as an existential, natural entity". All of the above gives the proposed literary research interesting perspectives.

It is important not only to recreate the starting period of Bunin's literary career, but also to use it as a prism to look at the paradigm shift in literature as a whole. All of this will make it possible, among other things, to trace how the "post-classical type of creativity"* is gradually being formed in Bunin's early poetry, which, in fact, explains controversial responses of the contemporaries to his early poetry (*the term coined by T. Dvinyatina).

In Soviet Russia, the last time Bunin was published during his lifetime was in 1928. After that, his works were hushed up. They only publish the "Song of Hiawatha" - but this is the publisher's choice, which is obviously not influenced by the artistic merits of the piece of literature, but rather by the ideological correctness of the protagonist - a fighter for freedom of Indian tribes. This work simply matched the format of the time.

To be exact, the text was re-printed 5 times in the USSR. The copy of the 1935 edition published by Lendetgiz's is still preserved. It has Bunin's inscription on the cover saying "It was printed without me knowing about it and without my permission, not a single ruble was paid for it."

His relations with publishers in terms of everything that relates to his early poems are also directly related to the topic of "perception by the contemporaries," and may be also of interest within the context of the stated research topic. It would be useful to find out, for example, whether separate translations of early poems written by Bunin were published abroad, and if so, how and by whom they were translated, commented upon and criticized. Whether it is possible to discuss them in a separate chapter, or just mention in the work, it will depend on the quantity, availability and completeness of the material.

In his letters, after emigration, Bunin repeatedly complained that he was very actively published in the West, but since Soviet Russia at that time was not considered the successor of tsarist Russia - neither fees nor even notifications regarding publications of his translations abroad were sent to Bunin. He once proudly refused the symbolic nominal payment offered by one of the Western publishers, which is also mentioned in his letters [4,340].

All these facts must be taken into consideration to have the full description of the literary process within the framework of the topic that has been announced.

Therefore, the thesis will contain 6 major parts:

1. **Introduction** (substantiation of the topic's urgency according to the plan above).
2. **Chapter I** is the main part, which is supposed to take into account absolutely all journal and newspaper responses to publication of Bunin's poems, with the description of publications, their role in the current literary process and characteristics of reviewers. Critical reviews written by Konstantin Romanov, a publisher and commentator of the first collection of Bunin's works, will be analysed separately and compared with his own poetry.
3. **Chapter II** will concentrate on the evaluation of Bunin's poems in memoirs and epistolary sources. We would like to concentrate on the opinions of Chukovsky, Gorky and Nabokov, the latter considered Bunin the poet to be his teacher.
4. **Chapter III** – will view, and possibly compare publishing policy of the USSR towards Bunin, his “comeback” to the Motherland organized by Tvardovsky and translation of his poems abroad (if the material is available).
5. **Appendixes** will contain the fullest bibliography (in the alphabetical order) of journal and newspaper critical feedback on Bunin's early poetry, starting from the publication of his first collection of works.

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THE ROLE OF ENGLISH IN EURASIAN ITEGRATION

The article deals with the use of English language in the professional sphere. The author describes her personal experience and points to the difficulties faced by trainees during the work at the Eurasian Economic Commission.

The increased involvement of Russia in modern global processes results in a demand for specialists who are able to represent state interests at the international level that actualizes the study of foreign languages.

It is stressed that the Eurasian Economic Union is the most successful integration association in the post-Soviet space, and an important international organization for Russia. This organization specializes not only in the cooperation of member states but it tries to improve relations with other countries. The Eurasian Economic Commission, the supranational body of the Union, is negotiating all over the world, as the idea of Eurasian integration extends from Vancouver to Vladivostok. The author speaks about the necessity to know English at a high level.

Keywords: Eurasian integration, English, Eurasian Economic Union, Eurasian Commission, cooperation.

The post-industrial era has an impact on the formation of a new information and social environment, interpersonal and international communication, where the most universal means of communication is English. The value of English in the modern world cannot be overestimated. In general, the political, economic, scientific, sporting events of the whole world are covered in English. *English is an essential* working language for communication at summits and meetings of heads of state. The signing of laws, negotiations and debates are held in English. The work of the banking system, the documents used both in export and import of goods are made in English. This language is a living communication tool for academics and scientists around the world [1, 56].

The value of the English language in the modern world is so great that its knowledge is not a privilege or luxury. Previously only persons of a certain social stratum could afford computers and mobile phones. Now such things are essentials. The same can be said of English. It is taught by everyone and everywhere: at schools, universities, courses. It is clear that any educated person is simply obliged to speak English, as it is his key to further self-education and self-improvement [2, 235-240].

Over the past decades, numerous socio-political and socio-economic transformations have occurred in Russia. Our state has become an open member of the world community. Cooperation is developing with other countries in the field of economy, science, and culture. Foreign languages are becoming popular; the motivation for learning them has significantly increased. A student who speaks several languages has a better chance of getting a prestigious job, both in our country and abroad. Learning languages contributes to the acquisition of additional cultural wealth, personality development, professional and career growth. The increased involvement of Russia in modern global processes results in a special demand for specialists who are able to represent state interests at the international level, and it only emphasizes the need to learn English [3, 172-176].

The Russian Federation is a member of many international organizations. However, the country's main foreign policy documents say that the priority for Russia, first of all, is integration relations with the states of the post-Soviet space. There are several integration associations between the former Soviet countries, for example, the Union of Independent States or the Collective Security Treaty Organization and the Union State between the Republic of Belarus and Russia. But the Eurasian Economic Union (EAEU) is considered to be the most successful association. Despite the fact that the Union has been working only for five years, it has already achieved significant success [4].

The EAEU is an international organization of regional economic integration with international legal personality. In the EAEU, freedom of movement of goods, capital, services and labour is ensured. The main member states of the Union are the Russian Federation, the Republic of Belarus, the Kyrgyz Republic, the Republic of Armenia and the Republic of Kazakhstan. Countries have already gone through several stages of integration such as a customs union, a free trade zone. A common market is also being formed and a currency union is planned [5].

The EAEU was established in order to modernize, cooperate and increase the competitiveness of national economies and create conditions for stable development in the interests of the population. At first sight, it seems that it is not necessary to use English for the activities of the EAEU, since representatives of all states speak Russian and communicate with each other in this language, although the languages of all five countries are the official languages of the Union. However, the Eurasian Economic Union is also actively developing relations with other countries. For example, agreements were signed on a free trade zone with Vietnam, as well as trade and economic agreements with Iran, Singapore, Serbia, China and other countries. Therefore, English is an integral part of the activities of the Eurasian Economic Union [5].

I have always dreamed of a career that would be connected with integration processes in the post-Soviet space, because I am convinced that cooperation of our states is beneficial both from a political and economic point of view. *There is a wide range of perceptions* that there is a rollback

from globalization, we are observing some regionalization processes. I believe that our country should not lag behind trends in this direction. As for the post-Soviet countries, these countries are easier to integrate with each other, because we have serious cultural and historical ties.

Of course, when I had to choose a place of professional practice during my studies at the magistracy of Moscow State University, I chose the Eurasian Economic Commission.

Eurasian Economic Commission is a permanent supranational regulatory body of the Eurasian Economic Union (EAEU). The main task of the Commission is to ensure the conditions for the functioning and development of the Eurasian Economic Union [5].

First I worked in the press service. I didn't even bother about foreign languages because I was absolutely sure that I would not have to use them. However, on the second day of my internship, I was asked to meet with journalists. I did not pay attention to the guest list and did not know that some of them were foreigners. Perhaps the situation would not have caused me problems, but the memos that were drawn up for journalists to go through were lost. I had to explain the *rules for accreditation* to the Conference. Unfortunately, all the authorities were already at an important meeting, I had to resolve the issue on my own. It was a real stress, especially in order to explain to the foreigners in English all the bureaucratic problems, and then I realized how important it is to speak English if we work in the field of international relations. I was glad that I was able to cope with this problem. My next experience of using professional English was a meeting between the Economic Commission for Europe and the Eurasian Economic Commission. Supranational bodies met to exchange experiences and develop mechanisms for further cooperation. I took part in the official part of the meeting, listened to their reports, and also had to attend the press conference. Then I was tasked with compiling a press release for the media based on the outcome of the meeting and press conference. There was really a lot of information in English, which I had to process. This was another way out of the comfort zone, confirming the necessity for knowledge of the English language.

I also had another interesting assignment related to the Economic Commission for Europe. I had a task to make a comparative analysis of funds distribution for PR in the Economic Commission for Europe and the Eurasian Economic Commission. The main reports and documents of the Eurasian Commission were in Russian, but the documents of the European supranational body were, of course, in English. Some of these documents consisted of 400 pages. To accomplish this task, you really need to understand the intricacies of documentary English. I had such experience only in writing annotations and scientific articles, but this is not enough to work with English-language documentation. This skill demands professional experience.

I wanted to continue my internship at the Department of Integration and Macroeconomics. I am interested in the activities of the EAEU international cooperation, because I am only at the first

stage of my professional career, I choose the sphere that will be most interesting to me and where I can prove myself as a professional.

Preparing for the interview, I realized that foreign languages were an important demand to the applicants. But I did not expect that they would start speaking English on theoretical issues related to the EAEU, Eurasian integration and integration processes in general. It emphasizes that the major requirements for his/her qualification will be the ability to write analytical papers, and *professional knowledge of English and Russian*.

In conclusion, I want to add that knowledge of foreign languages, primarily English, is one of the main tools of a specialist in the field of international relations. If you do not speak English, you are not competitive in the labor market, especially if you want to work in an international organization. No institution in the EAEU is an *exception* in this regard. The young Eurasian integration association is actively developing cooperation not only between post-Soviet countries, but also with other states of the world. A true professional working in the main supranational body of the Union must be fluent in English, my personal experience proves this.

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DIGITAL TECHNOLOGIES IN MUSEUMS OF THE MODERN TYPE AND THEIR INFLUENCE ON TOURISM DEVELOPMENT IN RUSSIA

The article explores the use of digital technology in museum and exhibition spaces. It is shown how they affect the development of tourism in Russia. The characteristic features of modern expositions are determined. The forms of using information technologies are analyzed. The article describes the most popular IT tools and identifies the most effective for attracting new consumer segments and developing tourism in the main tourist centers of Russia and small regions. Examples are Russia's most developed museums. Particular attention is paid to the advantages and risks of using digital equipment in the design of museum and exhibition displays. The result of the study is the identification of two areas of development of IT-technologies in museum and exhibition affairs.

Keywords: museum space, digital technologies, IT-technologies, museum exposition, tourism.

In the modern world, digital technology has become very important in all areas of life. This is connected to the active development and modernization of the means of creating, displaying and keeping information. The result was a steady increase in the number of users. Museums began to use various information technologies to attract new visitors and increase interest in classical exhibitions. Everything is changing: work processes, tools, and the form of dialogue with the visitor.

In general, the concept of the exhibition has not changed: an exhibit is in the spotlight. But the ways of showing the subject and the way of conveying its meaning and history are changing. For this, the museum uses two types of digital technology:

- as a technical interface (equipment plays a supporting role)
- in the form of an exhibit, a museum subject.

All this led us to a new direction - computer (digital) art. A work of digital art is any creative use of a computer in order to get an image or sound object. To keep the audience today, museums need to carefully approach the choice of digital technologies from the many offered on the market. The most popular trends are:

- 1) Data openness
- 2) API (application programming interface)
- 3) Interaction
- 4) AR and VR (augmented reality, virtual reality)
- 5) Gamification

Let us consider the value of each trend and analyze them with examples.

Trend open data has become one of the most popular and mastered by Russian museums. Many museums and exhibition centers have joined the process of opening of full access to their collections, archives and photographs. In 2016, the State Hermitage staff completed the digitization. Thus the richest collections of exhibits became available online for users from all over the world.

The process of opening data to Internet users has also begun at the State Tretyakov Gallery. In November 2018 gallery director Zelfira Tregulova announced, that the Tretyakov Gallery together with the integrator of digital technologies RDI Digital will launch a crowdfunding blockchain project the «My Tretyakov». Anyone can participate in this project, any individual or company can donate money to digitize the exhibit, which will be chosen randomly by the system.

Nowadays API (application programming interface) is also popular. This is a combination of various applications into a single system. The system helps organize virtual tours. Workers of the

State Hermitage were among the first to use the trend. On their official website, they offer users to create their own collection and view the collections of other users. One of the largest in this area is the global project Google Art & Culture. Now the online platform collaborates with 1,500 museums and cultural institutions in 70 countries. Russian museums began to cooperate with the project in 2012: the State Russian Museum, the Hermitage, the Tretyakov Gallery, the Pushkin Museum and the Roerich Museum. Now 52 Russian museums representing 1227 exhibits are participating in the Google Arts & Culture project [1].

Along with previous tools, interactivity is now actively used to attract more visitors. Interactive displays and tables are very popular, they allow visitors to independently choose the audio or video content that they are interested in. Also, everyone is attracted to interactive kiosks with a navigation system, which contain background information about the museum. A good example is the Lunarium interactive exhibition at the Moscow Planetarium. With the help of 80 exhibits, Lunarium explains and demonstrates physical laws and phenomena in a playful way. The exposition allows visitors to blow up the Sun using a virtual meteorite, control a rover, launch a rocket with a hydrogen engine and simulate an alien.

Another example is the system of multimedia historical parks “Russia - My History”, which almost every one of us knows. In 2013 in Russia, work began to create a system of multimedia historical parks “Russia - My History”. The project is the country's largest exposition complex, in which the whole history of Russia from ancient times to the present day is presented in a panoramic view. The sites of historical parks are located in 19 cities of the Russian Federation [2]. A large team of historians, artists, filmmakers, designers and computer graphics specialists worked on the project. They should have come up with a way to study Russian history in a fascinating and vibrant way. The project is aimed not only at Russian citizens, but also tourists. All the latest forms of information media are presented in historical parks: touch tables and screens, spacious movie theaters, lightboxes, collages, projectors and tablets.

Virtual reality (virtual reality) and augmented reality (augmented reality) occupy a special place among the IT technologies used by museums. VR is an imitation of a real or fictional world. Today, VR is used not only by museums of modern art, but also by conservative art museums. For example, visitors to the Tretyakov Gallery can become assistants to Natalia Goncharova and Kazimira Malevich in recreated workshops. You have the opportunity not only to watch but also to touch things: move things to the table or choose a virtual brush in the workshop of Goncharova.

AR is a technology that allows a person to perceive the real world around him with augmented contextual information. In April 2017, the Ministry of Culture of the Russian Federation developed the Artifact platform, a guide to Russian museums with augmented reality technology. This is a free multimedia application for gadgets, providing the ability to use mobile devices to get

more information about objects when visiting museums. The application talks about important details and interesting facts, helps to look at the exhibit with an armed look and shows author's sketches or exhibit in the exposition before restoration, provides articles by professionals, and also includes audio guides. To get all the information, you just need to point the camera at the exhibit.

In recent years, the gamification trend has begun to gain popularity in the world. It involves the use of computer gaming industry tools to promote a museum product. Unfortunately, domestic museums have not yet successfully mastered this direction. However, in November 2018, a digitalization project for large museums and theaters was announced, where it was noted that the Tretyakov Gallery would receive tools for the development of the museum's social networks using gamification.

Having studied digital technologies, their applications and the results achieved at this stage, we can highlight the advantages of using IT technologies in the museum space:

- 1) Expanding the information area of the exposition in a limited space. Digital technologies allow you to tell in detail about the history of the exhibit, give an idea of its practical application, its location and surroundings. It also helps to create new levels of museum object placement in space.

- 2) Increasing the attractiveness of the exposition and the museum as a whole. The visual design of the exhibit began to play a big role for modern man. Information technology enables the designer of the exposition to fulfill a creative idea of any complexity. The original museum exhibitions are of interest to visitors and form a positive image of the museum.

- 3) Increasing information accessibility. In recent years, the direction of visiting museums without resorting to the services of tour guides is gaining momentum, especially among young people. Modern technology makes exposure material fully accessible and easy to understand.

- 4) Improving the visibility of the presentation of information. Various digital technology tools (audio, video, animation) help visitors to better familiarize themselves with the exhibit and store information about it in memory. Using information technology museums can simulate experiments and simulate complex real situations, visualize abstract information and dynamic processes, create a virtual environment of inaccessible reality.

There is also a number of risks associated with the use of digital technologies in the museum space, which you need to pay attention to when introducing them into the work of museums:

Violation of the ideological unity of exposure. Practice shows that the use of digital technology is not equally successful for revealing the intent of all expositions. Typically, the selected material may not be relevant during this exposure. It can even distract attention from the dominant, distort the whole idea of exposure.

Technical violations in the operation of the equipment. Technical malfunctions in the work of the information equipment of the exposition can negatively affect the image of the museum.

The complexity of perception of the exposition concept by visitors who do not own the perception of computer technology. For the development of such situations, it is necessary to provide exposure with navigation explanations on the use of equipment.

The changing needs of modern tourists have become the reason of the introduction of digital technologies in museums, which can ensure the attractiveness, accessibility and dynamism of exhibits. Having studied the trends in the use of information technology, two areas of development of IT technologies in museum and exhibition affairs can be distinguished:

- Creation of thematic multimedia interactive museums and exhibitions where digital technologies are objects of display.
- The introduction of digital technology in classical museums.

Digital technologies can increase interest in museum products among consumers, create secrets and puzzles that people seek to reveal. The use of IT-technologies does not lead to the complete replacement of real exhibits, but is only a tool to expand the boundaries of expositions and attract new visitors, thereby stimulating the development of tourism.

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PRACTICAL REALIZATION OF THE BASIC PRINCIPLES OF DIFFERENTIATED LEARNING

The paper covers some basic principles of differentiated learning. It is focused on the ways of creating the educational environment contributing to the students' development, which includes their psychological, physiological, individual, and typological peculiarities, as well as the level of their mental, intellectual development and interests. It is explained how this kind of learning can be realized practically.

Keywords: differentiated learning, differentiation, tasks.

Foreign language learning has recently become an essential part of lives of all modern and well-educated people. Modern requirements to foreign language teaching are focused not only on

acquiring knowledge but also on the formation of language and speech skills in conditions that are as close to real functioning of the language as possible. Such conditions can be created by the applying the principles of differentiated learning in the educational process.

Numerous textbooks, handouts and other teaching aids are used in classes. However, despite the fact that a lot of methods, approaches and techniques can be used in the educational process, differentiated learning is still increasingly preferred. It allows assessing the abilities of each student and helps the learners to successfully master educational programs. As a result, there is a need to study differentiated learning and the features of its implementation in foreign language teaching, which determines the relevance of the problem under study.

Differentiation means giving students multiple options for taking in information. Differentiating instruction means that a teacher observes and understands the differences and similarities among students and uses this information to plan instructions [1].

According to the Glossary of Education Reform, differentiation refers to a wide variety of teaching techniques and lesson adaptations that teachers use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or [learning environment](#) [2].

Moreover, differentiated learning can be used if it is spoken about groups of students with different mental and physical abilities, different learning aims and needs. In order to make their teaching more effective, teachers need to get to know the learners within groups. It can be achieved by using different methods, such as: observation, clinical interview, examination of students' work, interactive strategies in the classroom, group division, individual evaluation of the student, as well as discussions with their families [3].

A teacher is able to vary tasks among the groups within one class, so all the students will be engaged and will succeed. In other words, the main educational objective is to make sure all students master their knowledge, but skills remain the same for each of them. In this case, a teacher may use different techniques to achieve the aim.

In methodology it is accepted to divide differentiation into internal, where abilities of each student are considered through the organization of the educational process, and external, where students are divided into groups according to their abilities [4].

Grouping students according to their abilities can be accomplished in the following way:

1. The first group of students consists of the brightest ones. They are able to develop the skills themselves. They complete tasks quicker than others. Thus, they are given more complicated tasks.
2. The second group consists of students who need the support of a teacher for transferring into the first group as they are not able to complete the tasks without any help. However, at the same time they are able to complete tasks without any difficulties according to the educational programs. As a rule, this group is the largest one.

3. Students in the third group are not able to work independently; they need constant supervision and guidance of the teacher.

It is also believed that not only students but tasks can be differentiated. In this case the classification is the following:

1. the content of the task is the same for everyone, but the time limit is different;
2. the content of the task is the same for everyone, but students from the first group are given additional tasks;
3. the content of the task is the same for everyone, but student from the third group are given additional support materials;
4. the content of the task initially varies depending on the progress of students;
5. a big number of tasks are submitted and they can be selected independently by every student.

Differentiated learning requires active and continuous planning on the part of the teacher. A teacher should be a real professional and should be able to create special conditions in the class. It is important to understand the final objectives of the pupils, be able to motivate students and understand what methods and techniques work for each student [5; 6].

For the purpose of the present study, an attempt was made to implement the principles of differentiated learning while teaching English in the 6th form of “Gymnasia № 3 with the advanced study of foreign languages” in Saratov.

The implementation of differentiated learning took place from September 23 to October 21, 2019. It began with a diagnostic stage. Before the empirical stage started, an entrance test was conducted to determine the level the learners’ language proficiency and to identify gaps in their knowledge. The maximum score was 25 points. The results of the test showed that students had different levels, which did not correspond to the level of English proficiency for their age and the year at school. So it was decided to improve their knowledge by dividing learners into 3 groups.

There were 12 students in the group. The first group consisted of 4 students. These students got 20 points or more according which means that their level of the language proficiency is A2 (elementary). They could speak, understand the main information from the text and audio files, knew grammar rules and could complete tasks without gross mistakes. During the experiment, the tasks they had to complete from the textbook and handouts were modified so that they could be a challenge for them. This way they had a good opportunity to learn something new.

The second group consisted of 5 students. They got from 15 to 20 points which means that their language level is A1-A2 (Beginner - Elementary). All of them had difficulties with grammar and listening skills. They could speak but still made some gross mistakes. During the implementation of differentiated learning, they completed the tasks from the textbook and

workbook according to the instructions given in the original resources without any improvement or change. Sometimes they got support from the teacher while doing listening tasks. They always had rules in front of them while doing grammar exercises.

In the third group there were 3 students. They got less than 12 points which meant that their level was A1 (Beginner). All of them had a very low level of language skills and were not motivated. The group was the most difficult to work with. First of all, it was necessary to increase the level of their motivation. They were asked to take seats next to the students from the first group in class, so they could have additional support from them. Moreover, a teacher paid much attention to them during the classes. After that they became to participate during the classes. All the tasks were modified according to their knowledge. They always got support from the teacher and got additional material and different resources (grammar reference books, educational videos) which could help to gain knowledge.

According to the results of the final test, the students got higher results than in the entrance test and their knowledge equaled out to some extent. Three pupils were transferred from the second group to the first one. One pupil was transferred from the third group to the second one. The final result was the following:

the first group – 8 learners;

the second group – 2 learners;

the third group – 2 students.

The results of the study allow us to observe a small positive dynamics. The students became more active and confident in the classroom. Grades got better, and there appeared a desire to learn something new. Also, the students began to do homework more regularly, which is especially important for the students of the third group.

In conclusion, it must be emphasized that differentiated learning can be considered as one of the options to ensure successful language acquisition, since the main objective of learning is formation of learners' cognitive interest in the educational process. This can be assured by taking into account the development of their individual characteristics. The analysis of the experience of implementation of differentiated learning allows us to assert that the main advantages associated with the process are the following:

1. the teacher can track the progress of all students with the help of multi-level tasks;
2. taking into account individual characteristics of each student allows the teacher to choose the best strategy according to the abilities and, thus, to increase the educational outcome.

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METHOD OF SCAFFOLDING IN TEACHING FOREIGN LANGUAGE

The article discusses the concept of scaffolding, its peculiarities as a method of teaching and application in methodology and pedagogy. The article focuses on the detailed analysis of this method and functions of scaffolding in the process of foreign language learning and teaching. Also some tips for the successful use of this method are given in the article. It is proved that one of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated or discouraged when attempting to complete a difficult task without assistance, direction or understanding.

Keywords: methods of teaching, a foreign language, scaffolding, characteristics of scaffolding, functions of scaffolding.

Many years have left since the study of a foreign language was focused only on passive memorization of new words, word combinations and expressions. A few decades ago, the level of perfection in fluency of a foreign language was the ability to translate phrases from one language to another. However, everything has changed – monotonous and boring memorization of grammar rules and words is no longer attractive and does not motivate students. That is why teachers should constantly look for new ways to interest their students in learning something new, namely a foreign language [1].

It is not surprising that there are many different methods and techniques of teaching English in the modern world. Linguists and teachers all over the world do not stop working on the invention

of the ideal teaching strategy or the improvement of teaching methods that would be suitable and applicable for everyone who wants to learn a foreign language or advance the level. An important role in the educational process plays the support and guiding actions of a teacher [2, 300]. In the Western science, the term "scaffolding" is used to refer to such support. This technique creates a favorable learning environment in which each student receives the necessary assistance [3, 14].

So, what is scaffolding? Initially, in English scaffolding means a kind of support in the construction of a building. In methodology and pedagogy, scaffolding can be understood as a method of support for students. In the field of education, the term *scaffolding* refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. Psychologist and instructional designer Jerome Bruner first used the term 'scaffolding' in this context back in the 1960s. The theory is that when students are given the support they need while learning something new, they stand a better chance of using that knowledge independently. Bruner recommends positive interaction and three modes of representation during teaching: actions, images, and language [5].

Thus, the idea of scaffolding was firstly formulated in pedagogy in the 1950s by the cognitive psychologist Jerome Seymour Bruner. At that time, it was used to develop children's skills in the first, native language. Currently, scaffolding is very popular in America and Europe confirming its effectiveness in practice. At the same time, scaffolding, teaching and learning are inseparable processes, where both a teacher and a student are responsible. The student contributes to his development, what he can do, and the teacher supports in the performance of tasks [4, 57].

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Today, methodologists distinguish two types of scaffolding: strict (predestination of training support) and moderate (support for the individual needs of students) [4, 57].

Scaffolding in foreign language teaching is the provision of sufficient support to stimulate learning, when general ideas and concepts are already given to students. The teacher helps students with the task or understanding of the topic with the help of some kind of support, namely:

- resources;
- assignments according to the level of foreign language proficiency;
- examples, samples, instructions and manuals [4, 56]

Teaching materials are provided consistently throughout the process, which is accompanied by teacher's supervision through the mechanism described above. The teacher uses verbal and nonverbal support, gives direction to the student, who in turn observes facial expressions, gestures, tasks. The degree and type of support can change and vary from direct support to indirect via offer, encouragement, assessment, supervision. Ideally, of course, a student should be able to find support in studying through his or her own inner reflection.

But, teacher's support is not always available twenty-four seven. Let us assume that a pupil is studying alone and is helpless. The role of the adult should not be limited by the fact that he acts as a model. J. Bruner proceeds from the position that "learning interaction is a key characteristic of infancy and childhood" [5, 89]. The intervention of an adult mentor, a parent, or a teacher can (and should) be what the authors call scaffolding. 'Scaffolding is a process that enables a child or beginner to solve a problem, complete a task, or achieve goals that are beyond their individual efforts (capabilities)' [6, 90].

Thus, the method of scaffolding consists of dosed adult assistance when children cannot handle by their own. This gives them the ability to concentrate on all elements and complete only those tasks that are within his abilities. A student will not be able to use the help provided if one condition is not met – 'understanding the solution must precede implementation' [6, 91]. This condition is necessary, because its observance provides the possibility of feedback, allowing to detect the relationship between the means (methods) and the results, and thus "benefit" from the knowledge of the results.

However, it is very important to understand the following: scaffolding is only temporary support, which, as soon as the student becomes able to learn independently and perform tasks without any support from outside, should gradually decrease [4, 57]. Overly long assistance or obsessive support of the learning process by adults leads to the inability and unwillingness of the students to learn by their own, to loss of motivation, independence and faith in themselves.

The main and most important advantages of scaffolding are, of course, motivation and efficiency, as students are stimulated to learn through positive teacher support. The student observes his own progress and success in learning and improving skills and he has a sense of independence in learning process, which motivates him to further development. In addition, scaffolding is often used to bridge *learning gaps* - i.e., the difference between what students have learned and what they are expected to know and be able to do at a certain point in their education. For example, if students are not at the reading level required to understand a text being taught in a course, the teacher might use instructional scaffolding to incrementally improve their reading ability until they can read the required text independently and without assistance. One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get

frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

So, who should be given this support? In our opinion, the answer is simple and obvious – scaffolding should be applied to teaching all students, because this technique should be considered as a fundamental competence, reliable and successful learning process for all students, and not only for those who have low learning abilities. Thus, the role of a teacher in scaffolding is the role of an expert who attracts the attention of students, selects the level of tasks, motivates students, determines the appropriate types of work, monitors the reaction of students (prevents frustration, fear, uncertainty, etc.), and, if it is required, gives explanations and demonstrations of materials on the topic of training.

Let's consider the main characteristics of scaffolding:

1. Necessary instructions to perform tasks (explanation of what students should do to achieve the expected result);
 2. Familiarization with the purpose of the lesson through the formulation of the central questions (this will help children to see a complete picture of the upcoming lesson);
 3. Students should always be in a state of flux when completing a task, and this requires clearly defining the steps and instructions for completing tasks;
 - 4 Scaffolding is always accompanied by formative evaluation;
 5. The need to provide students with the necessary resources (it is necessary to give students the chance to find out necessary information by themselves);
 6. Scaffolding is necessary to prevent fear, frustration and other negative emotions;
 7. The lesson, accompanied by scaffolding, should take place in the mode of hard work [1].
- Unfortunately, it is difficult to provide effective scaffolding in a large class or group, where the needs of each teacher are quite different and level of students' fluency differ greatly.

The following examples illustrate a few common scaffolding strategies:

I. *The teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time.* To achieve the goals of a particular lesson, the teacher may break up the lesson into a series of mini-lessons that progressively move students toward stronger understanding. Between each mini-lesson, the teacher checks to see if students have understood the concept, gives them time to practice new vocabulary, and explains how the conversational skills they are learning will help them solve the more challenging problem (*questioning students to check for understanding and giving them time to practice are two common scaffolding strategies*). In some cases, the term guided practice may be used to describe this general technique.

II. *The teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding.* A teacher may orally describe a concept to students, use a slideshow with visual aids such as images and graphics to further explain the idea, ask several students to illustrate the concept on the blackboard, and then provide the students with a reading and writing tasks that ask them articulate the concept in their own words. This strategy addresses the multiple ways in which students learn—e.g., visually, orally, kinesthetically, etc.—and increases the likelihood that students will understand the concept being taught.

III. *Students are given an exemplar or model of an assignment they will be asked to complete.* The teacher describes the exemplar assignment's features and why the specific elements represent high-quality work. The model provides students with a concrete example of the learning goals they are expected to achieve. Similarly, a teacher may also model a process, so that students can see how it is done before they are asked to do it themselves (teachers may also ask a student to model a process for her classmates).

IV. *Students are given a vocabulary lesson before they read a difficult text.* The teacher reviews the words most likely to give students trouble, using metaphors, stereotypes, collocations, word-image associations, and other strategies to help students understand the meaning of the most difficult words they will encounter in the text. When the students then read the assignment, they will have greater confidence in their reading ability, be more interested in the content, and be more likely to comprehend and remember what they have read.

V. *The teacher clearly describes the purpose of a learning activity, the directions students need to follow, and the learning goals they are expected to achieve.* The teacher may give students a handout with step-by-step instructions they should follow, or provide the scoring guide or rubric that will be used to evaluate and grade their work. When students know the reason why they are being asked to complete an assignment, and what they will specifically be graded on, they are more likely to understand its importance and be motivated to achieve the learning goals of the assignment. Similarly, if students clearly understand the process they need to follow, they are less likely to experience frustration or give up because they haven't fully understood what they are expected to do.

These are not the only possible examples of scaffolding methods in the process of teaching a foreign language, but considered to be the most successful by us. Moreover, the scientists identified six functions (or roles) of the adult (teacher, mentor, parent) in the process of implementing scaffolding while teaching:

1) Recruiting - attraction of student's interest in the transition from the game situation with the material to the solution of the problem;

2) Reduction of degree of freedom – the reduction of the total number of actions to find the

correct solution of the problem;

3) Support management – the task retention, avoiding "slipping" to other interests and securing success;

4) Marking of distinctive features – the indication of compliance or non-compliance of actions with the task and interpretation of non-compliance;

5) Lack of control – the problem-solving situation should be less "dangerous" or less stressful in the presence of an adult than without one;

6) Demonstration or modelling solutions to the task – when a child imitates an adult in a meaningful way.

‘Well-executed scaffolding arises through involving the child in actions where decisions recognizable to him occur’ [6, 90].

Thus, scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance. The main function of a teacher implementing this method is providing support. We believe that this technique is successful and should be widely used in teaching a foreign language at any level of language proficiency and at any age stage, as its advantages are obvious.

To sum up, in the course of consideration of this methodology, a number of conclusions can be reached. Scaffolding needs to be developed and implemented in the process of learning foreign languages at the present time, because in this process we cannot allow the loss of interest and motivation to learn. Scaffolding is designed to help students on this difficult and thorny path, when faced with difficulties, you want to give up. Scaffolding is widely considered to be an essential element of effective teaching, and all teachers almost certainly use various forms of instructional scaffolding in their teaching.

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THE CATECHETICAL POTENTIAL OF DIOCESAN INTERNET RESOURCES IN RUSSIA

The article is devoted to the modern catechesis practices study, including Internet technologies. The author believes that the diocesan Internet resources are of key importance in young people religious education. The article provides the analysis and classification of the Russian Orthodox Church dioceses sites basic structural elements. Summing up, the author concludes the future prospects for the diocesan media usage and modernization in a digital environment. Practical recommendations for creating online communities and their evaluation criteria are also given.

Keywords: catechesis, digital environment, diocesan media, religious education

According to St. John Chrysostom, “faith is the seat of the soul, the foundation of life, the immortal root” [1, 986], and its strengthening promotion is the task of a special catechetical ministry in the Orthodox Church. Catechesis is a faith instruction, which should result in a holistic personality churching. At the initial stage, the complex and multifaceted process of spiritual education is expressed, first of all, in religious education and religious inculturation, which allows us to talk about the importance of both the contextual and the methodological of catechetical practice components.

In accordance with the Spiritual Fathers’ teachings, it is customary to distinguish between two kinds of faith, the first of which, *teaching*, is the voluntary obedience of a person to God's commands, and the second one, given by grace, is *miraculous*, “acting above the men strength” [2, 74]. Two kinds of faith are inextricably linked with each other in an ascending hierarchy: the grace that opens to the ascetics crowns the knowledge of God path, which the Orthodox Christian begins with the study of creed truths. A conscious and attentive attitude towards the theological and liturgical heritage forms the basis of the teaching faith, and it itself is the catechesis core.

Over the past ten years, the Russian Orthodox Church Synodal Department of Religious Education and Catechesis has developed a normative and significant methodological set of recommendations for improving the religious education and catechesis system in Russia. These include: “On Religious Educational and Catechetical Ministry in the Russian Orthodox Church”, “Church Educational Standard for the Catechists Preparation”, “Religious Education and Catechesis

Organization in the Diocese. Legal regulation of religious and educational activities" and many others.

In accordance with these documents, catechesis is a phased process of churching, which consists of the pre-baptismal and post-baptismal learning. Today the pre-baptismal catechesis is carried out according to a simplified program. It involves a concise study of the Creed, individual Bible plots, foundations of Christian morality, including the concept of sins and virtues, an introduction to the liturgy, so more attention is paid to the post-baptismal catechesis destined to complete the pre-baptismal catechesis to a holistic, organic and continuous support for the process of the person churching, man's entry into the Church life [3]. In this regard, there is an increasing need for the creation of new catechetical practice programs to satisfy the stated criteria. Thus, the value of church service becomes evident and obvious by the fact that spiritual and moral senses enrich not only Sundays and holidays, but also the whole everyday life, activity and communication.

The everyday Orthodox life is known to consist of regular praying, reading Holy Scriptures, patristic Spiritual Fathers' writing, participation in the Sacraments and divine services, but at the same time, there is no indicative example of a proper Christian life in modern world. The main source of religion knowledge for a wide audience is still the media, and perhaps it was they who, in the era of the emergence of digital society, are called upon to broadcast and affirm the values of the Orthodox tradition. His Holiness Patriarch Kirill of Moscow and All Russia repeatedly emphasized as unprecedentedly important the role of Orthodox journalism in the revival of traditional Christian society: "The Orthodox media, Orthodox journalists who collaborate with secular media have a huge task to re-Christianize our culture. This does not always mean direct preaching, but it always means looking at the world from the perspective of Christian values and it always means striving for the journalist message to be highly professional" [4].

Today, people are presented with a variety of resources such as magazines, websites, groups, forums, which can act as educational and enlightening platforms, as well as platforms for communication and interests exchange. From the catechetical activity perspective, the Internet community should meet five requirements at least:

1. to contain high-quality, competent, interesting content;
2. to describe church life as an ordered system;
3. to promote the assimilation of church language culture;
4. to show the importance of spiritual and moral values;
5. to reveal a personal attitude to the Orthodox faith.

In addition, the aesthetics of the material visual design, the resource interface, the easiness of its use should also be stipulated. Digital media should reflect a clear and easy-to-read structure,

and also include a search string and an effective label system for targeting publications. It is necessary to pay attention to the combination of various types of information: text, photo, audio, video. References to sources should be verified and not contain actual and spelling errors. These conditions directly affect the trust degree in a resource.

Unlike secular resources, the Orthodox media peculiarity is that they are capable of producing and broadcasting the appropriate religious and cultural discourse with their spiritual and moral content, cultural practices, linguistic and communicative norms. The combination of these factors, in turn, has tremendous potential for enlightening unchurched young people and their acquaintance with the Orthodox tradition, as was said by His Holiness Patriarch Kirill: “Our path is hard work and building, first of all building trust. We cannot and do not try to make us trust, but we can be trustworthy people” [5].

As a part of the implementation of “The Russian Orthodox Church Concept of Missionary Activities” and “The Russian Orthodox Church Standard for the dioceses presence on the Internet”, official websites of dioceses, church departments, groups on social networks and other new Orthodox resources specialize mainly in a story about the activities of a structural unit or parish. The second form of organizing Orthodox media can be called an Orthodox magazine, including articles by various authors on the most interesting practical issues of church life. The third ones are educational portals and encyclopedias, the purpose of which is to provide a fairly complete and in-depth analysis of religious phenomena from the perspective of theological knowledge and humanities. For catechetical practice, all three images of the Church's presence in the modern Internet space are of interest.

As an example of the program implementation, we will indicate a resource that fits the description of the listed types of Orthodox media – the information and analytical portal of Saratov and Volsky diocese "Orthodoxy and Modernity". The portal has existed since 2004 and is overseen by the information and publishing department of Saratov diocese. Over the fifteen years of the project's existence, an optimal relationship has been developed between news, cultural and educational, scientific, educational, social, and leisure components in the material posted structure.

As for catechetical potential of this resource, the following headlines should be noted:

1. The Magazine is a collection of articles in various styles on topics devoted to the Church and man, society and family, spiritual and moral education and reading, pilgrimage and Orthodox culture;
2. The Library is one of the most extensive repositories of electronic books presented on the Russian-language network in biblical studies, liturgics, church history, church art, patrology, asceticism, etc.;

3. The Diocese is a detailed reference on the history and current affairs state of in Saratov diocese, including departments, educational and enlightenment organizations, youth communities, religious and cultural heritage, Saratov shrines;

4. The Bishop is a collection of materials devoted to the Archpastor ministry such as decrees and orders, messages and addresses, conversations and interviews, descriptions and photos of services;

5. The Temples and Monasteries is a complete list of all diocese churches and monasteries with photographs, historical and relevant information, contact details;

6. The News represent publications describing the current affairs state at the level of the diocese and the entire Orthodox world, the appeals of His Holiness the Patriarch are highlighted in a separate column;

7. The Photo contains photo albums series of corresponding to the news posted content in reverse chronological order with a date and an event name;

8. The Video holds video production made by Saratov diocese television studio "The Ascension": the program "The Saratov Metropolis Events", interviews with clergy and invited guests, films and educational videos.

Regarding the resource catechetical potential it should be noted that the portal presents rich educational material of various complexity levels; interface structure and well-formulated rubricator allows to easily navigate in the pages variety; articles and books contain common and specific religious vocabulary, which helps to overcome the linguistic and cultural barrier between the neophytes and the church; the publication of sermons and addresses on topics of church life, spiritual education, morality and the family acts as a kind of support for all categories of Orthodox readers. Moreover, texts placement of different statuses authors such as bishops, clergy, teachers, seminarians, students, young people arouses trust in the reading audience and increases the resource credibility, demonstrating the personal interests to representative many social groups united by a common faith and a common ministry.

Thus, the Orthodoxy and Modernity portal is an informative and interesting media resource with rich catechism potential, expressed in the fact that the materials published on the site satisfy the educational and intellectual needs of various levels of church Christians. The resource can be recommended to build the educational material gradation of in complexity terms, since the extensive media library contains a significant amount of material, a significant part of which is expected to be understood by a selected minority representing parishioners who have already been churched. At the same time, to catechize youth, the religious education and catechesis department of Saratov diocese created a thematic group (<https://vk.com/oroksar>) on the social network

Vkontakte Religious Education and Catechesis (Saratov), supplementing the materials offered on the official website.

By introducing some to a new worldview culture and linguistic practice, revealing for others the depth of the Orthodox spiritual heritage, reliably telling both about the church life and current parishes experience, giving rise to a sense of common cause ownership, diocesan media contribute to the further people churching through the retranslation of spiritual and moral meanings and values. A new space for catechetical activity is the digital environment, the hallmark of which is the information saturation and the communication intensity. The use of digital technologies in the media will allow to tell a large audience in a timely, clear and accessible way not only about current events, but also about what constitutes “the eternal treasury of the Orthodox faith and the Orthodox Church” [6, 1]. Therefore, the main task of Orthodox journalism today is following new trends and tendencies to preserve the unshakable foundations of the Orthodox faith in the modern world.

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THE PROBLEM OF PATRIOTISM AMONG YOUNG PEOPLE AS A NEW CHALLENGE TO THE MODERN EDUCATION SYSTEM OF RUSSIA

The article considers aspects concerning the problem of patriotism among young people, which acts as a new challenge to the education system of the Russian Federation. In this regard, the paper considers the mechanisms of improving the quality of Patriotic education in educational institutions of Russia on the example of the analysis of the system of developing feelings of love and

respect for the Motherland in the Elabuga school of culture and arts and Leninogorsk music and art school.

Keywords: patriotism, youth, Russian education system, new challenge.

In modern Russian society, the attitude to patriotism is very ambiguous. Special attention of politicians, researchers and experts is directed to the problem of patriotism among the younger generation, young people, to the formation of Patriotic feelings in them. The reason for the interest of scientists in this issue is very clear: the future of the whole nation, its well-being and development depends on how much patriotism among young Russians will be developed.

Now in mass media, on open spaces of the Internet negative statements and comments to the state, the power and development of the country as a whole concerning, first of all, a political and economic and social component of policy of the country more often meet. In the minds of Russian society there is such an image of the development of our country: ambiguous state policy, stagnation in the economy, corruption fraud...

However this position is not aimed at constructive identification of the problem and its solution, but at ridiculing citizens and the state generally [1].

There is no doubt that this attitude to the authorities of some part of the Russian society in one way or another affects the formation of a sense of patriotism in society generally, especially among Russian youth. This socio-age group is the most susceptible and suspicious, because any ideas that were heard in his youth (from peers, parents, teachers), can be deposited in the consciousness of a person for life.

As a consequence of the above-the formation of their own point of views, which relate to society, politics and the state. In this regard, the VTSIOM data obtained during the study of may 22, 2017 are noteworthy. As a result, the main "pain points" (areas where the violation of values is most often felt) for various groups of young people (after housing and medicine) were identified. Thus, "for the generation of 00 (18-20 years)-education (27%) and politics(27%); for the generation of 90 (21-28 years) - obtaining public services (33%), politics (32%); for the perestroika generation (29-34 years) - work (32%) and politics (35%) [2]. These data suggest that the younger generation of Russia is acutely aware of the value crisis. Especially young Russians drew attention to the fact that such values as honesty and respect, in their opinion, are most violated in Russia at the present stage.

The above points to the fact that even at a young age, young Russians notice and note the existence of certain "pain points", problematic aspects of Russia's development, characteristic at the moment. Observing how the value crisis in modern Russia is heating up, seeing what problems exist in the country, Russian youth forms a certain attitude to their country, their own views and opinions

regarding its structure, strengths and weaknesses. How exactly does modern Russian youth relate to their Homeland? Is the level of patriotism that is, respect for their country, high among the younger generation of Russia?

It is known that the main force that contributes to the development of a sense of patriotism in society and ensures its integrity and unity is historical memory. On September 14, 2017, VTSIOM and the Museum of modern history of Russia published data on the assessment of knowledge of Russians in the field of history. The results were stunning. As Mikhail Mamonov, head of the political analysis and consulting practice at VTSIOM, comments, "the survey demonstrated an extremely alarming trend: we are losing young people, whose knowledge of the history of their country is increasingly fragmentary. The attempt to paint the story, to make it clearer, the abandonment of traditional methods of learning history leads to the fact that the youth knows and remembers only what is seen in movies and TV shows..." The results of this study reacted and Irina Velikanova, Director of the Museum of contemporary history of Russia, "The fact that the historical knowledge of society is not satisfactory enough, like not a secret, however, every time results unpleasant affect. Especially impressive is the proportion of correct answers of young people, if you look at the graphs broken down by age: 74% of yesterday's students could not correctly name the first and only President of the USSR..."[3]. These information indicate that among young people there is a considerable percentage of those who do not have basic knowledge of the history of Russia, do not know the figures who played an exceptional role in the development of our country, which, unfortunately, indicates a low level of respect for the historical past of their homeland.

In addition to knowledge of history, when determining the attitude of Russian youth to their country, it is important to know the following: how young Russians treat Russia as a place of residence. In the course of the study of emigration attitudes of Russian citizens VTSIOM (July 2, 2018) it was found that almost a third of young Russians would like to leave the country forever. At the same time, as noted by VTSIOM, the proportion of young people who declared their desire to leave Russia, reached a maximum of five years: if in 2013, this answer was also given by 31% of respondents, in 2014-2017, this number ranged from 21 to 26%. The current figure compared to 2017 increased by 6%. [4] The data show that every year the number of people wishing to leave Russia forever is growing. In this regard, it can be concluded that Russia is gradually ceasing to be attractive to young people, and this, in turn, one way or another affects the overall level of patriotism of young Russians at present.

Along with the above, there are also positive trends in the development of a sense of patriotism among the youth of modern Russia. In 2017, TASS presented a study on the values and attitudes of the modern Russian generation, during which it was found that patriotism for young

Russians is one of the key values of our country (56.8%). The head of Rosmolodezh said, "We want to build a line of data, the results of which will be compared and taken into account in our daily work. This is our goal and our order. However, now there is a General trend-significant and important for Russian youth are family values and love for their Fatherland..."[5] In other words, the vast majority of young people consider patriotism a necessary moral guideline and are ready to contribute to its development.

At this stage of reasoning, we can say that at present there are a number of obstacles to the full and effective development of such concepts as "patriotism", "respect and love for the Motherland" among Russian youth. That is why the state faces the task of improving the Patriotic education of young Russians, to strengthen this sense of love for the Motherland.

I firmly believe that true patriots become due to appropriate education due to the influence of the primary agents of socialization-first of all, the family and the school. This means that in addition to the development of state programs aimed at improving the ways of developing respect and love for their country citizens, it is necessary to pay attention to the education of patriotism from an early age, especially in the process of educational activities.

It is worth noting that spiritual and moral education in Russia has deep historical roots. Thus, even in pre-revolutionary Russia in the education system, much attention was paid to the education of patriotism and citizenship. In the conditions of social rise and reforms of the second half of the nineteenth century in Russian pedagogy ideas of civic education of youth were developed. Classics of domestic pedagogy put forward ideas about the introduction of Patriotic subjects in schools, for example, "homeland Studies" (N. H. Wessel), "homeland Studies" (K. D. Ushinsky).

In the educational system of modern Russia in the education of Patriotic qualities amongst the youth special attention is paid to such aspects as: a focus on moral relations, moral principles of education: "to improve society by improving ourselves," personality orientation of moral education, focus on the formation of conscious life position educate, a comprehensive approach to moral education, covering consistently the highlights of both the actual educational process, and the process of self-identity, as well as the cultural and historical context of education, forming an understanding and knowledge of Russian traditions and values, the role of Russia in history and the world.

However, based on the above statistics, it cannot be argued that the existing system of education in the field of Patriotic education among Russian youth completely "justifies the expectations" of the state and society of Russia as a whole.

It should also be noted that the worldview of modern youth is characterized by pragmatism, and the main purpose of its existence is a high status in society and the accumulation of wealth,

which exacerbates the existing problem of patriotism and spiritual and moral development of young Russians. That is why today teachers face the task of introducing more effective means and methods of formation and development of Patriotic qualities in children into the educational process.

This idea is confirmed by the primary school teacher of the first qualification category, defectologist Koneva E. S. in his work "Modern problems of Patriotic education". The teacher argues that "a solid Foundation is needed to create a conscious attitude to the Motherland, to its past, present and future in the younger generation. This base, first of all, is knowledge of history, culture of the small homeland and all Russia as a whole, and also about songs and holidays, military feats of great-grandfathers. What is equally important-it is necessary to develop a "growing patriots" sensitive attitude to their own lives and the lives of others.

The teacher also notes, "Patriotic education of young Russians, first of all, should be based on moral development, which involves the formation of children and adolescent's respectful attitude to others and demanding attitude to themselves. At the same time, it is very important to develop discipline, responsibility, indifference and integrity..." It is difficult not to agree with this statement. Indeed, today, at a time when the concepts of morality, honor and duty are often simply not perceived by the younger generation of Russia, it is very important to form and develop in young people a sense of responsibility, discipline, willingness to help and other moral qualities of the individual.

What could contribute to the improvement of the existing system of Patriotic education in educational institutions and increase its effectiveness?

"Teaching patriotism as a moral quality of a person cannot be confined to educational activities..." To the conclusion together with her colleagues, the Director came GAPO "Elabuga College of Culture and Arts", candidate of philological Sciences Akberova / Or Gilmullina [6].

In Yelabuga school of culture and arts and Leninogorsk music and art school education of patriotism of students is based on the best pedagogical practice, according to which for the effective development of spiritual and moral qualities of young Russians used various pedagogical methods: conversations, excursions, meetings, discussions, etc.

Thus, in their educational activities, in the formation of an active life position of young people, the teaching staff is guided by such special principles as regionalization, which ensures the inclusion in each event of material that is significant for the territory (historical, natural monuments, outstanding military leaders, countrymen). As part of this activity, lectures, talks, problem-oriented games, excursions, meetings with interesting people, search activities are held.

It is worth noting that at such meetings there is an atmosphere of dialogue, when the fundamental knowledge of patriotism, express their own points of view, ideas, their attitude to

Patriotic education, understanding the essence and prospects of patriotism, both teachers and students.

It is also interesting that the program of experimental work included excursions, independent work in the archives and libraries for the preparation of reports and reports on the themes of patriotism, heroic deeds of our compatriots.

Is this kind of method of Patriotic education of young people effective? Akberova, A. G. in his work "Ways and means of modernizing the system of Patriotic education of youth" said, "Studies have shown that education and development of youth patriotism necessary to use different pedagogical tools that should be in the relationship, complement and enhance each other."

In my opinion, this system is really effective and relevant. The use of several methods of education qualitatively better and versatile develops in young people moral qualities and forms it as a person with a deep sense of patriotism. If this method is implemented in the majority of Russian educational institutions, then, I believe, the level of patriotism among young Russians will certainly increase.

Thus, the problem of patriotism among young Russians is particularly relevant at the moment. In this regard, the Russian education system faces a serious question of introducing new methods of Patriotic education, spiritual and moral potential of Russian youth-the future of our country.

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THE “NEW WORLD ECONOMIC ORDER” AND THE COLD WAR: A VIEW FROM THE USSR (mid 1940s – mid 1960s)

The article deals with the issue of Soviet (non-) participation in the formation of a New International (World) Economic Order (NIEO) after World War II. It provides a detailed analysis of peculiarities of the Soviet position at the conference in Bretton Woods. The temporary refusal to sign the agreements did not mean an ultimate refusal to have economic cooperation with the West. Various Soviet experts continued discussing this topic until the beginning of 1947. The article shows the new evidence that in 1965 the USSR was again invited to one of the key banks in the global economy. This time it was the Asian Development bank, a trans-regional organization with global participation. However, the current geopolitical situation in the South-East Asia prevented Moscow from joining the Bretton Woods system through the ‘backdoor’. This article points out that even without its participation in official Bretton Woods institutions the Soviet Union influenced the world economy through the Third World countries taking part in designing new institutions of another New International Economic Order of the 1960s – 1970s, such as UNCTAD.

Keywords: New International (World) Economic Order (NIEO), Bretton Woods system, World Bank, International Monetary Fund (IMF), USA, the Soviet Union

A complex picture of multilateral and bilateral economic diplomacy on the issue of the postwar “New World Economic Order” and the role of the USSR in this process has for a long period been at the backyard of historical studies compared with the issues of the arms race and state borders. Taking into account the outbreak of the Cold War and the ideological struggle, the Soviet historians were obviously “ashamed” of any analysis of existed in 1943 – 1947 possibilities to build a tight economic union between Moscow, London and Washington. In the post-Soviet period this subject had only occasional references with no deep study of the Soviet archives (for instance, papers of the historians from Saratov school of American studies in Russia based on the US archival evidences [1]).

The term “New World Economic Order” (for the period of the mid 1940s – mid 1960s) in this article is used in order to avoid confusing it with a related but later term “New International Economic Order”. The first one means the process of making up the post-war global economic institutions of the Bretton Woods system and beyond. The second one is a term officially adopted in the UN documents. It was implemented in the “Declaration on the Establishment of a New

International Economic Order” (May 1974 General Assembly Resolution 3201 (S-VI)) and fixed in the “Charter of the Economic Rights and Duties of States” (December 1974 General Assembly resolution 3281 (XXIX)). The last one is the result of the international campaign for more just economic rights of the Third World states, which arose on the wave of the decolonization process of the 1960s and was to a much extent stimulated by the world oil crisis of 1973 [2].

On September 24, 1941 at the London international conference the USSR agreed to the principal points of the Atlantic Charter. It became the basic document of the anti-Hitler coalition and later — the fundamental premise of the UN Charter. Its fifth principle declared readiness to promote international economic cooperation. So, just after this document had been signed an unofficial struggle for the leadership in the post-war world economic system started between the UK and the USA.

The first initiative was taken by the British. As early as November 1942, even before the opening of the second front in Europe, the UK worked out a huge plan for an International Clearing Union. It is well known as the “Keynes plan”, since John Maynard Keynes served the head of a financial committee which elaborated this project. On February 20, 1943 the British ambassador in Moscow Archibald Kerr transferred this document to Vyacheslav Molotov “for information”.

“This plan represents by itself the beginning of a future economic world order between the countries and benefits of peace”, – the plan said (translated from the Russian text of the project stored in the Archive of Foreign Policy of the Russian Federation [3]). Essentially, it offered the “financial disarmament” and an introduction of new cashless money to overcome the post-war situation of a currency turmoil and mutual indebtedness between the nations [4].

However, besides these purely financial matters the plan contained more far-reaching ideas, that the suggested Clearing Union could become an instrument and a basis for international politics in addition to those aims, which were given as its first priority. “The Union could be-come an axis for the future economic management of the world”, – the document suggested [5].

Initially, the Soviet diplomats regarded it as an Anglo-American deal and an attempt to take control of the post-war world in their own hands. Subsequently, they reconsidered it thoroughly. Their second analysis stated that it was one of the projects on international economic planning aimed at “constraining the role of the USSR in a post-war world system, to prevent the raise of political and economic influence of the USSR in Europe and to put under control its post-war economic development” [6]. The allies offered the USSR nothing else but to join the project and kept the Soviet Union away from its drafting. The envisaged share of the USSR in the Clearing Union was insignificant, because it was calculated according to the country’s foreign trade volume prior to the war – the Soviet trade at that time was comparatively inconsiderable.

In the meantime, Soviet experts and diplomats were far from dwelling at this negative assessment. The detailed analysis uncovered possible benefits of the project. It said that the Soviet Union was interested in the extension of its external trade after the war in order to recover its economy. By planning this, it confirmed a necessity to preserve the monopoly of external trade and protect the Soviet market from Anglo-American export. The analysis stipulated a number of concessions and an option of joining the suggested Clearing Union in case of a better legal position for the USSR in the proposed project. The major interest was the possibility to obtain advantageous, interest-free credits. The experts envisaged the possibility to soften Soviet custom duties, offer most favorable nation conditions and to renounce some taxes on external trade on a mutual basis.

The Keynes plan encouraged even more sympathy among Soviet experts, when they compared it with the alternative American projects of the International Stabilization (later — Monetary) Fund and the International Bank for Reconstruction and Development.

The question to participate or not in the projected international bodies raised a tough discussion of the leading experts and heads of the People's Commissariat of Foreign Affairs (NKID), People's Commissariat of Finances (NKF), State Bank of the USSR (Gosbank) and the People's Commissariat of External Trade (NKVT) in late 1943. The estimates of direct economic benefits were mostly the same – the IMF was of little interest for the Soviet Union, but the Bank represented an essential interest as an international crediting institution.

The result of this extremely interesting discussion was summed up in a A. Vyshinsky's letter to V. Molotov. It said that despite the fact that the Clearing Union was the most acceptable as it required minimum obligations, «for us the major interest is in getting long-term credits which could be done through...the Bank» [7].

Even though the American project stipulated a Stabilization Fund, the decision was made to support the American proposal. The key determinant was a political factor, not an economic one – “the USSR's membership in the Fund can be dictated only by political considerations, i.e. by a desire to support Americans as initiators of the Stabilization Fund, having in mind that after the war, as one can foresee, the Soviet Union will be interested in the development of credit and trade relations with the USA more than with England” [8].

In December 1943, Directives were written for the People's Commissariat of Finances' representatives, who were going to unofficial talks with American experts. It said that “the Soviet experts are allowed to state that they consider possible participation of the USSR in the international monetary organization as a form of the post-war cooperation” [9]. The task was to prevent the American interference in the internal affairs of the Soviet Union, playing down the golden share of the USSR and the decentralization of gold depositing, and to increase the Soviet influence in the head structures of the proposed international economic institutes. The same

instructions were given for the talks about the Bank with one essential addition: to state that the Bank would not be able to solve the basic question of large orders for the American industry by the Soviet Union – it could be done only under a condition of a large long-term American credit.

In July 1944, at the financial conference of the UN in Bretton Woods with consent of the USSR, the projects of the IMF and the IBRR were adopted. Yet, Soviet attempts to link it with a several billion dollars loan, promised by Roosevelt, received no attention.

That is why in December 1943 both the head of the NKID Economic Department V. Geraschenko, and Molotov's Deputy V. Dekanozov were unanimous that it was not the time to join yet. If the UK and France had obtained large credits and had been conducting talks on even bigger sums, the Soviet request would not have got an adequate attention. They were for wait-and-see tactics.

Still, a decisive document that moved the weighing machine for optimists in the Soviet establishment became a unique record – around 60 pages of a detailed report of the Soviet delegation at the Bretton Woods conference. Among direct economic benefits of the Soviet participation in the Fund it stated the possibility to cover the passive post-war balance by some short-term and medium-term loans. This was not a panacea that would have solved the major credit problem of the USSR, but it was regarded as an additional source of both the imports and the convertible currency for the freedom of maneuvering in the Soviet external trade. The USSR share was established as 1.200 bln. dollars which meant the right to use a credit of up to 300 bln dollars per year (25 % from the general share).

The Soviet Delegation managed to gain what it wanted. It was decided, that the gold deposited by the USSR as a member of the IMF would be stored by the Fund at its depositary in the USSR, i.e. on a special account of the State bank of the Soviet Union. The members of the Delegation foresaw a situation when Moscow could become a regional center, keeping the IMF gold reserves of neighboring countries of Eastern Europe. Taking into account the cost of gold transportation from such a distant place as Moscow, and the fact, that initially according to the IMF Charter not less than a half of all gold reserves were to be preserved in the USA, where it was required to be exchanged for dollars, they considered of low probability a situation that in the nearest years the Soviet gold would be transferred out of the Soviet territory.

As for the non-gold, a cash fee that the USSR had to pay as a member also had to be allocated at a special ruble account in the State bank. Moreover, as the authors estimated, the execution of all payments in the IMF in the convertible currency was the best guarantee for the USSR of any real demand for this sum in rubles from the other members of the IMF.

According to the IMF Statute at the end of each financial year, all members had to cover their liabilities to the Fund starting from the moment when a member state would reach the rise of

its welfare. The criterion was the moment when its national currency and the gold reserve would exceed the quota of this country as stated when it had joined the Fund. First, the Soviet experts envisaged such a situation of restoration of the country's external trade to the prewar level in a long run. Second, they managed to adopt a clause that the countries, which suffered most from the occupation during the war, obtained a 5 year moratorium on accounting their local gold extraction.

An essential gain of the Soviet Delegation, especially having in mind the character of the state trade in the USSR, was that at Bretton Woods it was written that a member state could change its currency parity without the Funds consent "if this change does not affect international trade of the Fund's member-countries" [10]. It was considered that as far as international payments were not conducted in rubles therefore a change in Soviet ruble's parity was not affecting the volume and prices of export and import and therefore did not influence trade interests of other countries, leaving the USSR with the freedom of maneuvering without a need of coordination in its currency politics.

One of the most important factors was the amount of the overall Soviet quota, which directly correlated with its level of representation and a number of votes in the IMF. The Soviet Union gained a secured place in the Executive Directorate of the IMF. It gained 12,5 % from the total votes of the Fund's members (UK – 13,5 %, USA – 28,3 %). Thus, by its full weight Moscow was on the 3rd place, just a bit after such a world financial center as London. As the report envisaged combining its efforts with other countries the USSR could exert influence on the decision making process in the IMF.

Besides, the report mentioned several indirect benefits of this membership. For instance, joining the IMF would be regarded by the USA and other United Nations as a Soviet desire to participate in the international economic cooperation. On the contrary, a refusal to join would only play in hand of reactionary elements among the American and British financial capital – opponents of the post-war cooperation among the major countries in building the post-war peace and order.

The question appears: what was the cause of such a brilliant performance of the Soviet delegation at Bretton Woods and why were they so optimistic about further cooperation in the IMF and the IBRR?

Although this may sound a paradox, but a decisive factor recognized by the Soviet delegation itself was the support of the USA – on a majority of issues the Soviet and American delegations had preliminary consultations. They prepared a joint position for sessions and acted together sometimes even against the British! The countries of Latin America supported this duet and the British had to refrain or vote against.

Of course, this system of consultations appeared only after a hard work and a stalemate situation with the amount of the Soviet quota, which Americans suggested initially. Without going

deep into details one may conclude that, of course, it was also a result of the existed at that moment political will for cooperation between the leaders and their close supporters in both countries.

The paradox of Bretton Woods is that according to the NKID documents the level of cooperation with Americans on financial issues was much higher than when discussing the Bank. Sessions on the IBRR showed, on the contrary, a deep cooperation between Americans and the British and a much less sympathetic ear to the Soviets. Moreover, it happened despite the fact that initially the USSR was much more interested in the Bank and its credits than in the IMF.

A possible explanation could be that the discussions on the IMF took place in the first part of the conference and the commission on the Bank worked in the second part (July 11-22 1944). By this time the British could reach a compromise on the issues of loans in which they were much interested themselves. If the IMF project for the British was interesting from the point of preserving their claims on the world financial influence (a zone of sterling), then in case of the Bank they were much more accommodating.

Few Russian historians who have touched upon this subject disagree on whether the gained at Bretton Woods conditions could be implemented in practice. For instance, Vladimir Popov from Tambov State University believes that they were absolutely incompatible with the Soviet planning economy and meant a need for radical changes towards the market laws [11]. On the contrary, Vladimir Batiuk from the Institute of the USA and Canada of the Russian Academy of Sciences wrote about much higher desirability for restoration of the Soviet economy with western credits through these institutes than from the old equipment gained as reparations [12].

Few doubted that in case of joining, a pressure from the West towards convergence of the Soviet economy would rise essentially. Within the Soviet leadership there were serious opponents to joining. Yet, as the logics of the Soviet representative's report shows and as the further steps demonstrated, considerations of coexistence between the state economy and membership in based on market rules global economic organizations was a serious one.

The chain of steps necessary for the USSR to join the IMF and the IBRR was stated in a draft resolution prepared by members of the Soviet delegation in January 1945 [13]. It proposed to form a commission consisting of A. Zverev (People's Commissariat of Finances – NKFIN), A. Vyshinsky (People's Commissariat of Foreign Affairs – NKID), G. Kosiachenko (State Planning – Gosplan), A. Krutikov (People's Commissariat of External Trade – NKVT) and V. Emchenko (State Bank – Gosbank) to work out within 3 months and present for consideration of the State Council of People's Commissars of the USSR proposals on such issues which had never been considered by the Soviet diplomacy and which could mean only one thing: preparation of Soviet integration into the forming new world economic system [14]. It included such issues as the ruble's parity (in gold or dollars); buying and selling gold in the USSR; a golden cover-age of the issue of

bank shares of the State Bank of the USSR; existing in the USSR limitations on consumer money transfers; the time of joining the Fund; law changes concerning privileges of the Fund's employees; the system of international specialists' education for the Fund and Bank, as well as final provisions (reservations) – preliminary conditions of the Soviet participation in the Fund and the Bank [15].

By the Decree of the Council of People's Commissars (Sovnarkom) of March 5, 1945 the Commission on the issues of Soviet participation in the IMF and the IBRR was established. It was led by the Head of Gosplan N. Voznesenskiy. The Commission ordered the Soviet Delegation in Bretton Woods conference to prepare proposals on the Soviet entry. The proposals were presented for the Commission's consideration on April 8, 1945.

We still do not know for how long this Commission had been working since that date. Still on December 29 1945 the Soviet government stated to the US government that the SU by present found it impossible to sign the project of Bretton Woods Agreements. The majority of researchers consider it as the end of the story. Not at all. As the NKID documents show the question was raised again at least twice in 1946 and early 1947.

A temporary refusal to sign the Agreement was not equal to a final refusal to participate. That is why in 1946 serious frictions arose between the People's Commissariat of Finances and the People's Commissariat of Foreign Affairs (NKID) on the issue of whether to send or not an observer to the founding session of the IMF and the IBRR on March 9-18, 1946 in Wilmington Island (Georgia, USA). The People's Commissariat of Foreign Trade together with NKID were against it. The NKFIN had a "minority report" – it stated for sending an observer. Moreover, astonishingly the point of view of the Ministry of Finances prevailed – a Soviet trade representative in the USA F. Bystrov was sent as an observer.

Another fascinating story happened with a project of directives on talks with the USA on the credit and other issues represented to Stalin by A. Mikoyan, A. Krutikov and A. Arutunian on May 23 1946. It showed that the chance to entry did exist, but it was connected with an uneasy question of the post-war American government loan of 1 bln. US dollars and a final settlement of the lend-lease issues. The Directives stipulated, that in case of success with these two issues, the delegation should have stated the Soviet readiness to join the IMF and the IBRR.

As a thorough study of Mikoyan's biography by M. Pavlov from Krasnodar shows, the project caused serious frictions in the Soviet government¹⁵. By a sanction of Mikoyan its deputy — Stepanov sent the text to Molotov's deputy — Lozovsky, who was an acting minister while Molotov was away. It was done for mutual information, while the document expected approval of the Central Committee of the Politbureau. On May 17 1946, Lozovsky for uncertain reasons made an unbelievable crime by those times – contrary to the whole Soviet hierarchy of not passing documents on external affairs without informing Stalin, he sent the draft as an official Soviet

proposal to the American side. All participants were lucky that Americans rejected this proposal. Stalin was furious about the concessions in this draft and all accusations were laid on Lozovsky. Several years later he was repressed.

Yet the last serious discussion of the issue of the Soviet participation in global economic structures happened in December 1946 – January 1947. It was connected with a request of the Secretary General of the UN Trugve Lie about the need for short-and long-term crediting for the urgent reconstruction of economies, which he planned to forward to the IMF and the IBRR. On December 26, 1946 the Head of the UN Department of MID and a Deputy Head of the Economic Department of MID submitted a memo in the name of Vyshinsky, suggesting making a bid for credits using this proposal. Although they stressed the fact that the USSR was not a member of these organizations the senior MID officials called on to international cooperation and thought unwise to reject the UN offer. They suggested giving some economic information on the USSR, Belorussia and Ukraine. The idea got a negative response from the Ministry of Foreign Trade and Vyshinsky. Nothing came out of this attempt. Most probably it was inspired by Molotov, who wanted to remain in shadow, but obviously by this time general mood on the top had changed completely.

Neither the credit, nor the lend-lease settlement happened in 1946 in Soviet-American relations. A new team of “hawks” came to power in the White House after the death of Roosevelt and started transforming the Breton-Woods system from the original design. Finances on the reconstruction of Europe were given through the politicized Marshall Plan. The UK and France had got credits, the USSR – not.

At a joint meeting of the UN committees on economic and social questions and on social, humanitarian and cultural issues in October 14, 1947 the new line of the USSR came firm: the Soviet representative criticized and opposed Agreements on the IMF and the IBRR coming into force, accusing them in breaking the UN Charter and developing out of the UN control.

During the war, the spirit of cooperation was a characteristic of the Soviet expert community, as the analysis shows a major stake was at special post-war relations with the USA. However, the break-out of the Cold War put an end to discussions on the “right terms” of joining global structures, suggested by the allies.

As the final point in the financial and economic cooperation in multi-lateral organizations with the West, one can consider the unilateral introduction of a new ruble parity to the US dollar in the beginning of 1950 (a decrease from 5 rubs 30 kopeks to 4 rubs) and a simultaneous switch to a golden standard (instead of the existed before correlation to the US dollar). This artificial change in an exchange rate (explained officially by the growth of the ruble’s capacity) pursued the aim of

strengthening ruble as a major currency in the financial area of COMECON and excluding any possibility of the financial pressure from the West.

In conclusion, can we say that the Soviet Union was a participant or only a dreamer of the “New World Economic Order” in the 1940s – 1960s? Looking from the point of global history development Immanuel Wallerstein considered the Soviet Union as a part of the capitalist economy [16]. As the recent study by Oscar Sanchez-Sibony shows, the USSR was an important link and an active participant of the global economic system acting as a bridge between the First and the Third Worlds, especially in the 1960s [17]. Few doubt that the USSR was a global player and affected the architecture of the world even though it did not participate directly in the majority of the post-war global economic institutions. For a long time it demonstrated the alive alternative to the capitalist market economy and even though the global struggle between the communism and capitalism was lost, and the Bretton Woods system itself collapsed in the early 1970s, the structures – such as UNCTAD – and progressive socialist values it pursued are still alive, and the example of China, which linked socialist and capitalist systems together, shows that nothing was strictly predetermined ideologically in the history of the 20th century.

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PROSPECTS OF DEVELOPMENT OF RUSSIAN-CHINESE RELATIONS IN THE SHANGHAI COOPERATION ORGANIZATION (SCO)

The work is devoted to the Russian-Chinese relations and trends in their development in the SCO. The prospects for International transport corridors for Russia and China are considered in the article. Some predictions about the competition for the Chinese market for supplies of natural gas after the complication of the trade confrontation between the USA and the PRC are given. At the same time, the opportunities for the Russian-Chinese strategic partnership in the security and military spheres are discussed. The author also focuses on practical experience of the Russian-Chinese cooperation in SCO.

Keywords: opportunities for the Russian-Chinese strategic partnership, integration, development and strengthening of the SCO, scenarios of the development, transformation of the SCO.

New geopolitical situations that developed in Central Asia after the dissolution of the USSR and led to the regional threats in the XX-XXI centuries, showed the need for a large regional intergovernmental organization. The purpose of the organization was to ensure peace and security in the territory.

The declaration establishing the Shanghai Cooperation Organization was signed on 15 June 2001 by the Presidents of the SCO member States [1]. Since its inception the SCO has made it a priority to strengthen security mechanisms against the new threats such as terrorism, extremism, and drug trafficking. The organization is based on cooperation in areas such as economy, science and culture.

Participation of Russia and China in the SCO provided an opportunity to unite efforts against the expansion of other world powers in the region. At the summit in St. Petersburg on June 7, 2002, the SCO countries adopted a Charter. The main goals and objectives were [2, 10-19]:

- to maintain the security of the region and build up mutual trust and friendly co-worker relationships between the SCO members.

- to ensure respect for human rights and fundamental freedoms in accordance with international and national laws.

- cooperation in the area of politics, defence, economy, trade, natural protection, energy, transport, science and technology.

- to maintain and develop the educational and cultural systems.

- to demand equitable partnerships and promote economic growth in the region.

- development of social and cultural relations between SCO members.

- integration into the world economy.

- prevention and resolution of international conflicts.

- other priorities of the SCO include stability in the region and building a democratic, fair and rational political and economic international order.

- tackling transnational criminal activity, illegal migration, combating terrorism, extremism and separatism, fighting against drug trafficking and weapons.

- promoting well-being and better living of the SCO members.

- maintenance and development of relations with international organizations and other States.

- working together while resolving problems of the XXI century.

The possibilities of cooperation between Russia and China are multidimensional and include the following main areas:

- Creation of numerous joint transport and logistics centers (Including within the framework of the "Economic Belt of the Silk Road")

- Investment of Chinese capital in infrastructure of the north of the Russian Federation

- Of particular mention is the construction of new transport corridors which is in keeping with the interests of the Russia and China

- Maintenance of security in the Eurasian region

- Russian-Chinese assistance to the legitimate Government of Afghanistan in the direction of combatting the "heroin threat";

- establishment of Russian-Chinese military cooperation addressing the major security threats facing these states 2 [3, 69-85].

- Promotion of the fundamental rights and freedoms of the Russians and Chinese, and other SCO members

- Development of social and cultural relations between the Russians and Chinese, and SCO members [4, 88-97].

- Integration of Russia and China into the world economy

The further development and strengthening of the SCO entailed the expansion of the functions of the organization. The SCO is increasing its security influence; the SCO members increasingly focus their attention on economic cooperation in the region. These measures have made the SCO into a full-fledged international organization. Russia prefers to maintain the priority of strengthening in the field of security and for China, economic cooperation matters.

Russia and China are putting forward various priority areas of cooperation. For Russia, the development of the energy complex, construction of modern infrastructure, development of scientific and technological progress in the Central Asian region is of great benefit. Russia is interested in restoring the status of a leading world power. China is now seeking to strengthen its economic position. China makes efforts to promote economic cooperation with the SCO members, for example, such projects as the Silk Road Economic Belt [5, 78-84], or establishment of a free-trade area and creation of an SCO Development Bank [6, 9-21]. The Chinese Government is of the opinion that in the future, economic strategy will become a key strategy in the SCO.

On June 16, 2001, Russia and China signed a Treaty of Friendship, Good-Neighborliness and Cooperation between the Russian Federation and the Peoples' Republic of China. The treaty managed to settle border disputes and make plans about their future close cooperation.

The following issues need the attention of the prospects for the development of the Russian-Chinese relations in the SCO.

Scenario 1.

The break-up of Russian-Chinese cooperation and the disintegration of the SCO. Despite the fact that today the SCO is a strong international organization, its success and survival depends on the state of Russian-Chinese relations.

In the Russian society of the XXI century it is still believed that China is Russia's geopolitical opponent on the territory of the former USSR, but not a potential ally of Russia. China's military power has increased, and its position in the global economy has been strengthened and the possibility of China's demographic expansion towards Russia in the future is highly likely to affect Russia's national interests [7, 73-87]. Against this background, there is already a reason for active competition in Central Asia. Central Asia is a region with considerable economic and political potential interests of both countries.

According to analysts the cooperation between Russia and China within the SCO framework is temporary in nature. And it is due to the need for a joint struggle against US wishes to establish hegemony in the Central Asian region. Growing tension in the relations between the two SCO members and the transition to confrontational politics may be the cause of liquidation of the

Organization. The likelihood of such outcomes is small. Today the SCO is an effective mechanism for resolving conflicts and other problems in the Central Asian region. The SCO has no analogue.

Scenario 2.

Strengthening of Russian-Chinese cooperation in the SCO. Obviously, there are differences and problems between the countries. At the same time, it cannot be said that the current situation will lead to an open confrontation. The pessimistic forecasts concerning the development of Russian-Chinese relations have existed for many years [8, 299-327]. Despite this, Russia and China continue to maintain a stable partnership. For example, the regular Russian-Chinese exercises "Peace mission" indicates that both countries are seeking military cooperation in all areas and they are looking for new ways to counter modern threats [9, 54-64]. As for security in the Russian-Chinese border territories and preservation of national unity in this area, countries do not pose a threat to each other. All border claims of the countries were satisfied with the signing of the Treaty on June 16, 2001.

The impetus for strengthening the Russian-Chinese cooperation was the Ukrainian crisis of 2014. The crisis was the most serious conflict between Russia and the West, which has led to anti-Russian sanctions. To ease the difficulties that have arisen, Russia's diplomatic priorities have been shifted toward Asia [9]. In 2017, at a meeting of APEC (Asia-Pacific Economic Cooperation) leaders, the President of Russia, Vladimir Putin, stated that "strategic interaction between Russia and China remains a priority for Russia». Such cooperation is seen as mutually beneficial and capable of strengthening political and economic power of countries.

Many meetings and consultations are being held between Russia and China today. The meetings are held on economic and cultural cooperation. Many treaties and agreements were signed by the leaders of the countries. It is also expected that stable growth of trade turnover will continue between the countries. Investment cooperation and joint projects will also increase. All this is aimed at the development of the infrastructure of the Central Asian region.

Thus, in the context of the transformation of the modern world order the role of the SCO as an influential actor in world politics is growing. As a result, the importance of strategic interaction between Russia and China is growing. The state of Russian-Chinese relations is a determining factor in maintaining security and well-being in the Central Asian region and throughout the world.

The current status of the SCO will largely depend on the success of Russian-Chinese projects, and the level of attractiveness of the SCO for the entire world community also depends on it.

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EFFECTIVE WAYS OF USING INTERNET RESOURCES IN DEVELOPING CROSS-CULTURAL COMPETENCE

The article is devoted to the complex problem concerning relationship between language and culture and their close correlation, as well as the problem of importance of sociocultural component in foreign language teaching. Some effective ways of using Internet resources in developing cross-cultural competence are discussed in the article.

Keywords: foreign language, culture, cross-cultural competence, sociocultural component, Internet resources.

Modern linguo-didactics and foreign language teaching (FLT) methodology are based on the obvious statement that language and culture are in a close, inextricable relationship with each other. Language is an integral part of culture and expresses a way of the thinking process of individuals. Language is a keeper of information about the world, with its help the history of culture is passed down from generation to generation and it helps different people to perceive the world. It is clear that when we speak about studying foreign languages, a person must not only know the language, but also must be able to use it. The latter is impossible without understanding the culture of countries where the target language is used, since “a particular language is a carrier and the keeper of the culture of a particular people” [1, 531]. Therefore, the aim of studying the socio-cultural component of the foreign language teaching content becomes relevant today. As the result of acquiring knowledge about the sociocultural characteristics of other countries, the student forms a certain worldview, which appears in everyday life in the form of the ability to act in specific communication situations, transmitting the principles of respect for other cultures, their traditions, values and achievements.

Formation of sociocultural competence is connected with the question of the relationship between language and culture. Of course, this question cannot be called simple. On the one hand, language is “the main factor of ethnic integration”, on the other hand, language is “the main ethno-differentiating sign” [2, 14].

The issue of the relationship between language and culture is considered in such science as linguistic culturology. V.V. Vorobyov gives the following definition of this term: “linguistic culturology is a complex scientific discipline ...studying the interconnection and interaction of culture and language ... in the unity of linguistic and non-linguistic (cultural) content” [3, 36].

Linguo-culturology alongside with linguo-didactics study not only different cultures, but also the ways of mastering a foreign language, the ability to communicate and to hold a competent dialogue so as to avoid conflict of cultures. In other words, speaking of language learning and the formation of communication skills in the target language, we mean not only “conversation at the level of individuals, but readiness and ability to conduct a dialogue of cultures” [4, 8]. Therefore, the connection between teaching foreign languages and sociocultural communications are obvious.

Foreign language skills, communication skills, interaction skills and successful communication process are the most important components of competencies in various fields of human activity. For successful communication and socialization, a person should easily find a common language with others. At the same time, as it has already been stated, languages should be studied in unity with the world and culture of the people speaking these languages [2, 27].

For effective communication, it is not enough to be able to produce, create and understand foreign language speech, as communication (verbal and written) is not just a verbal process.

Communicative success depends on such factors as etiquette, knowledge of non-verbal forms of expressing thoughts, communication culture and much more.

Hence, it seems important to include the sociocultural component in the content of FLT from the initial stage of its study, so that all components (knowledge, speech material, situations, themes, skills and abilities) contribute to the formation of intercultural competence and ensure the development of communication between the linguistic and sociocultural components. Moreover, studying the culture of other countries will help not only to know the history and traditions of the countries, but also to realize the value of students' own culture.

The purpose of culture studies in the context of foreign language learning is to pass on to the student that minimum of background knowledge that is necessary for effective intercultural communication. This knowledge is based on such aspects as social life, culture, art, mentality and sense of humor, the history and geography of the country, medicine, symbolism and much more. There are many methods of exploring these aspects, for example, watching videos and films in a foreign language on various cultural and social topics, reading with media resources, articles and doing exercises devoted to the sociocultural aspect of the language being studied. The teacher can offer ways of getting acquainted with the culture in any form that matches the age of students, adding comments with explanations in Russian and in English, using modern, interesting for students computer technologies.

Currently, Internet technologies are actively used as educational tools for the development of sociocultural competence. Internet resources are an integral part of the life of schoolchildren, which leads to the need to use these resources to increase motivation in learning the language and to get acquainted with new information about the culture.

Internet resources that contribute to the development of sociocultural competence of students include:

1. Encyclopedias and online dictionaries (British Council, Wikipedia, etc.). Using these sites, students have an opportunity to search for information about another culture, new words, phraseological units, idioms, and historical facts. Thus, such resources are useful sources of regional geographic information, as they not only introduce students to new facts, but also provide illustrations, video and audio files for illustrative purposes.

2. YouTube. This video portal, which allows one to download videos and watch videos uploaded by anyone from around the world, is an extremely popular source of current regional geographic information. Pupils can independently choose the content they are interested in and learn something about the culture and language of the country through this content.

3. Social networks (Facebook, Twitter, Instagram, etc.). These portals allow not only to get acquainted with another culture through photos, audio, video materials and added recordings

(posts), but also to communicate with native speakers. This makes it possible to learn about the features of culture and the country through the eyes of the inhabitants of this country, to exchange cultural experience.

4. Podcasting (a way to distribute multimedia files over the Internet for later playback on a computer, tablet, etc.). This method allows learners to listen to sound files (podcasts) in a foreign language. In addition, podcast themes can be different: news, literature, art, ecology, fashion, etc. This allows students to better hear native speakers, hear live speech, and learn something new about the culture and characteristics of the country.

The advantages of Internet technologies, according to E. G. Fomenok, includes:

- access to information from around the world;
- possibility of intercultural communication;
- creation of the learning environment with visual information;
- active position of the student in the learning process [5, 6].

Thus, modern Internet resources provide a unique opportunity to get acquainted with the culture of the countries where the target language is spoken and to communicate at an intercultural level, which contributes to sociocultural competence.

To learn a foreign language and intercultural communication in high school, students are recommended to use such a tool as watching authentic films online. According to N.V. Baryshnikova and G.G. Zhoglina, videos in the target language can introduce students to culture, as well as attach them to it, because "authentic videos provide a combination of language and sociocultural codes inherent in situations of real foreign language communication." Foreign-language films clearly demonstrate foreign-language culture, develop motivation for learning and for communicative activity [6, 14].

Authentic materials include those that are formed by native speakers. These materials are used in the educational process in a non-adapted form. Such materials are designed for a communicative approach.

Video materials allow students to perceive information visually and by ear, which indicates one of the main principles of training - the principle of visibility. Imitation of the language environment, reproduction of the speech situation visually and by ear increases the effectiveness of the learning process.

Films allow one to study the phenomena and characteristics of a foreign country, receiving information about various cultural aspects of the country. In addition, the supply of useful information is unobtrusive. Feature films provide opportunities for analyzing culture-specific element and behavior of people.

Authentic materials help students develop language skills and promote the development of intercultural competence. They expand vocabulary, knowledge of grammatical structures, develop writing and speaking skills, knowledge of phraseological units and idioms and the ability to work with them, develop contextual guess skills, etc [7, 20].

If it is possible to play the film in parts, the student can analyze the fragment in detail and disassemble it, which contributes to the development of analysis and synthesis. Among other things, when watching movies, all four types of communicative activities are involved: speaking and listening, reading and writing [8, 21].

In foreign language classes in high school teachers can use various video materials: feature films and documentaries, interviews, cartoons, commercials, fragments of news and broadcasts.

However, in order for films to produce results, their selection and work with them must be built correctly. The correct choice of the film, setting goals and objectives, as well as taking into account the linguistic and geographical features of the film are important.

For school students there are a lot of sources to improve their English skills which can be easily found in the Internet. There are some websites given below which provide plenty of films in English (some of them are free, some of them are not):

- Netflix (it is a streaming service that allows the members to watch a wide variety of TV-shows, movies, documentaries, and more. The main advantage of this resource is an opportunity to add English or Russian subtitles to the video.);

- Amediateka (it is a Russian streaming service which provides a great number of American and British video-materials with subtitles.);

- LeLang (it is a Russian website for English-learners, which provides films and TV-series free. Russian and English subtitles or double subtitles are available)

- English-with-fun (the main advantage of this Internet resource is a possibility to translate subtitles while watching the film and to add them into online dictionary.)

In the context of the problem under discussion, it is important to pay attention to some textbook in order to observe the ways to use Internet technologies in developing intercultural competence. For that purpose, we analyzed the student's book for the 10th grade called "Spotlight" which contains 8 modules: Strong Ties, Living & Spending, Schooldays & Work, Earth Alert, Holidays, Food & Health, Let's Have Fun And Technology. According to the thematic content of the textbook, we have selected a number of Internet resources, which can contribute to the effective language learning and can help students fight obstacles while studying English. Moreover, the teacher can use these resources as additional tools to improve sociocultural competence of learners (table 1).

Table 1. Developing sociocultural competence by Internet resources (supplementary resources to the course book “Spotlight 10”

Module	Internet resources	Developed skills in terms of socio-cultural competence.
Strong ties	<ul style="list-style-type: none"> •Text “Equality, diversity and inclusion” from British Council •Short film “Innocent” 	<ul style="list-style-type: none"> • Meaning of Identity unit from point of society view • Relationship problem between individuals and groups
Living & spending	<ul style="list-style-type: none"> •Text “Money” from Learn English Teens (British Council) •Video “A day in the digital life of a teenager” from Learn English Teens (British Council) 	<ul style="list-style-type: none"> • Basic information about British teenagers, their hobbies and pocket money • Know how to compare Russian and British teenager in terms of their way of life
Schooldays & work	<ul style="list-style-type: none"> •School slang video from the educational portal engvid.com •Text “Gap year” from British Council •Article “UK Education system” from internationalstudent.com 	<ul style="list-style-type: none"> • Basic facts about the education system in the UK (educational levels, grading, gap year)
Earth alert	<ul style="list-style-type: none"> •Worksheet “Environmental Problems” from TeachingEnglish •Short documentary “Island Green” 	<ul style="list-style-type: none"> • Basic information about ecological issues • Recycling process
Holidays	<ul style="list-style-type: none"> •Text “Holiday” from Learn English Teens (British Council) 	<ul style="list-style-type: none"> • Basic information about holidays in the UK • Ability to compare typical Russian and British holiday
Food & health	<ul style="list-style-type: none"> •Film “Sugar” •Text “School dinners” from Learn English Teens (British Council) 	<ul style="list-style-type: none"> •Eating habits in the UK • Healthy food and healthy lifestyle
Let’s have fun	<ul style="list-style-type: none"> •Articles from British Council (Entertainment) •Watching of the chosen film in the class 	<ul style="list-style-type: none"> • What are the most popular ways of Entertainment in Britain and in Russia • How to give review on popular British films

Technology	<ul style="list-style-type: none"> •Short film “Look Up” •Articles from BBC 	<ul style="list-style-type: none"> • Examples of the use of new technologies in training • The impact of networks on the modern society
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Thus, all the Internet resources offered in Table 1 serve to improve knowledge of cultural and social peculiarities of English-speakers. There are plenty of materials, which make the studying process more interesting, especially in terms of socio-cultural content, and the students get more involved.

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ART-THERAPY AS A WAY OF MUSEUM ENVIRONMENT PERCEPTION
BY PEOPLE WITH DISABILITIES

This article discusses the problems of creating an accessible environment for disabled people and their social adaptation in the museum environment. It is proposed to conduct art therapy on the basis of the Radishchev Art Museum in Saratov. Therapeutic properties of art therapy have been identified. Techniques for creating abstract paintings have been analyzed. The creation of an exhibition of the works of the group members is proposed.

Keywords: tourism; Saratov; museum; museum environment; art therapy; accessible environment; disabled person; disabled person; art.

The Federal Law "ON the Social Protection of Disabled Persons in the Russian Federation" provides the following definition: A person with a disability is the one who has a health disorder with a persistent disorder of the body's functions caused by diseases, the consequences of injuries or defects, leading to a restriction of life activity and causing the need for his/her social protection [1].

According to statistics provided by the World Health Organization, more than 1 billion people have some form of disability. This represents nearly 15% of the world's population. From 110 million (2.2%) to 190 million (3.8%) people aged 15 and older experience significant difficulties in functioning. Moreover, disability rates are rising due to aging population and an increasing burden of chronic health problems.

According to statistics provided by the Federal Register of Disabled People, (as of 01.11.2018) in the Russian Federation there are about 11,3 million disabled people. Among them, 2, 4 million of people between the ages of 18 and 50 are active people capable of traveling, and if family members of the disabled are taken into account, this is about 5 million potential tourists.

World practice shows that the development of museums is on the way to turn them into complex cultural, historical and leisure centers. This significantly changes the approach to the organization of museum space in the broad sense of this concept. Modern museum infrastructure, dictates the need to develop new forms of work with the visitor, organize the process of his stay in the museum. Many museums depart from the experience of static exhibitions, which have not been replaced for decades, by stands and showcases. Elements of interactivity are introduced in the exposition itself, various events are held within the museum walls [2].

The museum can contribute to the process of socialization and adaptation of people with disabilities. The museum in this case acts as an intermediary, a necessary link between the individual and the cultural environment. It broadcasts a set of cultural patterns, norms and traditions by its means, thereby including the disabled into the historical and cultural process.

We do not see people with disabilities in museums, not because they are few, but because many museums are still inaccessible to most disabled people. However, it should be noted that over time more and more museums fall under the program "Accessible environment". However, the process is still slow. There are several reasons for this. First of all, this is due to the presence of barriers of an architectural nature. Some of the museums are located in the buildings that are architectural monuments. They have marble floors, inconvenient for wheelchair users; high multi-step stairs, not everywhere there are elevators, and ramps. Moreover, it is not always possible to get permission to re-plan premises.

There are psychological problems. Some visitors are not friendly to disabled people in the museum; many museum workers do not have experience working with such a complex audience.

Many museums are slowly introducing innovations that would allow people with disabilities to feel comfortable at the museum.

In many museums of the city of Saratov, the program "Accessible Environment" is actively implemented. Special exhibitions for disabled people are held in the Radishchev Art Museum in Saratov, specially trained guides work. With the help of a lift and specially trained employees of the Radishchev Art Museum, it is possible to inspect the exposition not only on the first, but also on the second floor. Special museum programs are conducted for families raising children with autistic disorder and other mental illnesses.

The Saratov Regional Museum of Local History has become one of the first cultural institutions of the city, in which the implementation of the program "Accessible Environment" is carried out. The museum also has developed special excursions for disabled people, and guides use the specific methodology of working with special visitors. For several years, the staff of the museum of local lore regularly organize for them mobile exhibitions with excursions and lectures, folklore and ethnographic holidays. Adaptation of the material and technical base of the museum was carried out.

Contemplation of the beautiful, whether it is a living nature or something created by man, has strong ethical influence and helps to forget about negative aspects of life. For people with disabilities, this is very important. It is essential to forget about the difficulties they encounter every day, it is significant to feel equal.

One of the methods of integrating museum space and social adaptation of disabled people can be art therapy.

Art therapy – is one of the most mysterious and attractive directions of practical psychology and psychotherapy.

Art-therapeutic methods are based on understanding art as a way of expressing what is difficult or impossible to express in words. In the creative process, a person becomes more authentic and free than in ordinary life, and acquires such beautiful instruments of expression of complex feelings as color, plastic form, sound, movement, symbol, and image.

The creative work inevitably reflects internal conflicts, traumatic experience, unconscious emotions - all that in the usual "verbal" therapy becomes hidden mechanisms of mental protection.

In art therapy, many unconscious feelings are manifested in the safe space of a creative object.

This expressive creative process is therapeutic in itself, at the expense of the psyche's own resources and its ability to self-heal. In addition, the presence of another person (therapist and members of the therapeutic group) and his/her unconditional acceptance of the patient in creativity has a transformative effect on the interpersonal level.

A deeply personal, emotional creative process, shared with a careful and accepting other person - sometimes this is enough to activate your own emotional resources, harmonize your state of mind and establish contact with yourself.

The term "art therapy" (literally: Treatment by art) was introduced by the artist Adrian Hill in 1938 when describing his work with tuberculosis patients in sanatoriums. These methods were used in the United States in working with children taken from Nazi camps during The World War II. At the beginning of its development, art therapy reflected the psychoanalytic views of Z. Freud and K. G. Jung, on which the final product of artistic activity expresses the unconscious mental processes of man. In 1960, the American Art Therapy Association was established in America.

Art therapy classes may differ greatly depending on the direction, form of work and the nature of the approach. Usually at the beginning of the session, there is a short introductory discussion, and then the participant is asked to select the material for his/her work, and then to take some time for independent creativity, after which the result of the work is discussed, analyzed or refined. Both creation of work and participation in discussions are always strictly voluntary, in any form of art therapy the participant is not under pressure, and he/she can easily refuse to draw, dance or speak.

The following types of art therapy differ in duration:

- short-run, from several weeks to several months.
- long-term, from one to several years long.

The duration of one group session is usually from one and a half to three hours. During the group classes, participants are immersed into a special, careful and welcoming atmosphere in which

they can freely express and discuss their feelings, engage in spontaneous creativity or create art objects - their own, paired or in-group. As a rule, before and after the creation of work, there is a discussion between the group members.

Usually the group has a leader – a professional art therapist, who regulates the work of the art group to one degree or another. The intervention of the therapist can be minimal - for example, organization of classes, control of the place and time of the conduct, scoring the rules of the group. In addition, there may be more directive participation, for example, interpretation of work elements, initiatives in discussions, analysis of group dynamics, offering themes or materials for creativity, and so on.

The implementation of this project is offered on the basis of the Radishchev Art Museum, as this establishment is the main art museum of the city, it has a good internal infrastructure for people with disabilities, there is an art studio and a creative workshop.

For effective work, the group should be small, 5-8 people, and the more severe the disease is, the smaller is the group. In this case, the therapist will be able to pay special attention to each participant. The group can be completely disabled and mixed. Thus, non-disabled participants can get acquainted with the world of disabled people and destroy existing stereotypes and psychological barriers.

The guide's speech should be simple and clear, not complicated by a large number of special terms. If the guide works with deaf visitors, you should use the services of a sign language interpreter.

Before each lesson, the group can take part in the museum tour, so visitors can be inspired and let out the received emotions into the art. At each lesson, the theme of the excursion changes. Therefore, in the classes, the members of the group can explore how artists interpret love, friendship, and other feelings in the art.

You can add elements of drawing training to the group's work. After analyzing the techniques of creating abstract art, we identified techniques that are very simple to perform, and as a result, very beautiful abstract paintings are obtained, which can be used both in the interior of the house and at the exhibition.

The following techniques for creating abstract paintings are offered for the group's work: Acrylic pouring, Swirl, String Swipe, Swipe, and Trowel Abstract painting.

Of course, the main task of art therapy is the expression of the feelings and emotions on canvas, rather the creation of a beautiful picture. However, the use in the work of the art therapy group, element of creating piece in a certain technique will create a general emotional upsurge. I can, nothing will limit my creative freedom.

A commercial exhibition of the works of the participants can be a kind of "graduation party" or final product of art therapy. The money from the exhibition can be used for the needs of the disabled themselves or for material assistance to the museum in the implementation of the program "Accessible environment".

During the development of the project, the analysis of the museum space of the Radishchev Art Museum in Saratov was carried out. In the result of which it was revealed that the art studio hall and museum collections were ideally suited for the work of the group, participants of the VOI, students of the IHIR SSU were interviewed, and high interest in the project and a desire to take part were identified. The analysis of techniques of creation of abstract paintings was carried out and the efficiency of art therapy on the group was tested.

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NATURE OF RELIGIOUS THINKING

The article compares several theoretical approaches to explaining the nature of religious thinking. Modern religious studies regard religion as an element of social evolution and rely on rationalistic tools examining the origins of religious consciousness. According to them, faith and belief are the results of the cognitive activity of people as they seek to solve cognitive problems. Special emphasis is put to S. Freud's theory of the roots and significance of religion in the society.

Keywords: religion, religious studies, thinking, anthropology.

The question of the nature of religious thinking for a reflective person, posed in various studies, broadens the mind and enriches knowledge of the world and man. What explains faith in God? Is it only intuitive or does it contain a rational component? There have been many disputes on this issue.

Let us turn to one of the most prominent representatives of psychology of unconscious – S. Freud. His contribution into perception of religion, especially its psychological aspects is an outstanding achievement of the modern humanitarian knowledge and culture as a whole. [1].

At one time, Z. Freud considered religion a socio-cultural entity, noting that it is an illusion of the individual [2]. However, further studies prove that a person's religiosity is not determined by how much he relies on intuitive or analytical thinking. A predisposition to faith or atheism is not an innate property. Basically, religious beliefs of a person develop in the process of his or her upbringing. Features of thinking, level of knowledge, education are, in fact, not correlated with either religiosity or intuitiveness.

In the 1990s, explanatory theories in the study of religious thinking became widespread in Western religious studies. These theories view faith in supernatural forces as a form of cognitive activity of a person, as a desire for knowledge and understanding of processes and phenomena that cannot be explained from a scientific point of view. According to them, evolutionary processes affect changes in language and culture creating special mental stereotypes that are spreading in the minds of people [3].

Modern cognitive religious studies regard religion as an element of socio-biological evolution and rely solely on rationalistic tools, which cannot but attract the attention of the younger generation interested in the theories of the origin of religious consciousness. The background of religious beliefs and rites should be sought not in the existence of a certain historical reality, cultural or spiritual tradition of a particular society, but in the consciousness of a person, in the principles of the structure and work of his/her psyche. Cognitive psychology and anthropology, linguistics and evolutionary biology are a fairly wide range of scientific disciplines, the achievements of which through interdisciplinary synthesis will help to get as close as possible to the knowledge of the nature of religious thinking.

Thus, the human brain perceives and selects certain data, among which there is space for the religious ideas. But the presence of a developed brain in itself does not mean the presence of religion in the human psyche.

Scientific and social approaches to determining the essence of religious thinking are based on the fact that human knowledge seeks to explain the unknown, people strive for harmony, and society strives for order. At the same time, the mind is prone to illusions. It is on these foundations that religious thinking is built.

But such an approach is characteristic mainly of the Western, primarily European, civilization. Not every culture has a need for an explanation of the structure of the world, for rational thinking - this is evidenced by studies of religious beliefs conducted in different countries of the world.

Anthropologists note that in the usual case, explanations of the nature of religious thinking are based on accessible facts, which are reorganized in such a way that they present what is happening in a more understandable light. The meaning of the explanation is to provide a context in which the phenomenon will seem less mysterious than before, and will fit better into the familiar picture of the world. Religious explanations often seem to have a completely different purpose, only exacerbating mystery.

The anthropologist Pascal Boyer observes that religion does not so much explain what is happening, but rather introduces us to “relevant puzzles” [4, 26]. He outlined an alternative concept in his book “The Naturalness of Religious Ideas”. He supports the opinion that belief in higher powers is a special case of combining explicit and intuitive representations, “Apparently, some forms of religious thinking are the path of least resistance for our cognitive systems. In contrast, disbelief as a whole is the result of deliberate and difficult work against our natural cognitive predispositions”[4, 131].

In Boyer’s opinion, contrary to the Freud’s ideas, faith is inherent in almost everyone and atheism is rather an anomaly. At the same time, an analysis of the origin of religiosity leads him to associate it with an imperfection of the psyche. Some cognitive scientists even compare religion to a virus that thrives on brain functions that were not originally designed for religious thought.[4, 55]

It seems that faith and belief are the result of cognitive activity of people when they seek to solve cognitive problems. In our opinion, a person does not have a religious instinct, a special natural inclination or predisposition to religious concepts. We understand the religious consciousness of a person as a logical system of thinking that produces numerous combinations of concepts, ideas and events, making certain (not always logical) conclusions. As a result, an incredible religious diversity is created which is represented in the modern world. The main religious doctrines are those that have managed to undergo evolutionary selection as the most viable, flexible, universal beliefs that have undergone multiple transformations and developed sound dogmas.

The transmission of religiosity from generation to generation occurs through the use of such units of cultural information as concepts, values, myths, etc., which are elements of human culture. As a result, the genetic process of the transfer of religious ideas at the level "from person to person" takes place, which ensures the vitality and significance of religious thinking.

However, we do not simply pass on the “genetically” received information further, but subject it to processing, creating new ideas and explanations. Different people have similar images that are spreading within a particular community. For example, the rules of good behaviour differ from community to community. According to anthropological studies, children almost do not pay attention to external signs (for example, skin color), which are traditionally considered the basis for

racial or other disengagement. This requires special cultural learning. Therefore, people are not born as Christians, Muslims, Buddhists, but acquire the religion at a certain period of time. [5, p.4].

The issues of religion origin up to now continue to remain one of the key ones in their regard to scientific and social aspects. I will again refer to S. Freud whose ideas seem to find many followers in the modern world. According to him, religion offers the illusory gratification of man's unfulfilled desires, helping culture to suppress people's instincts in exchange for "afterlife bliss." He believed that once religion was necessary for the preservation of culture, but now it has to be replaced by a rationally supported scientific outlook - moral values should be free from religious sanction, reason must take the place of faith. S. Freud expressed the belief that religion will surely die out, since it has no future. But it does not mean banning and prosecution of religion and believers, as many authors suggest. Scientific approach is not necessarily a step on the path to atheism. On the contrary, this inevitably poses a number of theological problems that must be solved.

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DEVELOPMENT OF MULTICULTURAL AWARENESS OF STUDENTS IN FLT

The present study is devoted to the description of possible ways of developing multicultural awareness of students at the lessons of English. The work shows the importance of fostering sociocultural and intercultural competences in the context of globalization. It also describes the advantages of multicultural education. The conclusions are made about the principles of multiculturalism in Russian education and the way they are reflected in the content of modern Russian textbooks.

Keywords: multiculturalism, sociocultural competence, FLT, globalization.

Due to globalization, one of the important conditions providing quality of education is to give students knowledge about the cultures of different countries, their religions, languages, etc. Teachers of various disciplines are faced with the task of finding out the ways for the child to become a person who is ready for dialogue with other cultures.

In this case, the focus should be on the development of students' multicultural consciousness. It is believed that the highest indicator of the acquisition of multicultural consciousness by a person is his/her openness to other cultures, values and views, as a result of which the person does not have negative stereotypes and prejudices associated with other cultures.

Thus, multicultural consciousness of students is awareness that allows individuals not to have negative stereotypes about representatives of another culture; it allows us to be open to the study of other cultures and to feel ourselves as a part of the intercultural community.

Multicultural education cannot be provided without learning foreign languages. A language is a part of any culture, so the development of multicultural consciousness includes knowledge of foreign languages.

The multicultural component of education contributes to the development of students' knowledge about other cultures, their lifestyle, and the values of different peoples. According to the principle of multiculturalism, at the lessons of a foreign language, tolerant attitude of learners and their respect for other cultures should be formed. Therefore, traditionally, in the content of Russian education, special attention is paid to the formation of all these qualities and skills [1].

It seems obvious that a foreign language promotes the development of communicative, sociocultural, informational and other competencies like no other discipline. In the context of multicultural education, the most important competency is sociocultural. According to O.V. Pankratova, sociocultural competence is a complex phenomenon consisting of linguistic and regional studies, sociolinguistic, socio-psychological and cultural components [2, 157].

The glossary of methodological terms defines sociocultural competence as a complex of knowledge about the country, the language of which is being studied, national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following the rules of etiquette, social conditions and behavior stereotypes of native speakers.

In addition, according to the Federal State Educational Standard, one of the goals of teaching foreign languages at school is to form a positive attitude of students to the culture of people who speak the target language and to the language itself. The mandatory minimum content

of educational programs includes sociocultural knowledge and skills, which includes information about the country, spiritual values and cultural traditions, and features of the national mentality [3].

Thus, the importance of multicultural education and sociocultural competence is not only noted by teachers and researchers, but also reflected in federal regulatory documents.

The structure of sociocultural competence consists of the following components:

- sociocultural knowledge;
- communication experience (communication style, adequate interpretation of the phenomena of a foreign language culture);
- personal attitude to the facts of foreign language culture;
- an ability to use methods of language (adequate use of the nationally-marked vocabulary in speech in various areas of intercultural communication) [4].

It seems quite reasonable to believe that the formation of sociocultural competence should begin with the first lessons of a foreign language and continue throughout the whole study of this discipline.

One of the important aspects of sociocultural competence is the formation of students' ability to compare countries and their historical development, cultural level and characteristics of people. It is also very important to explain to students how important it is to respect other cultures, customs, and be tolerant to them.

The main skills that schoolchildren must master as a result of acquiring sociocultural competence are the ability to find similarities and differences between the traditions of their own and foreign cultures. In the case of communication with representatives of another culture, a person with sociocultural competence can act as a conductor between two cultures, using comparison as one of the main methods of observation.

It is interesting to note that for both the advanced and basic levels of learning a foreign language, the requirements for mastering sociocultural competence are the same.

The concept of sociocultural competence is closely related to intercultural competence. Indeed, intercultural competence is understanding of the national characteristics of partners and the ability to build effective relationships with them [5]. Intercultural competence is not directly represented in the content of education of the Russian Federation, however, many of its components are part of sociocultural competence.

In the educational program for schools with the in-depth study of the English language, developed by V.V. Safonova in 2007, one can find some clearly expressed requirements for intercultural competence [6, 11]. These requirements include:

- the ability to compare, contrast, generalize facts about their own culture and the culture of the countries where the target language is spoken;

- the ability to recognize and interpret new aspects in the studied cultures, to see the differences in the cultural behavior of people in different countries;
- the ability to act as a cultural mediator between representatives of different cultures, helping foreigners understand the cultural characteristics of their own country [7, 176].

Mastering intercultural competence is impossible without:

- previous socio-cultural experience and knowledge of the student;
- new experience and knowledge about the life in the society, which students must acquire to participate in communication in the target language;
- understanding the relationship between the native and the studied cultures to form appropriate intercultural competence [8].

Thus, due to global changes in the society, both in Russia and around the world, the role of a foreign language in the educational system has changed, and from a simple academic subject it has turned into a basic element of the modern educational system, as a means of achieving the professional realization of the personality [9].

The principles of multiculturalism are the foundation of the Federal State Educational Standards. It is obvious that textbooks written in accordance with the Federal State Educational Standard must reflect these principles in their content.

The purpose of this study is to identify the ways to highlight the principles of multiculturalism in the content of modern textbooks. For the comparative analysis two Russian textbooks were selected: 'Starlight' and 'Spotlight'. These textbooks were chosen because they are the most popular and often used textbooks now in the Russian Federation.

'Starlight' is a secondary-level course for learners studying British English at upper-intermediate level. It allows a flexibility of approach, which makes it suitable for classes of all kinds. The course is based on and fulfills all the requirements of the Russian Federal State Standard of Education.

In the 'Starlight' textbook, each module has a clear structure, which includes lessons about cultural studies and regional studies (Culture corner and Russia) [10].

Each module contains a Culture Corner section. In each Culture Corner, students are provided with cultural information and read about aspects of the English-speaking countries that are thematically linked to the module. Students are given the chance to process the information they have learned and compare it to the culture of their own country.

Sections "Russia" contain cultural information about aspects of Russia and are thematically linked to the module. Each of the six modules of the textbook ends with the 'Russia section'.

The second textbook for the comparison is "Spotlight". 'Spotlight 9' is an English course based on the Common European Framework of Reference and designed for B2 level students.

Nowadays, 'Spotlight' is one of the most common textbooks among all the textbooks used in secondary schools in Russia [11].

Like the 'Starlight', 'Spotlight' also has a special section devoted to linguistic and regional knowledge. Each module ends with a "Culture corner" section. On these interesting and informative pages students are provided with cultural information and read about aspects of English-speaking countries which are thematically linked to the module. The section also contains related tasks and creative projects, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Unlike 'Starlight' that was designed for students with a higher level, 'Spotlight' does not have a separate section with information about their own country, however, students are offered a large number of tasks related to finding additional information about Russia on a given topic.

Thus, it can be concluded that the 'Starlight' and 'Spotlight' textbooks have similar structures. Both textbooks have Culture corner sections in each module. The difference is that each module of the 'Starlight' textbook has a section dedicated to Russia, while the 'Spotlight' textbook, although it provides texts about the country in accordance with the topic of the module, this section is not included in the textbook structure, but is given on separate pages at the end of the textbook. Textbooks encourage students to make cultural comparisons. New vocabulary is clearly presented wherever it is needed.

Unfortunately, the Russian textbooks discussed above provide linguistic and geographical information only about English-speaking countries, information about other countries is presented only in two texts throughout the Starlight textbook.

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IS PHILOSOPHY ANDROCENTRIC, OR CAN «MAN» BE «WOMAN»?

The article deals with the topic of androcentricity of philosophical thought. In order to more fully reveal the content of the problem much attention is given to the study of the reasoning in favor of a negative answer to the question about androcentrism of philosophy. It is noted that the criticized author sometimes demonstrates a lack of understanding of the meaning and significance of the arguments of other researchers, and his methodology contains a false dichotomy, which generally leads to biased inferences. It is concluded that further development of criticism of androcentrism and the replacement of traditional androcentric interpretations by its achievements are necessary.

Keywords: androcentrism, gender, feminist criticism, liberalism, family.

Can “man” be “woman”? It is generally agreed upon that the right answer is “yes”, because the statement about gender neutrality of the word “man” means exactly this. Nevertheless, this statement was refuted both theoretically and practically. A theoretical refutation is given by D. Moulton, one of her arguments includes the fact that the word “man” is simply not used as gender-neutral [1]. But its use is fully consistent with the ideology of androcentrism, which identifies a man with a person and postulates that men can represent all of humanity as such. As a practical rebuttal, one can cite the fact that when, in 1867, in Britain, in support of the proposal to vest women with electoral rights, it was argued that the general term “man” (as applied) also refers to women, it was strongly rejected [2, 948]. Because women have never been “man”.

However, modern interpretations of philosophical texts still suggest that regardless of whether a given statement/theory/division applies to women in exactly the same way as for men, regardless of whether the word “woman” is used in the same contexts as the word “man”, philosophical texts written by men for men on the basis of their own male experience are considered to be a “universal human heritage” or simply “philosophy”, without adding the definition of “man's” to it.

Feminist studies have long shown the falsity of the “add women and stir” approach. However, their arguments were never accepted by the androcentric tradition. In this regard, the work of the man philosopher I. Landau, “Is Philosophy Androcentric?” deserves separate consideration, because it is a rare attempt to directly respond to feminist arguments from the perspective of the androcentric tradition itself. In our view, this work embodies the way of thinking of androcentric theorists and gives an idea of the possible argumentation of the denial of androcentrism of philosophy.

The first thing that stands out when studying the work of I. Landau is the desire to reject feminist arguments in principle. This desire is revealed in his main categorical division, on which his entire analysis is based: pervasive and nonpervasive androcentricity. The fact that the theory of a particular philosopher is not completely androcentric means that his androcentric statements can be rejected without prejudice to the rest of the theory, which will still “make sense”. But if philosophy is androcentric, then androcentrism must permeate it all.

This division is revealed its true meaning in the context of the consideration of I. Landau the first feminist argument he formulated. He presents it as follows: “The strongest argument for the androcentricity of philosophy is also the simplest: philosophy is androcentric because many philosophical theories include explicitly androcentric views.” In the context of the example of Aristotle’s philosophy, he asks the question: if directly androcentric statements are excluded, “could we still make sense of and employ his theories of the four causes, substance, the nature of movement, and his other metaphysical, physical, aesthetic and even most of his moral and political

theories? If we could, the androcentric passages do not make the rest of Aristotle's theories and views androcentric, and there is no need to reject, replace, or complement them; the theory is nonpervasively androcentric [3, 14-15]".

That is, if the theory is nonpervasively androcentric, it does not need to be revised or even supplemented, and if explicitly androcentric statements are excluded from it, it still *makes sense*.

I. Landau, therefore, misses the point. Of course, the traditional androcentric interpretations *make sense*. They are full of it and at the same time possess unity based on agreement with the fundamental values of the interpreted theory.

The way he presents this argument is perplexing. He proceeds from the premise of the absence of unspoken androcentric implicit grounds in the theories under study, as if the philosophers had already expressed directly all their androcentric preconditions, so we can only check their connection with other statements. But feminist researchers have already uncovered these implicit androcentric premises, have already shown readings that "have" a completely different "sense". Truly surprising are his "refutations" of the achievements of these researchers.

I. Landau analyzes thinkers in a similar way. He often quotes quite worthy statements by opponents, and then simply denies their significance, essentially demonstrating his lack of understanding of the original thought. Thus, S. Mendus mentions an important problem, describing the fundamental contradiction in liberalism in the context of Kant's philosophy: "the problem here is a deep one — not only for Kant, but for individualism generally". "All individualist theories share this difficulty: in construing persons as essentially independent, free and equal, they support an atomistic model which cannot readily accommodate those social units, such as the family, which transcend mere atomism" [4, 385]. Thus, individualism dictates, as a central tenet, that someone must dominate, someone must give way" [4, 386]. Landau "refutes" this statement as follows: "Kant's individualism need not lead to androcentricity or other types of inequality (nor must individualism lead to androcentricity or other types of inequality in general or in other philosophical systems). Individuals in families can retain their individuality yet reach, through discussion and negotiation, joint decisions to which they contribute equally and which do justice to the interests and wishes of all. Such decisions can be seen as reflecting the family unit as a whole" [3, 28-29]. Just like that, in a couple of sentences, Landau "solves" the problem, the sufficiently significant consequences of which were shown by S. Mendus in the passages quoted by him. In essence, this "decision" is a simple, unfounded denial. The denial of reading, which reveals the meaning of this theory, is ignored by androcentric interpretations and incompatible with them.

But how then, from the point of view of I. Landau, should feminist scholars interpret at least partly androcentric philosophical texts in this case?

Perhaps the best example of I. Landau's answer to this question will be his following statement regarding Aristotle's philosophy: "Hypothesizing that sometimes the male furnishes the form and sometimes the female, and sometimes both to varying degrees, would correspond better with the empiricist tendency of Aristotle's philosophy. Like his political and ethical teachings, Aristotle's biological theory is sufficiently composite and flexible, and in some cases sufficiently unclear, contradictory, and hospitable to inexplicable phenomena, to accommodate equality between the sexes without undermining its basic principles. In some cases, moreover, hypothesizing equality rather than male superiority even helps solve problems in the theory" [3, 21]. In other words, we should try on statements of equality on Aristotle's theory, which supposedly more closely correspond to his theory as a whole. But why? For what purpose? What can this give us? I. Landau does not wonder why, if statements about equality correspond to Aristotle's theory as a whole more than his original androcentric theses, Aristotle wrote what he wrote. In fact, the researcher assumes that the reason for the androcentric statements of Aristotle lies in his "sexism", which makes him unable to discern contradictions in his own theory.

In criticizing another work by I. Landau on the same topic in the context of a discussion of the philosophy of I. Kant, S. Mendus wrote ten years before the publication of the monograph we are considering: "We could of course, and as Landau says, excise the androcentric passages from Kant's political philosophy and still 'make sense of' his ethics, but it is important to note that in so doing we would be revising rather than interpreting Kant. The result would be an account of what Kant could have believed, not an account of what he did in fact believe" [5, 62]. This is what I. Landau suggests us to do ten years after S. Mendus wrote her criticism.

I. Landau does not ask what are the implicit prerequisites of Aristotle's reasoning about a woman as a "sterile man", a carpenter father who supplies the form and a mother, seen as a vessel contains only passive matter [6, 81,86]. But the main premise of these arguments determines another problem that he touches upon in his criticism. This premise consists in the denial of women as a full-fledged, autonomous organism. If a woman is an autonomous organism, and not an empty vessel, addition, rejection, etc., then her fulfillment of the act of birth can mean nothing but the implementation of this act by her and only by her. All these arguments about birth, including those proposed by I. Landau, are not compatible with the last statement. We cannot recognize the biological fact of the autonomy of the female body and argue that the father in any way determines the creation process carried out by the mother. Landau's reasoning shows his inability to understand the very fact of female physical autonomy. And in our opinion, the same thing S. Okin demonstrate in her certain arguments, which was criticized by I. Landau.

In the context of the consideration of Aristotle's philosophy S. Okin writes that if the equality of women and men was recognized: "Rather than an object of property, or a necessary

condition for the provision of heirs and of daily requirements, the family would have to appear as an institution initiated and supported by its adult members as complete equals" [7, 275]. Landau in response to this quite rightly notes that: "however, viewing women as completely equal to men does not require that the family cease being considered an object of property; it could continue to be considered as such, but would now belong to both husband and wife" [3, 21]. His mistake is that literally in the next paragraph he concludes that "thus, rejecting all the androcentric claims in Aristotle's theory will not jeopardize it. Almost all of the moral-political views can remain as they are" [3, 21-22]. And he draws this conclusion only on the basis of a consideration of the study by S. Okin.

But there is no reason to believe that a family can, in principle, exist subject to the autonomy of women.

Firstly, initially the basis of this institution is the exchange of women, the instrument for the implementation of which is fatherhood, justified by the patriarchal concept of birth, the Aristotelian version of which we touched on above.

Secondly, the essence of the family as a "basic unit of society" is that society shifts the work of ensuring its physical reproduction to individuals, and the latter carry out it at their own expense in a personal manner. Therefore, a family cannot exist in the presence of alternatives. Why should free women, in addition to ensuring the physical reproduction of all humanity at the expense of their health and lives, take on the daily provision of the needs of children and men? Or to do half of this work on an "equality" basis, when they have already sacrificed so much? Should not the primary task of society be its primary concern?

Thirdly, the institution of the family continues to act as an instrument of alienating women from each other, while for women, the issue of unity as a group is a determining factor their freedom, since the female ability to give birth, which is inseparable from women's health and lives, has absolute social significance. The monopoly of women on issues related to their ability to give life at the expense of their own lives is a condition of women's basic autonomy, a condition of freedom, a condition of liberation. Its achievement and protection is impossible without the unity of women as a group. Women and men in this sense are a completely unique type of social groups, not reducible to other divisions.

Thus, there is considerable reason to believe that women's freedom is not compatible with the existence of a family. But if we remove the family from Aristotle's philosophy, then what remains for us? Obviously, we will get a lot of questions to which the political theory of Aristotle is not able to give any answers, which means its androcentrism. But the question still remains about the aspects of the philosophical system of Aristotle, which are much more loosely connected with similar premises, like the doctrine of the four causes, substance, the nature of movement, etc.

In this regard, we want to draw attention to a very important problem systematically ignored by I. Landau. Namely, the problem of context, the problem of the current situation of us as the researchers. Our possibilities of criticism are predetermined by our position, and our position is a study within the framework of an androcentric society. Being within this framework, we are a priori unable to determine the degree of androcentrism of one statement or another. We can only try, and the strength of our attempts is predetermined by the achievements of the predecessors in this field. This means that any existing criticism is only an attempt, and the fact that out of the shortcomings of only one such attempt, I. Landau concluded the philosophy under consideration is not androcentric, demonstrates a lack of understanding of the essence and significance of the problem he is studying.

In our opinion, until the liberation of women is achieved (an approximate criterion is indicated by me above), a peculiar presumption of the guilt of one or another philosophical (and not only) theory in androcentrism is necessary. This means the continuation of work on the development of the tools of criticism and their application to specific theories, the opening of new readings, the creation of truly new interpretations carried out from values different from patriarchal (which allows us to reveal the meaning of the theory to the greatest extent and does not imply the introduction of extraneous meanings). And these interpretations should replace the traditional androcentric readings, which is really were the object of protection in the considered work of I. Landau.

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RACIAL ISSUES AMONG THE YOUNG: ALARMING NEWS REPORTS FROM THE USA

The author carries out the analysis of several news items that focus on the problem of racism in the USA. The author examines the accounts of young Americans who encountered racial discrimination at high schools and colleges. The author looks into the circumstances that bring about discriminatory attitudes among the younger generation in the USA.

Keywords: racism, human rights, discrimination, US schools.

The paper focuses on racial discrimination among the young people in the USA. It is important to start by giving a definition of racism. According to Longman Dictionary of Contemporary English, the concept of racism refers to ‘unfair treatment of people, or violence, against them, because they belong to a different race from your own’ and ‘belief that some races of people are better than other races’ [1, 1349]. Racism is considered a breach of basic human rights and is being fought with over the world. The first article of the Universal Declaration of Human Rights proclaims that ‘all human beings are born free and equal in dignity and rights’ [2]. The second article stipulates that ‘everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status’ [2].

Racism in the USA dates back to the time of slavery, civil war of 1861-1865, segregation and would seem to be done with by the great amount of legal acts that prohibit racial discrimination in any form. However, there has been alarming news of surges of racism in the USA. The most depressing tendency is that many young people are involved in white supremacist rallies and racial abuse [3; 4; 5].

We carried out a study based on 10 news items that were published by various newspapers. The pieces of news under consideration give accurate accounts of racial discrimination in American schools and look into some possible causes of this situation.

One of the issues discussed in the news items is ‘low level of racial consciousness and racial literacy’ that underlies the recent upturn in the number of discrimination cases in some suburban schools [6]. The first thing to do here is to find the reason why the country that has been fighting racism for about 200 years could end up being so racially illiterate. The USA is witnessing significant changes in its population distribution. Some areas that historically were predominantly

white are gradually diversifying. People of color who come to live and study in such communities face discriminatory attitudes and more and more often report racist slurs, insults or even physical assault.

Suburban schools have always been successful and better places to study than some urban schools in the same districts. However, children of color often feel uncomfortable going to school. In the first place, they face racist and hateful behavior of their white peers. Secondly, they rarely have support from the faculty. Teacher staffs in these schools are largely white, many districts lack teachers of color. White teachers in these communities fail to stop or condemn discriminatory behavior among children and teenagers, some teachers do not even think it is necessary. Students of color (African American students in particular) are underrepresented in advanced classes, discouraged to take advanced placement classes, over scrutinized and suspended more often [6; 7].

The article *Fewer AP classes, suspended more often: Black students still face racism in suburbs* maintains that ‘even in generally high-performing suburban school districts, students of color, particularly black students, say they face pervasive prejudice when it comes to access to advanced coursework, academic achievement and discipline’. The authors refer to some statistics and state that ‘in the Phoenix-area school district of Paradise Valley, white students are about twice as likely as black and Hispanic students to be enrolled in at least one AP class’; ‘in Collier County, Florida, black students are 2.7 times more likely to be suspended’ and ‘in Franklin, Tennessee, outside Nashville, black students are two-and-a-half grade levels behind white students, on average’ [6].

To tackle this grave problem, school system administrators were forced to conduct surveys to get up-to-date information on racial issues and form special commissions. Throughout the school system of these areas, superintendents hired directors for equity, added more teachers at schools with ‘large populations of English-language learners or students from low-income families’ [7]. Some districts organized professional development classes for school faculty ‘meant to counter institutional racism and implicit bias’ [6].

Urban districts are said to be better at ‘combating racial disparities for students’ [6]. They have got accustomed to working in the environment where mostly white teaching staff deals with mostly minority student population. According to available data, many schools in urban districts ‘are under various forms of state or federal intervention and have no choice but to address disproportionality’ [7]. However, teachers in urban districts are confronted with another problem. They are often accused by various government commissions of getting African-American, Native American and Pacific Islander students disciplined at school at higher rates than white students. Some government officials maintain that ‘students of color as a whole, as well as by individual racial group, do not commit more disciplinable offenses than their white peers’, they are punished

more [8]. Those government commissions tend to ignore some studies and statistics that prove that students of color do commit more disciplinable offenses. As a result, teachers working with minority students ‘fail to keep order out of fear that they will be accused of racism’ [8]. Consequently, it is the minority students who suffer most in disorderly classrooms.

Scientists are trying to explain what causes racism [9]. Some scientists claim that it is a basic part of human biology. Other scientists believe that development of racism is predetermined by the environment. Researchers highlight that the most likely predictor is exposure to a kind of ideology, e.g. ideology of white supremacist [9]. Sometimes, racism can be unleashed by politicians for a number of reasons and become a sort of governmental policy [9; 10]. According to *We Can Challenge Systemic Racism One School District At A Time*, ‘inequitable school funding is one of the first systemic barriers that young people of color and low-income youth come up against’ [11]. Upon analyzing data, the author concludes that ‘school districts attended predominantly by students of color receive \$23 billion less in funding than primarily white districts – adding up to \$2,200 less per student per year’ [11]. The author also points out that ‘the sad truth is that, in the United States, unless you are born white and middle class, you are likely to attend a public school with significant funding constraints that hamper your ability to learn’ [11].

While some scientists are criticizing the concept of whiteness and condemning the ideology of white supremacy, Jennifer Richeson, a social psychologist at Yale University, has been studying how white population of the USA reacts ‘to the fact that America is shifting into a majority minority country (where minorities make up more than 50 percent of the population)’ [9]. According to the results of the studies, ‘young white subjects responded just as strongly as older white ones with anxiety and uncertainty, expressing more negative explicit and implicit racial bias in tests’ [9].

Evergreen College students back at it with ‘no white people’ day describes the event that can be regarded as an example of racial discrimination of white students, so-called “Day of Absence” or “No White Day” that took place at Evergreen State College. This event was held annually until 2017. The day was considered ‘a way of minorities stepping off campus for a day of special workshops’ [12]. The administration of the college stopped the practice when ‘the 2017 affair brought about objections from a white biology professor named Bret Weinstein’ [12]. The objections were caused by the fact that ‘the organizers of that year’s “Day of Absence” flip-flopped on the affair’s normal order of operations and asked all the whites to leave campus so that blacks and other minorities could have a white-free day at college’. The situation resulted in ‘an entire student-backed protest movement that turned national media attention toward Evergreen and resulted in a campus closing for a few days’ [12].

The analysis of the news items reveals that racial discrimination is a burning issue in the USA, and the most grievous fact is that racism is still in place. The upturn in cases of racial discrimination in the US schools and colleges can be caused by a number of factors – by changing ratio of racial majority and minorities, by population distribution by race in the parts and districts of the USA, by primarily white school staff in some districts of the USA, by organized ideologies, by manipulative actions of some politicians. To fight racism, society should change culture and get rid of deep-rooted prejudices and biases.

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This article analyses the main prospects for the development of the tourism sector. Special attention is paid to the introduction and application of digital technologies in this field.

Keywords: tourism; innovation technologies; digital marketing; information technology.

Tourism plays an important role in the social and economic development of the Territory: it provides a basis for the creation of additional jobs, contributes to the growth of employment of the economically active population and increases the level of welfare of society [1, 130]. The tourism industry has a stimulating effect on the development of such sectors of the economy as construction, transport, communications, trade, production of souvenir products, public catering, etc.

The development of tourism also contributes to the preservation of natural, ecological and historical and cultural resources, shows slightly greater stability compared to other sectors of the economy in conditions of unstable situation in the world markets [2, 85].

Digital marketing as a means of promoting goods or services has become an important element of the modern economy. Every major segment of the market develops in digital technologies, using them to increase sales, brand recognition and create certain trends related to the activities of the company or organization. In tourism, digital promotion is especially important, as the end-user can be thousands of kilometers from the route of his journey.

Virtual reality stores, online bookings and other electronic services allow tourists to plan their journey quickly and profitably. Positioning a brand and travel route on the Internet plays an important role, as people prefer to communicate and learn information through mobile devices.

Now the main interaction of users is transferred to mobile applications. Worldwide, the share of reservations from smartphones increased from 12% to 76% between 2014 and 2018. Many companies emphasize the increasing importance of applications to their business. Applications are increasingly becoming the preferred communication channel for consumers. Using this channel, it is possible to achieve a high level of engagement and increase conversion efficiency and the number of repeated operations. According to analysts, consumers download travel apps more often than ever before, and travel app time has also increased significantly.

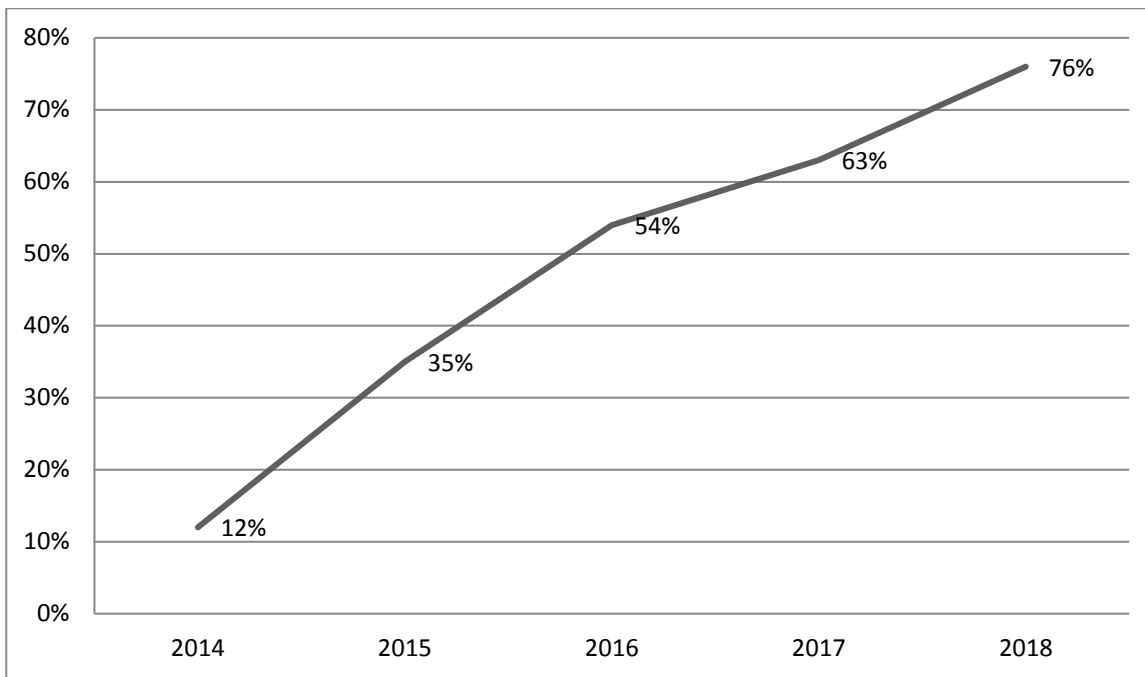


Diagram 1. Share of online room reservations

Deciding to travel to a new country can be a rather lengthy process. At first, a person searches for more information, plans, reads the feedback of other tourists, receives advice - all this can happen exclusively through the Internet. Then the tourist can buy the tour online, and after arrival in the country will continue to search for the necessary information on the Internet, as well as will share photos and impressions on social networks and will leave feedback on tourist sites. Thus, the tourist goes through all five stages of travel: Inspiration, Planning, Booking, Travel (getting impressions), and Post-travel (publishing impressions).

Accordingly, digital marketing should cover all stages of the journey: from inspiration to buying a tour or booking a hotel, further to returning the tourist home and inspiration to visit the country again.

The Internet of Things is designed to change the tourism sector, and its scope is already quite extensive. Strategically placed sensors can provide real-time useful data to help organizations optimize their processes and improve customer service. These technologies can be used to optimize air traffic and fuel management and even to distribute aircraft parking spaces.

Moreover, real-time flight status information will be particularly useful for both airport staff and passengers. And beacons located on the territory of the airport can send useful notifications to smartphones of passengers and show them advertising on the basis of geoposition [4]. IT data can also be used for predictive analytics, such as analyzing existing aircraft data to identify potential problems before they occur. This increase in operational efficiency reduces costs as well as improves passenger service.

In addition to tourist companies, innovative technologies are used by insurance companies, which also interact with tourists. The largest type of insurance by the share of premiums in electronic insurance according to the data for the 1st half of 2018 is insurance of those travelling abroad (42.7%). At least 70% of insurers are currently implementing new IT products and solutions. About half of them direct their efforts to the development and launch of an online store on voluntary types, the "Personal Cabinet" of the insured and mobile applications. Insurance companies offer tourists online insurance, which includes assistance in various situations (from sunburn treatment to medical care in the clinic), protection in case of baggage loss, cancellation of the trip, flight delay.

Information technology has a significant impact on the tourism business, and the scope of this technology is quite extensive. They are used to provide personalization. A large number of chat bots appear, which offer the possibility of booking flights and hotels taking into account the individual needs of clients.

Automation and the ability to obtain valuable analytical information are also among the main advantages of information technology for the tourism sector.

Immersive technologies such as virtual reality are beginning to be actively used in the tourism sector. Some travel agencies offer VR resources as an alternative to traditional travel brochures. With these resources, customers can experience what they can expect on a journey [3].

Augmented reality also helps to change the tourist sphere, and a number of airports have launched AR applications that help passengers find the hall or place they need to land. In addition, AR can be a useful tool for entertainment at the airport.

Promotion of destination, i.e. not of individual companies, products or services, but of an entire country or region as a tourist place has its own characteristics. The most basic thing about promotion is creating a good impression of the country. On a regular basis it is necessary to disseminate information, a key message about the benefits of travel and rest in the country, that this country has the features that the user wants to see, live and feel.

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THE WOLD PRACTICE OF COMBATING SUICIDAL COMMUNITIES IN THE INTERNET

The article presents the problems of counteracting suicidal communities on the Internet at the legal level all over the world. The author studies the activities of these communities and analyzes statistics of suicides for the period of 2016-2019 among children and adolescents in Russia and some European countries. Basing on the collected information the author proposes measures to combat young adults' death groups in the Internet.

Keywords: teenagers, suicide, suicidal communities, messengers, social media

Nowadays it becomes more and more difficult for us to imagine life without using various Internet resources. We are searching for new information, answers to our questions, sharing our thoughts and worries with someone who is sitting on the other side of the screen. But are you sure that it is right?

People often face difficulties and keep their feelings within themselves, afraid of sharing them with anybody. The reasons for this might be different: some are afraid that they will not be understood, others just do not want anybody to know about the problems that worry them. Mostly it is about teenagers because they are more sensitive and vulnerable, so it is complicated for them to adequately assess the situation they are in. It is not a secret that teenagers are more affected by strangers' influence. The reason for it is that a psyche of young adults and their worldview are just starting to take shape. Mostly it is formed under the influence of the kid's family and friends. So, fearing misunderstanding among peers and from parents, many of them prefer telling strangers about their problems on the Internet. And, unfortunately, sometimes it leads to serious problems.

Suicide is a deliberate deprivation of one's life, the act of intentionally causing one's own death. As a rule, suicides are divided into two classes: true and fake suicides. As for the fake suicide, it is only a "cry for help", an attempt to draw the attention of others to the attempter and his problems. While the true suicide involves taking one's own life, regardless of the opinions and reactions of family, friends and relatives.

Among the main causes of suicide we can note:

1. Problems in the family;

2. Problems in private life;
3. Death or loss of a loved one;
4. Failure at work;
5. Loneliness, lack of attention and care from others;
6. Mental illness, particularly depression;
7. Targeted harassment, slander, threat, humiliation, etc.

In addition, sometimes the reason why people commit a suicide is compulsion. Such situations occur when the people are frightened by someone who is using blackmail or threatens a person. Sadly, nowadays more and more teenagers are becoming victims of strangers' blackmail on the internet.

Let us turn to the statistics connected with the teenagers' suicides in Russia. According to the investigative committee research, the number of suicides among children and adolescents steadily decreased by about 10 percent per year from 2011 to 2015 and did not exceed an average of 300, then in 2016 about 700 suicides were registered per year. Many people attribute such increase to the emergence of the so-called "suicidal groups" in the Internet. The most famous are called: «Синий кит», «тихий дом», «f58», «разбуди меня в 4.20». [1].

At one time suicidal groups used to post psychedelic music and suicidal pictures. Moreover, there were some technicalities given, e.g. videos on making a loop for suicide or choice of pills causing a faster death. Nowadays, such content is being blocked and it takes sufficient time and effort to find the similar information, which helps to reduce spontaneous suicidal attempts.

To join such a group, teenagers were required to leave a request on their page in social networks. Typically, this is some kind of hash tag with an inscription on one's page. Then, after the curator of the game identifies the child, he sets a countdown, usually 50 days long. Each day the child has to complete the tasks of the curator, final being to commit a suicide. Generally, in many groups children are forced to keep in touch with their curators and receive the tasks early in the morning, around 4:20 a.m. Obviously, it is due to the fact that the early hours of morning are known as the time when the psyche is more sensitive and vulnerable. The first tasks of the curators are extremely diverse, but they all contain an element of deathly risk, e.g. to cross the road in front of an approaching car or to stand at the edge of the roof. When it comes to the final one and the child refuses to complete it, the curators begin to threaten him/her. For instance, they can say that their family members will be murdered. For conviction and greater fear, the curators demonstrate that they know the victim's personal information, e.g. home address. Therefore, the child is persuaded that he is being watched constantly, his family is in real danger and he must save the family by sacrificing his own life. Such kind of a blackmail becomes possible because starting this game the child should follow the link to the site that automatically determines his location..

There is no doubt that the frightening statistics and a daily growing number of death groups, and their membership could not but provoke a response from both the state and the church. For example, the Russian government has toughened penalties for all suicide related articles. In addition, there appeared a criminal liability for the creation of suicidal groups in the internet. Nevertheless, this problem has become global. The emergence of suicidal groups on the Internet in the European countries is noted by number of experts who are also looking for various ways to combat this phenomenon with support from both the government and the church. [2], [3].

In April 2017, the Czech police warned all parents about the danger, and in the French province of Drome, the gendarmerie sent notifications to parents of teenagers after the mother of a 15-year-old girl had filed a statement that the curator of the suicidal group was threatening her daughter. In May 2017, messages about the Blue Whale game began to come from China, where messages with the labels “4:20” and “Blue Whale” began to appear in chat rooms of the QQ social network. In the same month, the Polish Press Agency reported two dozen injured children involved in an investigation into the spread of the Blue Whale game. In July 2017, reports of suicides of two teenagers Blue Whale participants came from the United States. [4], [5], [6].

The Catholic and Protestant churches of Germany launched a nationwide campaign against suicide. On Saturday May 4, in Hanover, church leaders recognized the historic failures of Christianity in addressing the root causes of suicide and promised to make every effort to prevent people from taking such a step. The Catholic and Protestant churches believe that they can play an important role in supporting potential suicide victims and their families. Christian faith can also help some people overcome suicidal thoughts and bring spiritual meaning to their lives. [7].

All steps that have been taken by the church and the government demonstrate that the problem of the opposition to the activities of suicidal groups stays relevant to these days. Moreover, we should always take into account that media plays an important role in modern life. Due to it, we get lots of information each day. However, sometimes media performs badly. They are publishing articles about suicidal groups and teenagers' suicide in the way that can promote a dangerous content among readers and attract undue attention. Later on it may lead to the increase in the number of subscribers of suicidal groups. A striking example of this is the article written by Galina Mursalieva in the newspaper «Novaya Gazeta», published 16 May, 2016. [1].

This publication caused a huge response from the public and drew attention to the activities of the suicidal groups. According to the author, the administrators of these groups caused the suicides of at least 130 schoolchildren in various cities of Russia. Mursalieva appeals to the police with the request to officially examine the facts stated in her article. Consequently, the Investigative Committee began checking the newspaper materials about suicides.

However, the effect of this publication was ambivalent. It enhanced the young adults' interest to suicidal groups increasing the number of subscribers tenfold, from several hundred to several thousand. Adolescent hotline also noted increased calls after this publication. In their stories, teens repeatedly mentioned death groups whose curators scare them and force them to commit suicide.

Apparently, tracking the content of each group is impossible, since their number on the Internet is growing day by day. What is more, suicidal groups go to messengers, which are totally uncontrollable, and the access to information cannot be limited in any way.

There is one more problem that still remains unresolved: it is extremely difficult for the investigative committee to prove the involvement of individuals in the activities of such groups, due to the fact that curators and administrators often use fake names on social networks which greatly complicates the process of holding them accountable.

My opinion is that to reduce the popularization of suicidal groups among teenagers, the following measures should be undertaken: firstly, to introduce restrictions on media coverage of teenage suicides. This is necessary because hundreds of people used to know about "suicidal groups" before publishing the information about it in the media, however, thanks to the media, information about these groups became available to millions of people, which led to a sharp increase in the number of subscribers to such communities. Secondly, I believe that parents should put certain programs on the devices of their children, which would block all the sites with this kind of information. Luckily, there is a sufficient number of such programs. Also, the church should be more active in countering suicidal groups. This can be accomplished through the creation of various coteries for teenagers at temples, by conducting lectures with the participation of church representatives in schools, which will focus primarily on the fact that life is the most important human value. Finally, parents should simply talk with their kids about the problems they clash with.

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RUNGLISH AS ONE OF THE CONSEQUENCES OF TOURISM DEVELOPMENT

This article is devoted to such a phenomenon that exists in the modern world called RunGLISH. With the development of tourism, people began to travel more. For a long time there was a mixture of cultures. Tourism has a huge impact not only on the economic sphere of society, but also on the social one. It also affects language development in different countries.

The advent of RunGLISH can also be explained by such a long-standing phenomenon in linguistics which is called interference. Interference in linguistics denotes a consequence of the influence of one language on another.

This article also reveals other reasons for the appearance of RunGLISH, its features, the history of the first official registration of RunGLISH as a language, and the use of RunGLISH today.

Keywords: RunGLISH, mixing of cultures, tourism, the impact of tourism, interference, language, mixing of languages.

Only 50 years ago, geographical and cultural borders were closed to travellers. And now the world is open. People have a chance to learn more about the culture and customs of various nationalities of the world. Today, in the beginning of the 21st century, international tourism is the fastest growing service industry in the world. The freedom of movements, communication and exchange of information unites millions of people of different nationalities all over the world.

The impact of tourism on the life of a modern human is very important: it covers all spheres of life, influences many social and human sciences, including sociology and linguistics [1].

Despite such phenomena as:

- accelerating the process of urbanization, development of urban services, infrastructure, and cultural organizations;
- influencing social and cultural processes;
- reviving local cultural values, development of folk art, traditions, customs, and folk crafts;
- increasing demand for agricultural products and locally produced goods;
- revitalizing local cultural life,

positive aspects also include cultural integration and interaction of languages. After all, tourism contributes to the rapprochement of different countries and cultures, the development of intercultural understanding, respect, and tolerance. Tourism acts as a folk form of "dialogue of cultures."

Traveling promotes communication between people and since sustainable tourism contains an educational element, it can stimulate mutual understanding between the peoples of the world and their cultures and can provide a cultural exchange between hosts and guests. This helps people develop mutual sympathy and understanding and get rid of all sorts of prejudices.

With the development of tourism, people began to travel to all corners of our planet. They brought their culture and their traditions to where they went. So there was a mixture of cultures, which continues to exist to this day. One of the results of such an interaction of cultures can be the emergence of such a phenomenon as Runglish.

Runglish is an interaction of the Russian and English speech. There is still no conventional opinion on this phenomenon. On the one hand, the term "Runglish" is a mixture of Russian and English using language norms. On the other hand, it is English, which is significantly transformed. However, from the point of view of linguists, Runglish is a pseudo-dialect of the English language.

The emergence of Runglish is also explained by such a long-existing phenomenon in linguistics that is called interference. Interference denotes a consequence of the influence of one language on another, which means application of the norms of one language in another in a written or spoken form [2]. W. Weinreich (an American linguist) identifies two approaches to the study of the issue of interference: firstly, you can analyze the linguistic behavior of a single person, and secondly, an entire group in a situation of a language contact [3].

The interference is divided into three types according to the language levels at which this process is observed: phonetic, grammatical and lexical.

- Phonetic interference, as the name implies, is observed at the phonetic level. The speaker transfers the pronunciation skills acquired by him in the process of mastering his native, dominant language into the language being studied, and, that is why, it violates the phonetic norm of the latter. This process is the cause of the accent.

- Grammar interference occurs when a student of a foreign language applies the grammatical rules inherent in his native language to similar elements of a foreign language. Obviously, the grammar rules in this case cannot always be similar.

- Lexical interference appears like this: the native speaker A sees that some words of language A regularly coincide with the ones in language B, an idea of some correspondences is formed in his mind. However, at a certain point where in language B this correspondence is actually broken, the speaker, by analogy with his own language, completes it in order to fill this deficit.

Of course, tourism is not the only reason for the appearance of Runglish. The term “runlish” was put forward in 2000 as the name of one of the languages in the International Space Station. Cosmonaut Sergei Krikalev said: “We jokingly say that we communicate in “ Runglish ”, a mixture of Russian and English, so when we do not have enough words in one language, we can use the other because all crew members speak well in both languages. " Since then, NASA has begun to indicate Runglish as one of the languages used in spaceships.

In the USA, Runglish is used in a number of Russian communities, in particular in the Russian-speaking community on Brighton Beach in New York. Brighton Beach is the undoubted capital of “Russian English” [4]. This small area in southern Brooklyn was a fashionable resort before the Great Depression. With the advent of the economic crisis in the United States, luxurious life in Brighton ended, and instead of wealthy European tourists, poor immigrants began to populate this area. The place is wonderful, right next to the Atlantic Ocean. Nevertheless, Brighton Beach for a long time remained poor, inaccessible and criminal – and therefore a separate place. In fact, it became a zone of residence for immigrants from the USSR; thanks to them that area was revived and expanded. And finally it turned into a peculiar place with its infrastructure, lifestyle and language.

Some youth slangs in Russia are also referred to Runglish. Initially, this term was considered “bad” English, that is, English, which has a tendency to change under the influence of the native language. In particular, as noted by G. M. Litvinova (a translator and a specialist in the sphere of the Russian language and culture of speech), this language is used by people, who do not speak English well, are not fluent in grammar and have phonetic difficulties.

The writer Tatyana Tolstaya, teaching at Princeton University in the 90s, noticed changes in emigrant Russian under the influence of English. In the essay “Hope and Reliance,” the writer describes a conversation, which she heard in a store on Brighton Beach. In this conversation there were phrases, in which English and Russian words were used together. Long before her, in 1925, Vladimir Mayakovsky described the same change in the Russian language among emigrants of pre-revolutionary years and the “first wave” in the poem “American Russians”.

Today, linguists emitted several spheres, in which Runglish is most often used:

1. Designation of new activities and professions, for example: «мерчандайзер», «фрилансер»
2. Designation of new areas of knowledge: «блог», «пиар», «промоушн»
3. Designation of items: «ЛЭПТОП»
4. Designation of musical trends: «транс», «фолк»
5. Designation of terms to give them prestige: «джоб-оффер», «КЛИЕНТ»

Experts are sure that most often you can find words, which were formed by joining the Russian suffix, prefix or ending to a foreign root. In other words, they are hybrids. These words are pronounced with all the norms of the Russian language, namely, according to phonetic laws. For example, «юзать» (to use), «кликнуть» (to click), «репостнуть» (to repost), «лайкнуть» (to like), «пошерить» (to share). In this way, we can conclude that English roots come to replace Russian roots.

Moreover, there is a mixture of languages in phrases. For example, *a big idea* – большая идея can also mean the main idea.

However, transliteration is often used. Words of English origin are used with the preservation of their phonetic and graphic appearance. For example, брифинг (briefing — informational meeting), спичрайтер (speechwriter — compiler of speeches).

The use of abbreviations can also be attributed to Runglish. For example, ASAP – *as soon as possible* (как можно быстрее) or ИМХО – *in my humble opinion* (по моему скромному мнению).

Today Runglish is used not only in a spoken language. You can also observe the love of sports commentators to the use of English words, and not fully, but in parts, for example, they may use an English root and Russian affixes.

Now Runglish is often seen in different articles and news bulletins:

for example, Vesti.ru reported:

«Снегопад в России: травмы, пробки и блэкаут».

The report of Eurosport.ru:

«Снеговики, волки, сасквочи. Предшественники сочинских маскотов».

In 2006, Vladimir Putin signed a decree «On holding a year of the Russian language». 2007 was declared the Year of the Russian Language for the youth to understand that it is better to use foreign terms only if they are necessary. Yuri Prokhorov, Rector of A. Pushkin State Institute of the Russian Language, admitted that at that time it was impossible to stop this tendency of the widespread use of foreign terms. In his opinion, a big problem was that many Russians could not use their own language correctly.

Many people believe that English has become the center of the Russian culture. It seems more prestigious to the Russians, therefore loan words help show the level of education and involvement in the world community where English is dominant.

Young people always invent fashionable ways of communication. The purity of the Russian language is threatened not by the appearance of foreign words, but by the misuse of Russian words.

In conclusion, we would like to add that the impact of tourism on the development of the language is very significant. Traveling round the world, people bring their own traditions and

culture to the country of their destination, as well as they bring something foreign on coming back. For many years, the language has also been the subject to this tendency, therefore such a phenomenon as Runglish has appeared.

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THE PHENOMENON OF TRADE WARS: A STUDY OF USA AND CHINA RELATIONS IN 2018

The paper covers the theory of trade wars and an economic conflict between two greatest economies in the world: USA – China Trade War.

Nowadays protectionism maintains its position in the world economy. Trade war is one of the measures of the protectionist policy of the state which occurs between countries in the field of mutual trade. The instrument of such war is the system of trade-political and legal measures taken at the state level acts. And the main method is to increase export quotas and tariffs for goods.

Currently, we all can observe a trade war between two the most powerful economies in the world: American and Chinese. From March to September 2018, each side imposed tariffs of more than \$200 billion on several thousand items of goods. There is no doubt that this trade war will lead to unpredictable consequences for both these countries themselves and world economy.

Keywords: protectionism, trade wars, USA, China, trade deficit, world economy.

Trade liberalization has gained a strong foothold in this era of globalization. This is confirmed by the growing openness of the economies of the countries, the reduction of trade barriers, restrictions, the growth of attracting foreign investment. However, along with liberalization, there remains a protectionist trend. Protectionism – the economic policy of the state, which is aimed at protecting the domestic market from foreign competition by imposing certain

restrictions: import and export duties, subsidies and other measures [1, 86]. The phenomenon called ‘trade war’ is one of the forms of protectionist policy.

Trade war is an economic conflict in which countries raise or create tariffs or other trade barriers against each other in response to trade barriers created by the other party. There are three main reasons for trade wars in the world economy. Firstly, it's «Struggle for power». In this case, the main goal is to dominate the world market by "capturing" new territories. In other words, stronger economies absorb weaker ones and as a result increase their economic potential. Secondly, trade war is one of the means of withdrawal of the country from the crisis. And thirdly, it can be a response to a tough trade policy [2, 3]. In fact, there are various methods of trade wars, they are tariffs, subsidies, quotas, and currency manipulation. The most common protectionist strategy is to introduce tariffs. Tariffs are taxes on imports from other countries and foreign markets. The government imposing the tariff is looking to restrict imports of foreign goods and services, protect its own industries and companies manufacturing such items and raise tax revenues. Tariffs could be specific in which there is a fixed tax rate or fee for each unit of a product or commodity brought into a country. This method works best for countries with a lot of imports, such as the United States. Also governments frequently subsidize local industries to help them compete in the global market. This can come in the form of cash payments, low interest loans, tax breaks, and government ownership of common stock in domestic companies. Subsidies help domestic producers by having extra cash available for production of goods, thus, lowering manufacturing costs and allowing these same companies to gain foreign markets. Subsidies work even better than tariffs. This method works the best for countries that rely mainly on exports. A third method is to impose quotas on imported goods. This method is more effective than the first two. Quotas are direct restrictions on the number of certain goods, products, and commodities that may be permitted to be imported into a country. Such import quota is generally enforced by the issuance of import licenses to a certain group of persons or companies. Another method is antidumping policies are enacted by country in order to prevent the selling of goods in a foreign market at a price far below their production costs in order to gain a substantial share of that nation's market. Antidumping rules can also include regulations prohibiting the sale of goods, products, or commodities below its fair market value [3, 105].

Since trade war is quite a common phenomenon in the modern world economy, many countries currently have such type of economic conflict. So, nowadays one of the vivid examples of trade wars is the bilateral relations between the United States and China. The economies of these countries are the largest ones, and the trade turnover between them is one of the most significant. Over the past few years The USA imported a record \$539.5bn in goods from China in 2018 and sold the Chinese \$120.3bn in return. The difference between those two numbers – \$419.2bn – is the

trade deficit [4, 15]. A trade deficit represents an existential threat to jobs and national security. The biggest categories of U.S. imports from China are computers and accessories, cell phones, and apparel and footwear. China's biggest imports from America are commercial aircraft, soybeans, and autos. One of the President Donald Trump's voting campaign promises was to reduce the country's trade deficit with China. In his opinion, this will lead to the transfer of production to the United States, create new jobs and accelerate economic growth. In 2018, Trump began to actively implement this promise by unleashing a trade war with China.

The first "military" action was taken on March 2018 by USA. Donald Trump signed an order imposing a 25% duty on steel imports from China and 10% on aluminum imports. China mirrored Trump's tariffs. In March, the US President has also signed a Memorandum on imposing duties on Chinese goods to reduce the trade deficit with the country. The document announced tariffs of 25% on more than a hundred types of goods from China, including electronics and clothing. On March 22, Trump put into effect a Memorandum "on combating China's economic aggression." Particular concern of the American government was associated with the admission of Chinese companies numerous violations in the field of intellectual property protection properties. In April, in response to Donald Trump's actions, China imposed additional duties on imports from the United States of 128 types of goods, including fruits, berries and their derivatives (15%), pork from Russia and it (25%). Further, on July 6, the first part of the US duties envisaged by the March Memorandum came into force. 25% tariffs affected Chinese goods worth a total of \$34 billion and the second part of the 25% U.S. tariffs took effect on August 23 — on 279 types of goods, including goods for children and animals, industrial and agro-industrial products. China again responded with a mirror on the same day entered the same in size and amount of the fee. The US has said it will continue to raise duties because of China's response. In September, the US implemented this threat — imposed 10% tariffs on imports of Chinese goods worth \$200 billion. Beijing responded with 5-10% tariffs on American imports worth \$60 billion. Actually all these tariffs depressed the stock market when they were announced. The Trump administration is developing further anti-China protectionist measures, including more tariffs. It wants China to remove requirements that U.S. companies transfer technology to Chinese firms. China requires companies to do this to gain access to its market. Trump says he wants to stop the "unfair transfers of American technology and intellectual property to China" and protect jobs. Tariffs, in theory, will make US-made products cheaper than imported ones, so encourage consumers to buy American. The idea is that they would boost local businesses and support the national economy. In December, the trade war between the countries was suspended [5,166]. There were numerous meetings and negotiations. However, they did not lead to any specific agreements; instead it was decided to continue negotiations.

Actually, there is no winners in trade wars, the mutual exchange of measures to limit imports leads to a reduction in the volume of international trade, affecting to some extent all its participants and reducing to some extent the economic well-being of the absolute countries involved in the conflict. The trade war between the United States and China will definitely lead to unpredictable consequences primarily for these countries themselves. Both countries have been worst affected by that war. The International Monetary Fund says an escalation of the tit-for-tat tariffs could shave 0.5% off global growth by 2020. There are signs that the trade dispute is already affecting the Chinese and US economies. For USA moving the production of American companies to other countries or regions will take some time and will require investment. New plants with the necessary production capacity will not appear on their own. The closure of factories in China will lead to a sharp rise in the unemployment rate. The increase in the cost of moving production will lead to a series of cuts in American companies, which will also lead to an increase in the number of unemployed. Rising unemployment is one of the triggers of the crisis. Products are not produced, sales are falling, bad financial reports "scare away" investors, capital flows from the business into bonds, gold and other safe haven assets. Stock markets are falling. There could also be serious consequences for China, which faces a decline in production and a related rise in unemployment. In other words the end of the war and a new trade treaty is needed by both the US and China. For China, the United States is the main market for foreign trade, and China is the main creditor of the United States [6, 10].

Actually, the continuation of the trade war between China and the United States leads to an increase in negative trends in world trade too. An ongoing trade war between the U.S. and China would negatively affect global economic growth, and their unilateral actions on trade apparently seem to be designed to bypass the rules set by the WTO, and could thus have a serious impact on global trade and governance. As a result, a trade war will force conflicting countries to seek markets for their products, which could trigger a fall in world prices for these goods [7, 12]. Also, the introduction of mutual restrictions will lead to a reduction in the production of those goods that will be in excess and, accordingly, to an increase in unemployment in countries. Moreover, substitution in the domestic market of the goods on which import restrictions are imposed, will lead to their rise in price and, as a consequence, acceleration of inflation. In addition, the world trade regime may move from "openness" to "protectionism", which will have a particularly negative impact on countries whose economies are export-oriented (and this is the majority of countries whose markets are developing). And finally, it could influence the international community, in particular the world trade organization (WTO), will decrease [8, 9].

In conclusion, I would say, that nowadays, the policy of protectionism, in particular trade wars, remains a popular phenomenon. The processes in the world economy go beyond a simple

redistribution of the market. And if earlier the consequences of trade wars could be felt only by the countries participating in the conflict, at the present stage trade wars have become global and have an impact on the world economy as a whole.

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LEGAL CLINICAL TRAINING IN RUSSIA AND GREAT BRITAIN

The authors look at the legal clinic systems in Russia and Britain. The authors analyze the organization of the legal clinic system as an integral part of legal education and highlight its significance for training highly qualified practitioners in law. The authors point out that students have a great opportunity to apply their knowledge, skills in real working conditions. To do this, university students do training courses in legal clinic. The authors compare the working process in Russian legal clinic and Britain legal clinic and describe some features and common characteristics.

Keywords: legal clinic training, law practice skills, law education, law enforcement.

The preparation of high-qualified lawyers is the main problem of educational process in law universities and faculties, with the practical aspect being of utmost importance. Nowadays, students of law faculties have a good opportunity to apply the accumulated knowledge by practising law in

legal clinics. Providing free law support through participation in legal clinic is highly prioritized direction in educational process in many countries. The article looks at how legal clinics are being incorporated into teaching and learning law in Russia and Great Britain.

By taking part in the activities of legal clinics, young practitioners take a chance to communicate with clients directly and deal with real-life legal cases, which enables law students to develop their professional confidence. The sense of responsibility is being developed, which builds up both legal and ethical culture. Students who work as consultants create a legal basis and apply it in getting law knowledge [1].

To give this overview, we studied a set of works on the past and present of legal clinics in Russia and analyzed official websites of several colleges and universities teaching law to conduct research into the traditions of these establishments in Great Britain

In Russia, the term of “legal clinic” was used for the first time in 1855 by D. I. Meyer, who believed that it was very beneficial for students to be present at legal consultations and mediation proceedings and proposed to establish special legal clinics following the example of medical faculties, where the mandatory practice of future doctors took place. Later, he organized a legal clinic at Kazan University [2]. The initiator of the creation of “legal clinics” sought to instill sincere service in the field of law and justice in students. In the late XIX – early XX century in Russia, scientists, teachers, practitioners actively discussed the question of setting up clinical teaching at law faculties. During that period, the term of “legal clinics” became widely used in Russia.

Russian legal clinics act on the basis of Federal law “On free legal assistance”, laws of the subjects of the Federation are also implemented in the subjects of the Federation: these laws specify some aspects of legal practice [3].

It should be noted that university legal clinics are included in the system of non-government free legal assistance. The universal standards of work of legal clinics are not adopted into Russian legal system nowadays. However, approximate standards of legal clinics in the provision of free legal aid are created by association of Russian legal clinics – “The development center of legal clinics”.

According to this document, the legal clinic is determined as “a structural subdivision of an educational institution of higher education or a legal entity established to teach the skills of professional activity to students and provide free legal assistance».

The standards stipulate the major principles of functioning of the legal clinics in Russia. There are several principles of functioning of legal clinics:

- 1) implementation and protection of the rights, freedoms and legitimate interests of citizens;*
- 2) social justice and social orientation in the provision of free legal aid;*

3) availability of free legal aid for citizens in the cases established by the legislation of the Russian Federation;

4) compliance of persons providing free legal aid with professional ethics and requirements for the quality;

5) free choice of a citizen of the state or non-state system of free legal aid;

6) objectivity, impartiality in the provision of free legal aid and its timeliness;

7) equality of access of citizens to free legal aid and non-discrimination of citizens in its provision;

8) confidentiality in the provision of free legal aid;

9) integrity [4].

The legal clinics give free assistance in the type of legal consulting in oral and written form, preparing the applications, grievance, petitions and other documents. The consulting in oral and written form, preparing the applications, claims, petitions are carried out by people majoring in law in the institutions of higher professional education, under the control of university faculty, responsible for the training of these people and the activities of a legal clinic in an educational institution of higher professional education.

We are participants of the legal clinic of Saratov State University (SSU). The legal clinic of SSU was established on October 1, 2009. The purpose of the legal clinic is to provide free legal assistance to socially vulnerable categories of citizens and to develop and improve professional training of students of the faculty of law [5].

We would like to highlight that learning experience in the legal clinic is different from conventional studies in university and, what is more, the connection between the student and the lecturer changes. The relationship with the lecturer (teacher) is getting more informal and he or she is becoming the mentor.

We consult our clients and prepare legal documents under the teacher's supervision. We have enough time, about one week to give the clients our final response and to make final variant of a document. During this time, we study regulations, judicial practice and, only after that, we give a solution to the problem. The legal clinic organizes workshops that focus on various topics. Recently, we have held a series of workshops on family law. Olympiads and intellectual games are also organized.

To sum up, the example of the legal clinic of SSU shows that clinical education in Russia is developing and successfully coping with educational tasks and challenges of practical application of legal knowledge.

We found out that there was a great tendency to intensive development of legal clinics in Europe. Many universities in European countries and the United States establish legal clinics and, unlike the situation in Russia, the practice in a legal clinic is mandatory in these countries.

We would like to give some examples of law clinics functioning in some British colleges and universities:

1. For example, the College of Law's Law Clinic, directed by Professor Allison Connelly, UK Law '83 and former Kentucky Public Advocate, opened across the street from the College of Law in 1997. Third-year students have the unique opportunity to advise, counsel and represent needy clients on a variety of civil legal matters. Under the Kentucky Supreme Court's limited practice rule, and with the supervision of the clinical director, third-year law students represent clients before state agencies and in state court proceedings. Students also interview clients, draft legal documents, file pleadings and conduct research.

The Legal Clinic allows students to integrate their knowledge of substantive and procedural law with practice skills, including problem identification and solving, legal analysis, legal research, interviewing, investigation, counseling, negotiation, drafting, case planning and management, and the recognition and resolution of ethical problems. UK's Legal Clinic offers an exceptional introduction to the realities of legal practice and client representation, whether you choose to pursue a career in public interest law or private practice [6].

2. For example, King's Legal Clinic provides free legal advice to members of the public, staff and students at King's. Their law students work under the supervision of qualified lawyers, interviewing clients, analyzing their legal problems and researching the issues involved in their client's case. Clients are then sent a written letter of advice, normally within two weeks of the initial interview [7].

3. Students, who take the Clinic at the University of York as an assessed elective, and those, who become involved in various aspects of its work, find it tremendously useful as a way to further develop the skills they build through the clinic's problem-based learning approach. Following a set of strict procedural and operational rules, all the work they carry out for the clinic is closely monitored and supervised by an experienced solicitor [8].

4. Kent Law Clinic is a partnership between students, academics, and solicitors and barristers in practice locally. The clinic has two objectives: providing a free public service to people in Kent who need legal advice/representation and who cannot afford to pay for it, and enhancing the education of students in Kent Law School through direct legal practice. In the clinic, students have a unique opportunity to deepen and broaden their knowledge of law through working on real-life cases and then critically reflecting on what they have done. This approach has established the clinic as a pioneer in clinical legal education. In 2018, the Kent Law Society awarded the clinic the 200th

Anniversary Award for its significant contribution to the development and practice of law within Kent [9].

5. The University of Westminster Legal Advice Clinic provides free legal advice to the public in four key areas: housing law, family law, employment law and immigration. All services are supervised by a practising solicitor or barrister [10].

The curriculum of legal clinics is designed to teach the application of laws in reality, taking into account many legal and non-legal factors that affect the social, legal, political and economic mechanisms in society, while preparing students for the strict requirements of public or private practice, as well as combining their theoretical understanding of law with real experience.

More and more law students and their professors in Europe began to see the need to focus their activities specifically in the field of migration and refugee law. In recent years, this topic has become an important part of public discourse in many European countries due to the increase in the number of asylum seekers and refugees, as well as due to the increased political and public attention to this area. The legal situation of asylum-seekers and applicants for refugee status is often characterized by legal uncertainty, and often there is a lack of willingness and resources to provide them with legal assistance. Because of this, many clinical legal education projects in Europe began to focus on working with this category of persons [11].

Currently, clinics specializing in the field of assistance to migrants operate in almost all European countries, but probably the most impressive results have been obtained within different programs in Germany. Some of them were developed by teachers or researchers on the basis of the General program of clinical education (so it happened in the clinic for refugees at the University of Giessen). However, mostly it starts with a student initiative, outside the university (for example, a legal clinic for refugees was established in Cologne).

In conclusion, we wanted to say that the purpose and scope of legal education must aim at preparing students for the practice of law. Therefore, law and legal education, which together constitute the backbone of society, should change according to the changing needs and interests of the ever-changing society. Undoubtedly, clinical work will be more expensive than classroom teaching. The time frame of curriculum will be difficult to maintain as stated by the university. There is one thing that is priceless for clinical experience – enabling students to understand experimentally how law works in practice. Hence, clinic must be included as a part of curriculum.

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ORIGINS OF LANGUAGE IN MYTHOLOGY

This paper covers various versions of origin of the language, featured in world mythologies. Analyzing, comparing and finding out the common features of such myths the author reveals the significance of a language and the diversity of its roles since the ancient times.

Keywords: language origin, common features, mythology, language diversity

One of the peculiarities of human beings throughout the history is their need to interpret the world around them, seeking for their purpose and their place in it. In that context, the role of mythology in civilization and cultural movements cannot be underestimated. They are the ideas and experiences that cannot be identified rationally, but find their respond in the minds of many generations who preserve and pass on those elements of culture.

Whether real or unreal, the information hidden in the myths represents the cultural richness, narrating from generation to generation. Being formed by the conscious and unconscious interactions, they bring the light to the world view of a certain society as well as of the humanity as a whole.

The original function of any myth is the attempt to explain the unexplainable. Looking through the world mythologies, it is easy to see the recurring themes. Those themes represent the most significant questions that were much on the minds of all the people, regardless of their ethnicity and location. Alongside with the origin of the world and the human beings, the origin of language is among those themes. Being the most important means of human communication, language is also inextricably connected with the society and its culture. The problem of origin of the language remains unresolved, because it has probably existed long before obtaining the written form and there is no evidence of the first words even spoken. The modern linguistics has many theories on that account, based on the scientific approach for the problem. The myths, however, are something that reflect the emotional aspect of the relationships of the people with the language they speak [1, 70]. Looking through them may bring to the light the views of the ancient people on the language and its place in their lives.

Throughout the history people recognized the immersive power of the spoken word. The beliefs in changing the nature of things by naming them in a certain way had been widespread in many cultures [2]. Later these beliefs found their reflection in numerous religious traditions. One of the cornerstones of Christianity, Islam and Hinduism is the idea of a word that had existed long before the first human was created. The famous first verse in the opening chapter of the Gospel of John (John 1:1) is: “In the beginning was the Word, and the Word was with God, and the Word was God” [3, 8]. In the Genesis it is told that the world was created with the word of God, who passed it to the first human so he could give the names to all the creatures that inhabited the Earth.

The idea of god or a goddess, creating a language and giving it to the people is also widespread among the polytheistic religions. The ancient Egyptians worshipped Thoth, the god of wisdom and knowledge, as the inventor of the hieroglyphs, that were recognized as his greatest contribution. Ogma, a god from Irish mythology, is called “the father of the Ogham alphabet”, that is the earliest known alphabet of the early Irish language.

Looking through the mythology of any polytheistic religion we can see that all the most important knowledge skills are given to the people by their gods depending on the purpose of each of them. The gods play the role of masters, who teach people to live and to transform the world around them. It is quite expectedly to see the language among those divine gifts. The importance and complexity of language probably gave the impression of something that couldn't be created by human.

In this aspect, the Chinese legend stood out. According to it, the language was created by Cang Jie, the court historian, who was told to improve the method of record keeping. His study of nature inspired him on creating the pictograms or hieroglyphs, conveying the meaning of the objects they reflected. Although this legend concentrates only on creating of the written form of the language, it depicts the creating of the hieroglyphs in a very natural way, that even seems to be realistic (the earliest Chinese hieroglyphs really resembled the objects they meant).

One of the most widespread motives in the legends, connected to the language is the idea of one original language, that was later divided into many by the certain catastrophe, often caused by the divine plan. The main idea, that is clearly seen in all this motive, is the idea of terrible chaos, that was brought to the world by the diversity of languages. This diversity was considered to be a curse rather than a blessing and was opposed to the perfect world speaking the same language and living in harmony and understanding. Such tendency can be associated with another common motive in the world mythologies – the motive of the original paradise that existed long before the world full of suffering.

The most famous legend of this kind is undoubtedly the story of The Tower of Babel from the Genesis. The confounding of the people's languages is portrayed as the punishment for their arrogance – the intention to create the tower that reaches the heavens. Dispersed over the world and cursed by the language diversity, the people were forced to form the groups of those who could understand each other – this process can be understood as the process of forming the nations. We can suppose that in this story the connection between the nation and its language is portrayed to be very strong. Moreover, the idea here is that language is something that creates the nation, not vice versa. It was the difference in the languages and lack of communication that made people become so different from each other.

The similarity of such motives in different cultures is impressive. The Hindu legend tells of a wonderful world tree (also known as knowledge tree), that was eager to hold the heaven with its branches and was punished by Brahma by its pride. All of its branches were cut off so that the differences of belief and speech prevailed on the earth.

In common with the mythology of many other civilizations and cultures, legends from different parts of America feature the Great Flood. In one or another way it becomes the reason of the variety of languages across the world. The most common reason is the subdivision of one tribe by the flood into several isolated groups, each of which developed their own language. Such tales have a strong resemblance to the theories of language development that are common in the modern linguistic science, for instance, the dialects, that are formed by the terrestrial isolation of certain parts of the language society, slowly become different enough to be considered to be different languages.

Looking through the explanations of origin of the languages, featured in myths, legends and folk tales, it's hard not to spot a lot of common features. The main of them is, undoubtedly, the sacred nature of what we use to communicate with each other and to transfer our words to the next generations. The motive of the single one original language that was awfully subdivided into many was remarkably widespread, and was always associated with a tragedy. What made the ancient people view the variety of languages in this way? Perhaps, they viewed this variety as one of the main features that differentiate nations from each other, leading to problems. Sharing the same language for them meant being parts of a greater whole, where there is peace and understanding. Considering this view, it becomes obvious, that the importance of language in human communication, the complexity and beauty of this system are something that has significant value in our life.

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TOURISM DEVELOPMENT IN NIZHNY NOVGOROD REGION

The article discusses in detail the issues related to the development of various types of tourism in the Nizhny Novgorod region. The uniqueness of the region and its attractiveness for tourists are described. The mechanisms of ensuring the attractiveness of the Nizhny Novgorod region as one of the most promising regions of the Russian Federation are studied.

Keywords: Museum tourism, cruise tourism, quest-excursion, Museum passport, Nizhny Novgorod region, Russian Federation.

Today, tourism is one of the promising sectors of the world economy. Tourism has an impact on the resolution of social problems, contributes to the growth of employment and improve the welfare of the population.

Nizhny Novgorod region is a region that attracts people with several types of tourism. The uniqueness of the Nizhny Novgorod region lies in the fact that its territory is home to a large number of attractions and monuments of natural heritage.

Nizhny Novgorod region is one of the ten historical territories of the Russian Federation, occupies a leading place in the field of folk arts and crafts. Therefore, the city of Nizhny Novgorod was included by UNESCO in the ranking of 100 cities of the world, which represent the world's historical and cultural value [1].

According to official data, the Nizhny Novgorod region occupies the 35th place in the ranking of the best tourist regions of Russia [2]. During the world Cup Nizhny Novgorod was visited by almost 350 thousand tourists, among which 150 thousand are foreign tourists [3]. Thanks to such a large-scale sports event, the Nizhny Novgorod region became known all over the world. The above statements indicate that the Nizhny Novgorod region is a promising area for various types of tourism.

Tourist business needs to know the preferences of its potential customers, so to identify the most popular types of tourism you need to conduct a survey through a questionnaire. In October 2019, I conducted a survey among passers - by on the streets of Nizhny Novgorod. The sample population was 100 people, including 58 women and 42 men aged 16 to 60 years. In order to process the data, I used the method of economic and mathematical statistics, and for this I used the standard software packages Microsoft Office and Microsoft Excel.

Based on the analysis of the results obtained, it can be concluded that the Nizhny Novgorod region has a great tourist potential for respondents (see Fig.1).

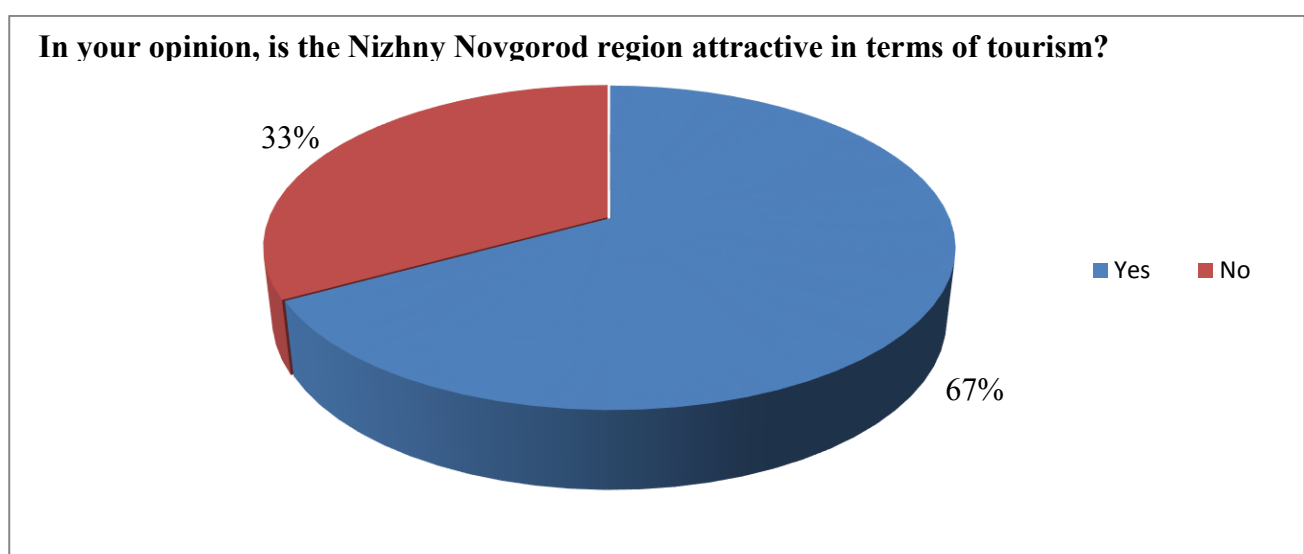


Figure 1-Distribution of respondents ' answers to the question about tourist attractiveness of Nizhny Novgorod region

In addition, the most popular types of tourism in the Nizhny Novgorod region for respondents are Museum and cruise tourism (see Fig.2).

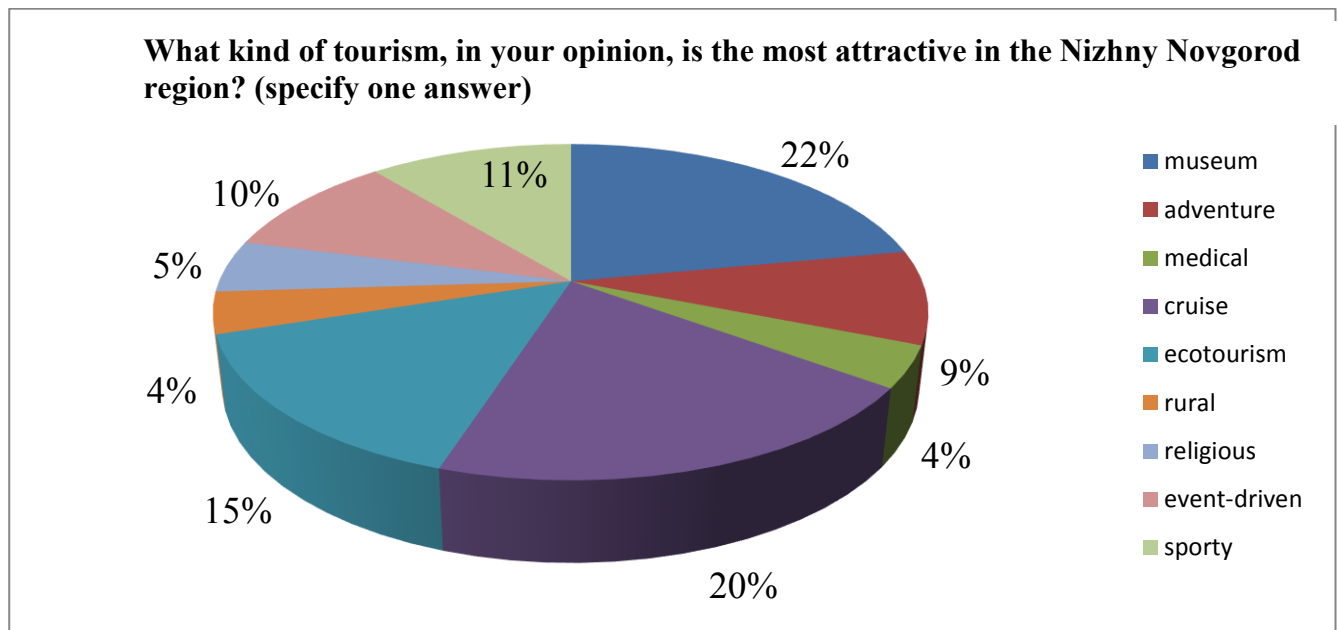


Figure 2-Distribution of respondents ' answers to the question about the most attractive types of tourism in the Nizhny Novgorod region

On the basis of the received answers it is expedient to describe the most demanded types of tourism in the Nizhny Novgorod region.

Museum tourism is one of the most popular types of tourism, which is a specific activity of museums in the field of educational tourism for the implementation of various tourist products of a Museum nature. According to official data, in 2018 the museums of the Nizhny Novgorod region were visited by 1,870,400 guests, and attendance compared to the previous year increased by almost 80,000 people (4.5 %) [1].

In a competitive environment, museums should focus their activities on attracting visitors. To do this, museums are forced to use elements of marketing, the purpose of which is to serve the interests of people.

To achieve this result, museums in the Nizhny Novgorod region should use modern information and communication technologies and increase the level of interactivity when working with people. For example, you need to implement various multimedia programs in museums, conduct quest tours, make a Museum passport. Regional Museum passports are common abroad, they include the names of existing museums, their addresses, opening times and location. It is necessary to borrow these ideas and implement them in the region.

The next most common type of tourism is cruise tourism. This type of tourism makes a significant contribution to the development of the region's economy. According to statistics, one tour operator in the tourism sector serves almost 15 thousand tourists a year.

There are problems in the development of cruise tourism in the Nizhny Novgorod region. These problems include the deterioration of ships, shoaling of the Oka and Volga rivers, high costs for the reconstruction of ships, low promotion of tourist products in the Russian market. Therefore, the creation of the necessary infrastructure (river stations, marinas) and the construction of new ships will contribute to the development of cruise tourism in the Nizhny Novgorod region.

Ecotourism is quite promising in the Nizhny Novgorod region. The region has many beautiful natural landscapes, nature reserves and national parks. To improve the image of the territories, it is necessary to popularize such modern trends as birdwatching and phototourism.

Nizhny Novgorod region is endowed with the necessary resource potential for further promotion of eco-tourism. To ensure a more serious approach to this issue, it is advisable to carefully consider the legislative framework and develop a state program for its development. Ecotourism should be cost-effective for the budget of the region and environmentally sound for the territories.

Thus, tourism effectively contributes to the careful use of cultural, historical and natural heritage. The development of tourism contributes not only to the expansion of cultural horizons of citizens, but also to attract additional funds to the economy of the Nizhny Novgorod region. Based on the above facts, it can be concluded that the application of the above recommendations will contribute to the development of tourism in the Nizhny Novgorod region.

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LEXICAL MEANS TO EXPRESS SCENT PERCEPTION IN THE ENGLISH LITERARY DISCOURSE

The article focuses on the semantic field "scent perception" exemplified in the English translation of P. Süskind's novel "Perfume: The Story of a Murderer". Based on the literary discourse, the article attempts to present an analysis on the peculiarities of scent vocabulary usage in the English language.

Keywords: scent perception, semantic field, scent, stimulus.

Sensory perception is the object of many sciences. The growing interest of the researchers in the phenomenon of sensory perception is due to the formation of a cognitive approach in modern linguistics, which is considered as the foundation to explain cognitive activities.

Every language has vocabulary to convey the perception of each of the five senses. All the words of this type create a semantic field (hereinafter SF) of sensory perception [1, 30-63].

SF of sensory perception is a set of word forms related to the information perception process of the senses. It is considered to be one of the most extensive SF in the English language. This can be explained by the fact that the entire subjective experience of a person is based on the information obtained with the help of the five senses.

The aim of this article is to study the peculiarities of the use of lexical and stylistic means expressing scent (olfactory, odoric) perception in the English language. The relevance of this research material is dictated by the need for a comprehensive study of scent perception in modern conditions.

Scent perception is an important stage in the activity of human consciousness in the development of the world around him. It should be remembered that it is impossible to apply formal definitions to the “scent”, because it is quite subjective. That is the why one can find a large number of different interpretations of the “scent” in dictionaries.

For example, there are the following definitions in Longman Dictionary of Contemporary English:

- 1) the pleasant smell that something has;
- 2) the smell that a person or an animal leaves behind and that other animals such as dogs can follow;
- 3) a liquid with a pleasant smell that you wear on your skin to make it smell nice [2].

In addition, at the moment, the olfactory vocabulary itself is poorly understood, since odours are a hard-to-define phenomenon, they do not have their own names, so when describing any smell, comparison and metaphor are used.

Thus, in this paper, I attempt to make a linguo-stylistic analysis of the features of olfactory vocabulary used in the English translation of P. Suskind's novel “Perfumer: The Story of a Murderer”.

The first stage of the analysis was to highlight verbs expressing scent perception. Thus, the following verbs were considered: *to stink*, *to smell*, *to breathe in and out*, *to elude one's perception*, *to catch the scent*, *to lose the scent*, *to sniff up*, *to give off*, *to inhale*, *to spill*, *to float*.

Only some of them can be attributed to purely olfactory vocabulary (*to stink*, *to smell*, *to sniff up*, *to inhale*):

*"Only sick babies **smell**, everyone knows that. <...> Do you think he should **stink**?"* [3, 1]

*"It is so refreshingly good that dear Jean-Baptiste's eyes fill with tears of bliss, and he immediately pours himself a second glass: a scent from the year 1752, **sniffed up** in spring <...>."* [3, 13]

*"He sat there for a while, with an air of devout tranquillity, and took deep breaths, **inhaling** the incense-laden air."* [3, 16]

It is worth noting that only the verb "to stink" has a negative connotative colouring, while the other verbs do not carry a positive or a negative meaning.

Let us now distinguish a group of verbs that express the movement of odours in the novel, but in other cases, they refer to a different SF: *to breathe in and out, to spill, to float*.

*"But it was never to be, for Grenouille, who stood there on the riverbank at the place de Grève steadily **breathing in and out** the scraps of sea breeze that he could catch in his nose <...>."* [3, 4]

*"How ridiculously bad the scent that this God let **spill** from Him".* [3, 16]

*"He closed his eyes and concentrated on the odors that came **floating** to him from the building across the way".* [3, 17].

The verbs "*to breathe in and out*" and "*to float*" have a positive colouring, while "*to spill*" describes a bad smell.

Let's pay attention to those verbs that have the meaning of "possessing" a scent – *to elude one's perception, to catch the scent, to lose the scent, to give off*:

*"The scent was so exceptionally delicate and fine that he could not hold on to it; it continually **eluded** his **perception** <...>."* [3, 4]

*"For the first time in his life he did not have to prepare himself **to catch the scent** of something new, unexpected, hostile—or **to lose** a pleasant **smell**—with every breath."* [3, 12]

*"It was already quite old, had begun to decompose, and **gave off** a biting, pungent odor".* [3, 15]

Here, the verbs "*to elude one's perception, to catch the scent, to lose the scent*" have a positive effect on the reader's receptors, while the verb "*to give off*" has a neutral colouring, since it describes both pleasant and unpleasant odours in the novel.

Moreover, when analysing the semantic field of "scent perception" in the novel, it is necessary to take a closer look at the nouns that denote "scent" - *stench, odor, smell, scent, exudation, perfume*.

Thus, the noun "stench" describes only something unpleasant (*"In the period of which we speak, there reigned in the cities a **stench** barely conceivable to us modern men and women."* [3, 1]), while the rest do not carry a positive or negative connotative colouring. What is more, the noun

“exudation” is used only as an essential “part” of any person (“<it is> blocked by the **exudations** of the crowd, fragmented and crushed by the thousands of other city odors”. [3, 4]), and the rest can mean both the smell of people and any other odours:

*“And from the west, via this one passage cut through the city by the river, came a broad current of wind bringing with it the **odors** of the country, of the meadows around Neuilly <...>”.* [3,4]

*“<...> this child already had a **scent** so terrifyingly celestial that once it had unfolded its total glory, it would unleash a **perfume** such as the world had never smelled before”.* [3, 17]

At the second stage of the analysis, I considered it necessary to single out the groups of the objects that emit a smell, and to take a closer look on their positive and negative influence on the recipient of the text.

So, the novel contains quite a large number of nouns associated with the smell of a person. They cause a negative stimulus, because the main character feels even those smells that other people do not feel or try to hide:

*“And now he smelled that this was a human being, smelled the **sweat of her armpits, the oil in her hair, the fishy odor of her genitals**, and smelled it all with the greatest pleasure”.* [3, 5]

*“To enhance the mood, he first conjured up those that were earliest and most remote: the hostile, steaming vapors of Madame Gaillard’s bedroom; the bone-dry, leathery bouquet of her **hands**; the vinegary **breath** of Father Terrier; the hysterical, hot maternal **sweat** of Bussie the wet nurse; the carrion stench of the Cimetière des Innocents; the homicidal odor of his **mother**”.* [3,12]

Here, lexical units can be attributed to the vocabulary of olfactory perception in their metaphorical meaning, and they complement the visual range, represent the appearance of people. Such a smell is perceived by the reader in inseparable connection with its carrier. Tokens “*breath, sweat*” can also be attributed to the group of smells that have a physiological nature. In this case, the description of such olfactory images is accompanied by the involvement of taste adjectives (“*vinegary, fishy*”).

It is also necessary to analyse a group of lexical units that express the smells of natural objects and phenomena.

The following sentences can be singled out in the translation of the novel :

*“The sea smelled like a **sail whose billows had caught up water, salt, and a cold sun**.”* [3, 4]

*“There were a thousand other odors: the odor of **stone, sand, moss, resin**, raven’s blood<...>.”* [3,14]

The enumeration of odours in these sentences enhances the effect on the reader, and when he reads, he gets a complete image of those places.

Moreover, the next example is also worth examining:

“Her sweat smelled as fresh as the sea breeze, the tallow of her hair as sweet as nut oil, her genitals were as fragrant as the bouquet of water lilies, her skin as apricot blossoms ...” [3, 5]

In the given example it should be highlighted that the smells of nature do not describe nature itself, but they are used to describe the smells of a person, so, the translator resorts to the stylistic technique of figurative comparison. The translator compares the smell of the girl with the scents of nature to convince the reader that she has a pleasant aroma. In addition, in the sentence the smell of sweat is characterized positively, which once again indicates the attractiveness of the smell of the heroine.

Finally, the third group of smells is going to be analyzed further, i.e. the smells of objects of the real world. These include tokens in the SF “home”.

So, the following example can be pointed out there:

“The streets stank of manure, the courtyards of urine, the stairwells stank of moldering wood and rat droppings, the kitchens of spoiled cabbage and mutton fat; the unaired parlors stank of stale dust, the bedrooms of greasy sheets, damp featherbeds, and the pungently sweet aroma of chamber pots.” [3, 1]

In this sentence, the objectification of smell can be seen, since the tokens of the SF “scent perception” refer to pieces of furniture. Thus, the smell is seen by the reader as a part of the apartment, so, by enumerating the characteristic odours, the reader is introduced to the rooms. However, these smells cause negative associations, as they are associated with unpleasant odours.

What is more, the translator asserts to a lot of epithets to somehow influence the reader and convince him/her of the quality of the scents. For example, the odours with the positive connotative colouring has the following epithets: *sweet, unique, exceptionally delicate, indescribable, disgustingly good, glorious, fatally wonderful*, etc.

“This scent was inconceivable, indescribable, could not be categorized in any way—it really ought not to exist at all”. [3, 4]

On the other hand, the epithets that underline how bad the smells are were also noticed: *nebulous, amorphous, nauseating, pungent, biting*, etc.

“A horrible concentration of nebulous, amorphous, nauseating odors—and yet unmistakably human.” [3, 18]

These epithets help to describe the smells more vividly, but at the same time easier for the reader to understand.

To sum it all up, the vocabulary included in the semantic field “scent perception” was analysed. Verbs belonging to purely olfactory vocabulary, as well as those belonging to a given SF only in this novel, mostly affect the reader's receptors, but there are also those that have a neutral connotative colouring. The presence of a specific connotative colouring of the analyzed verbs may

be connected with the process of evaluation that language users conduct when come across specific smells. The role of speakers' emotions to influence the connotative colouring of language units was studied on the example of precedent phenomena, for example [4, 118]. In addition, a special group of verbs was distinguished, which means "possession" of the smell.

Moreover, it was found that the tokens expressing the smell can be divided into 3 groups: smells of a person, smells of natural phenomena and smells of objects of the real world. The analysis also showed that lexical units from one group can describe the odour of another, as, for example, the pleasant smell of nature characterizes the attractive smell of the girl. Furthermore, tokens from two different groups can be present in one and the same communicative situation (the smell of a person together with the smell of a room describes the room).

No doubt, the analysis does not allow us to unambiguously interpret the lexical and stylistic means of scent perception in the English literary discourse. In further studies, attention should be paid not only to the lexical units of this SF, but also to their semantics. These comments are debatable and require further closer study.

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THE EUROPEAN UNION: NATION BRANDING

The article deals with the perception of the EU in the eyes of the world. In the context of crisis situations in the Union, effective branding can improve the reputation of the EU, because the EU brand is based on the concepts of prosperity, democracy and freedom. The promotion of the EU brand for the external audience is facilitated by public diplomacy tools aimed at strengthening the positive perception of the EU and correcting erroneous stereotypes.

Keywords: branding, EU, public diplomacy, EU brand, nation image

In a world characterized by the free market and high competition it is only normal for brands to become so central. Referring to nation branding involves a totality of feelings, associations and expectations.

The nation brand, just as any other brand, needs to inspire confidence, to appeal to the emotional and to give people a sense of identity. At the same time, when building a nation brand one must take into consideration its reputation [1].

Europe is suffering from an unprecedented brand identity crisis. Citizens are not well connected with Europe, the EU has not done a good job of reaching them or explaining to them in a compelling way why it is so valuable. This is particularly clear in Britain through Brexit, and in the rise of the far right across Europe. European leaders' reluctance to engage the value of creating stronger emotional bonds has ensured a vacuum that people look to fill through their national identities. While national identity is always significant, the EU's lack of brand building will result in almost unquantifiable loss and instability.

Britain's citizens have little idea what they have been part of or are about to lose because the EU is missing a brand to provide a clear sense of purpose. People feel like they are part of something they do not understand or feel anything toward. The solution does not lie with politicians or the media, but with a fresh approach to Europe's brand and future vision [2].

Within the sphere of globalization we must all learn to adopt and live with multiple identities. In Europe, you can be Scottish, British, and European at the same time. You can be Catalan, Spanish and European at the same time. These identities do not need to be mutually exclusive or conflicting, as nationalists might argue. It is this European notion of tolerance and inclusiveness which the Centre aims to promote and strengthen; the very foundation of the European Union: built on liberty, democracy, solidarity, human rights, and the rule of law.

These are the universal and global values which constitute the European brand; values which we can all identify with and relate to. The brand EU is a paragon of these values. Following the horrors of the two world wars, brand EU has managed to keep peace in Europe for 70 years. No other brand in the world has ever managed this, against the backdrop of our long, violent history [3].

European Union institutions, delegations, programmes, information centres, etc. use the external attributes of the EU brand to identify, recognize the EU and unite around common values. The Lisbon Treaty contains provisions on common EU symbols (anthem, flag, motto, Europe Day), which play a crucial role in creating a stronger visual identity for the EU both inside and outside. The blue flag with yellow stars is a symbol of European identity, but in many parts of the world it

does not generate positive associations, or is unknown at all. In third world countries, the EU flag is often associated only with peacekeeping.

The EU motto "Unity in diversity" is intended to show that the Europeans have come together to work for peace and prosperity, while supporting the preservation of different cultures, traditions and languages. "Ode to joy" - the European anthem, approved in 1972, was to be a vital contribution to the sound representation of the EU brand, where the use of a well-known melody strengthens identity. However, the anthem remains unpopular outside of official events and meetings. The most tangible and visible element of visual identity is the Euro currency, with which the European Union is primarily associated [4].

To support the successful functioning of the European Union in the world community, a lot of financial and human resources are involved. This is done in many ways and one of the new tools of public diplomacy focused on the formation and promotion of the EU brand in the world has become the EU Brand Centre (Brand EU Centre), established in 2014 in London, which aims to improve the management of the EU brand. This center is private, and is not funded by EU structures. The creators of the center believe that only the EU citizens themselves can convey to the rest of the EU citizens the key values of the Union, as well as reduce the pessimistic sentiments that dominate among the European community in the context of the EU identity crisis.

The European Union is still "very distant and incomprehensible" to most European citizens. After Brexit, the lack of a clear EU brand strategy, identity and vision puts the entire European project at great risk. In this regard, the EU Brand Centre is working on a project to transform the EU and Europe into an inclusive, pluralistic, prosperous and innovative continent. Their main objective is not a quick change of the EU logo, or a new glitzy ad campaign. As a strategic think tank they seek a fundamental change in the EU paradigm. New logos and campaigns have been tried before by the EU, and have thus far failed to generate a powerful narrative and reach the citizens. Creating and strengthening the brand of the EU requires much more than branding skills. To create a new vision and rebrand the EU, their role is to help develop future scenarios of Europe and a long term strategic vision that engages stakeholders at different levels, as well as clarify the multiple facets of the EU to all. A key role in this project is played by the organization's website (BRAND EU), which was nominated as one of the best sites in Europe's Web Awards. Among the projects presented by the Center is- "Captain Euro". As part of its strategy in 2015, the Center's specialists restored the pre-existing image of a Superhero in Europe with new website, materials, publications, and symbols. The "Captain Euro" project was introduced back in the 1990s to help launch a new European currency and address an insufficiently clear European identity. This created an instant public outcry and became a media sensation. The decision was made to rebuild the image to help build a new brand of Europe, resolve the EU identity crisis and other global issues with an

entirely new approach to the audience, using the power of satire, humor and intrigue to raise awareness of the EU [5].

The Brand EU Center launched several publications covering critical subjects to explain and educate on key issues relating to the EU, including:

- European Scenarios 2025 by Nicolas De Santis, Founder BRAND EU
- Demystifying the EU Myths Report by BRAND EU
- American and Global Business needs a United EU by Todd Ruppert
- EU, the Weaver of Peace by Enrique Baron Crespo

The main ways of influence are as follows:

1. Research (the study of future scenarios for Europe, extensive research, fact-based publications, reports and recommendations on policy issues);

2. Effective content and communication programs, including information portal <http://www.brandeu.eu>, informing and educating citizens on EU issues, dissemination of messages using global media, marketing communications (advertising, Internet marketing, video, infographics, etc.).

3. Building partnerships and influence-engaging key individuals,

decision-makers and opinion leaders in the Pro-European discourse, organizing major events to discuss key topics, collaborating with other think tanks, organizations and companies to promote the vision and values of the EU [6].

Among the EU programmes we can distinguish the Partnership Instrument, which was created in 2014 as an instrument specifically designed to pursue EU strategic interests globally. The instrument is of world-wide application charged with the task of promoting cooperation and alliance-building on issues of EU or mutual interest and challenges of global concern. It is designed for the EU as a global actor partnering with third countries.

The PI allows the EU to develop and engage in an overarching political dialogue with key partner countries. Its global reach and flexibility are essential elements to enable the Union to respond to the fast changing nature of partner countries and to key policy global challenges. The Partnership Instrument has public diplomacy initiatives, which aim to influence societies and decision-makers through information sharing, dialogue and direct experience of EU culture and values [7].

Leading initiatives are taking place in the USA, South and Central American countries and key Asian economies – countries that are either long-standing EU partners or present growing opportunities and importance in global influence. They focus on potential policy partners, citizens and young people, civil society and culture.

Typical partnership outreach includes courses for partner country diplomats, roadshows for government officials or seminars with business leaders. Activities also raise awareness of EU initiatives, such as the Horizon 2020 research programme or the Erasmus+ student exchange programme.

Actions reinforcing research and learning about the EU among young people and future influencers include Jean Monnet Actions in universities worldwide or the Eurochallenge competition in the USA, in which schoolchildren learn about the European economy. Support for civil society can include conferences to share EU best practices on target issues, such as consumer rights, or network-building that enables the EU and NGOs to achieve joint goals more effectively.

Finally, the inter-regional dialogue is sustained through cultural diplomacy that allows citizens, artists and creators to better appreciate each other's lives, whether through cultural gatherings, film festivals or musical events [8].

In conclusion, EU should become a recognizable and understandable brand that captures the Union's combined strength, potential and values: an idea that sets direction and drives a sense of belonging. This is not a job for any one country, it is a task for nations to get behind and help build the symbols and symbolism of the European character and values, to win over hearts.

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THE ROLE OF EVENT TOURISM IN CREATING A TERRITORY'S BRAND

This article describes the phenomenon of event tourism as a tool of territory's branding. The concept of event tourism, its features and classification according to the subject of the event are presented.

Carnival tours are one of the most interesting and attractive types of event tourism. The Venice Carnival and the Carnival in Brazil are examples of such tours. The article briefly describes when the carnivals take place in these cities, who attends these events and what people do there. Since event tourism is related to event marketing, the article provides with the concept of event marketing as one of the most important elements in the system of modern marketing communications. The factors that allow manufacturers to promote their products more effectively are listed, as well as the advantages of event marketing. Red Bull company is an example of a company which uses event marketing as its main promotion tool.

Keywords: event tourism, territory's brand, event marketing, promotion, carnivals, festivals.

Today event tourism is not only a perspective and dynamically developing part of the global tourism market, but also an effective tool for promoting the territory [1, 24].

The term «event» is generally used to define something that is «important or unusual» [2]. But in the literature there is no single definition of event tourism, but, summarizing different points of view on this issue, it is possible to offer the following definition: «event tourism is a type of tourism oriented to visiting the area at specific time and which is related to an event».

Event tourism is a young and extremely interesting phenomenon. The main purpose of the trip is some event (festival, holiday, competition and something like that). The main feature of event tourism is a set of bright unique moments, a special atmosphere, and unforgettable impressions.

To the customer or guest, a special event is an opportunity for leisure, social or cultural experience outside the common range of choices or beyond everyday experience [3, 22].

Event tourism can be classified according to the subject of the event [4, 107]:

- 1) national festivals and holidays
- 2) theatrical shows
- 3) film and theater festivals
- 4) gastronomic festivals
- 5) flower festivals and shows

- 6) fashion shows
- 7) auctions
- 8) music festivals and music competitions
- 9) sports events
- 10) international technical shops

One of the most exciting and attractive events are carnival tours.

Italy is a country where carnival is celebrated. The most popular carnival is the Venice Carnival, which takes place every year in February. There is an atmosphere of the 18th century in the city - cavalcade, traditional ceremonies, all kinds of parades and masquerades. It continues for 10 days. Every year more than 500 thousand tourists from different countries of the world come to the carnival in Venice. The celebration includes dancing and fireworks from confetti.

The carnival in Brazil is also a very famous event in the world. It also takes place in the beginning of February. People have fun for 7 days and the carnival ends with the «Parade of Champions». Representatives of various samba dance schools participate in the parade. The jury team, which consists of famous public figures, musicians, artists, painters, architects and journalists, evaluates the performances of the participants. Every year, many tourists come to Brazil for this carnival. A record was set in 2017, about 6 million people attended the carnival [5].

Event tourism and event marketing are connected to each other, so it is necessary to describe the concept of event marketing. Event marketing is one of the most important elements in modern marketing communications. Event marketing reports really interesting details about itself and its products. It is interesting for customers and it forms a friendly opinion and a good reputation of the manufacturer.

There are several factors which allow manufacturers to promote their produce more effectively:

1. The audience is very active and sensitive, people seem to live inside the event.
2. People attend the event voluntarily and they do not have the feeling that marketing information was imposed on them.
3. There is a phenomenon of unification and strong mass emotions.
4. These positive emotions from a successful event are transferred to the territory, the loyalty of the population is formed.

This has its own advantages:

1. The event-based marketing campaign has a «long-lasting effect», because it starts long before the event in announcements, posters, press conferences and after festival it continues in final speeches and, of course, media publications.

2. Event allows you to organize sales of souvenirs and other products of the region, relating them with events.

Moreover, the promoted event becomes a brand, which allows it to be used in building the future regional development strategy that makes the area more popular with tourists.

Event marketing is a young and unexplored direction. However, there are more than enough world examples of its successful application. Coca-Cola, Nike, McDonald's used these methods before others. Nestle, for example, has mobile amusement parks in several countries around the world – the towns of Nesquik, where children ride on various attractions and the main character, the rabbit Kwiki, talks to them and pours them Nesquik. It is easy to imagine a child waking up in the morning and asking mom for this drink.

An example of a company that uses event marketing as the main tool for promoting its product is Red Bull, a manufacturer of energy drinks. Red Bull has 70 percent of the energy market. However, the company rarely uses direct advertising. The company often sponsors sports and music events, organizes bartenders and waiters competitions and creates other events.

Thus, recently, Red Bull Aviation Slalom Racing has become a part of event tourism in the world. Every year about a million spectators come to these races. Almost 40% of them are tourists who come specially to these competitions.

Event tourism as a way to promote tourism and attract tourists was chosen as an effective tool by many Russian regions and cities, including the Saratov region. Saratov region has its own calendar of events which becomes wider and more interesting every year. In January 2019, Department of Tourism of the Saratov Region presented the region's event calendar for the current year. This year, the list of festivals has expanded from 28 to 36.

Saratov region often participates in tourism contests. And in 2019, 7 events of the Saratov region were included in the National Event Calendar, and two festivals – «Atkarskie Roses» and «Fish soup festival» in Volsk have received the status of «National Event 2019» [6].

Finally, there is a famous phrase: «Panem et circenses!» – is an expression used to describe the policy of the rulers in ancient Rome who organized circus performances, handed out food and money to bribe plebeians. It was a way to seize and hold power. Today the world has changed, of course, but the slogan remains no less relevant.

Moreover, there are so many diverse activities to enjoy and sights to visit that the slogan still works. Event tourism is attractive for travelers, profitable for local business companies and stimulating the area promotion.

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NEWS FROM THE FRONT

The article describes the last days of the life of a soviet soldier that are reconstructed with the help of family archive materials. The sources used for the article are different including narratives and documental resources.

Keywords: front zone, a letter, German forces, soviet soldiers, offensive, hardships of war.

The events of The Second World War are almost forgotten now. But meanwhile they are preserved in human memories. It is quite important to know what soldiers felt at moment when they came up against the difficulties of the war that affected the whole generation. The present article focuses on a story of a family man, as well as a hard worker and patriot who gave away his life defending his homeland from the Nazi aggression. The main sources of the research are the family archive materials. And this person is buried on Austrian soil but as the years passed by his name is not forgotten. The famous phrase "*nobody is forgotten and nothing is forgotten*" can certainly be dedicated to Vasiliy Sergeevich Starostin who is our hero today.

The troops of the Ukraine front with the help of Bulgarian, Romanian and Yugoslav armies swiftly advanced during the last days of the Great Patriotic War. They almost totally defeated the main German forces that were coded as *South* and then liberated the territory of



Hungary, the southern part of Czechoslovakia and the eastern part of Austria. The Vienna offensive was the most brilliant attack amongst the final military operations [2]. It led to the liberation of the capital of Austria by the 13th of April, 1945. The 5th of April, 1945 was the start of the operation for Vienna's interception. The foe counterattacked fiercely trying not to let the soviet soldiers in. The next day bitter battles lasted all day long but by the evening the soviet troops broke into the suburbs of Vienna. And from that time the street fights began. The Soviet commanders tried to prevent collateral damage amongst the citizens

and to keep the cultural and historical heritage. The Germans fought fiercely for every avenue and for every house making new barricades and blocking the roads. The enemies laid mines and landmines, throwing mortars on the most dangerous ways. The strong resistance of *Vermacht* was organized in the Imperial Bridge district across the Danube to hold the German groups from encircling. By the 10th of April the last defending German troop was totally surrounded by the Soviet divisions. And by the afternoon of the 13th of April the city was completely freed [3].

Vasiliy Sergeevich Starostin, as a corporal, whose life was centred around military service was involved into the Vienna offensive that should be described as a dreadful bloodbath. During the quiet periods between the fights the survived soldiers were in a hurry to send a letter home for their relatives making them the happiest people in the world because of just staying alive. And nowadays there is one piece of news from the front zone, that is addressed to Maria Starostina, dated April, 13th, 1945. Vasiliy Sergeevich starts writing with:

«Hello, my dear wife Maria and little son Yurik. I am hastening to inform you of my life and health. I miss you so much that have no words to express my feelings. But I feel that I will never see you again. Now I am in The Austrian Alps. There are a lot of fierce fights. Those who will survive are going to finish all of that horror" [1] - these are the first lines of the last letter of Vasiliy Sergeevich. Had he ever thought of dying abroad in Austria? As he was born in one of the quietest regions of Russia, Ivanovka village, that was part of Khvalynsk district of Saratov region in 1906.

Then he moved to Baku, Azerbaijan, as a welder and a family man. He used to be surrounded by his loving wife Maria and little son Yuri. Vasiliy thought of coming back to Saratov again because of his son's weak health in Baku. But there was no particular occasion to put the idea into practice. They stayed in Azerbaijan.

Vasiliy Sergeevich was drafted into the army in 1942/1943. And from that time he became a corporal and a gun commander as well as a member of the Communist party.

Vasiliy Sergeevich experienced hardships of war almost till its very end.

German troops became weaker during the fights for Austria but they resisted fiercely. As soon as Vienna was almost liberated the mountainous and wooded area was still occupied by the German foes as a convenient refuge. That is why the Budapest Artillery regiment number 857 of Temryuk twice red banner division number 316 was departed to this dangerous position. The soldiers had to achieve the final results in one of the most dangerous operations that could lead to the liberation of the Austrian territory now independent from the German invaders. Vasiliy Sergeevich started writing his last letter to his relatives on the 13th of April, 1945. The letter was written in illegible handwriting which was difficult to understand. According to the style, we can guess that the author of the letter was in a hurry as he was waiting for an attack. As soon as the letter had been written, the soldier felt a little bit more comfortable both as a husband and a father. And after all Vasiliy Sergeevich heroically died in highlands of Austria on the 15th of April, 1945. And today with the reference to the last lines of the letter we definitely know about his close death.

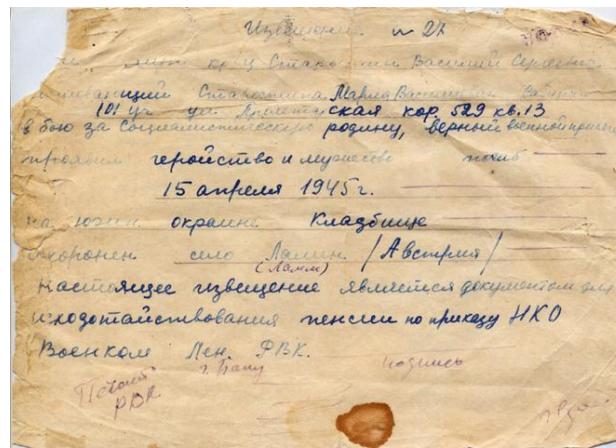
The death of both a husband and a father brought a lot of pain. The family made a decision to move to Saratov as sometimes they had dreamt about it. Maria loved her husband all of her life and kept him in her memory until the end. That is why she devoted her life to their son's upbringing.

«Well goodbye my loved ones. I have a lot of kisses for you both. My sweetheart Maria, it is not easy to remember the past years. They are gone. We do not know how to recover from them. Today I am alive but I won't be in an hour. You should live as you want but without me as I predict. Best regards to every member of our family. 13. IV. 1945» [1].



We should underline that there is little information dedicated to Vasiliy Sergeevich. It consists of the last letter from the front zone, a message of his death (as a copy from Baku), a list of victims with the names mentioned (you can find it on the site of the Ministry of Defense), a certificate of military courses at air defense school and some photos.

Vasiliy Segeevich's granddaughter and great-granddaughter found the reburial place of their ancestor with the help of one of the Russian-Austrian commission's leaders named Peter Siksl. It was Austrian Feldbach. There is a cemetery near the city where a mass grave exists.



It is noteworthy that the idea of a memorial trip was realized due to some fortunate circumstances that drew our attention to a wonderful book which was available on the Internet and was written by Herr Siksl. It is "The soviet citizens died in Austria during the Second World War and their burials", where the name and the surname of Vasiliy Sergeevich, the date and the place of his death and the reburial site were indicated.

The forties are so far away from the present. It is important to preserve the memory about the past events for next generations.

Fortunately, we added new pieces of information that are dedicated to Vasiliy Sergeevich's front locations and rewards. The first medal was awarded for the bravery in the Caucasian battles. The second and third ones were the orders of the Patriotic War of the second and the first degrees. Today we have already learnt about the military path of Vasiliy Sergeevich that took him from the Transcaucasian front across the North Caucasian to the 1-3 Ukrainian fronts [4].

Vasiliy Sergeevich Starostin was one of the heroes who forged the Great Victory with his own life outside his homeland in the last fatal period of the Second World War. There is a huge number of heroic names. Almost every Russian family keeps in memory their family hero, whose life was closely connected with the tragic events of the Great Patriotic War.

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TEACHING ENGLISH TO YOUNG LEARNERS VIA SKYPE

With the development of modern technologies trend, online learning is developing rapidly, especially in a foreign language teaching and learning industry. Many parents tend to make their children learn languages, and one of the best ways, in their and the author's opinion, is online classes, as it saves the time, is more interesting and convenient for the child and the family.

Keywords: foreign language teaching, young learners, online studying, teaching via Skype, course planning

A British linguist David Graddol, in his study of global trends surrounding English, comments: "On the one hand, the availability of English as a global language is accelerating globalization. On the other, the globalization is accelerating the use of English" [1]. He refers to a statistical projection of the number of learners: 'there could be around 2 billion people simultaneously learning English in the world's schools and colleges and as independent adults. Nearly a third of the world population will all be trying to learn English at the same time. As the need for global social, economic and technological communication has increased, English language teaching has diversified. English teachers, for example, can be involved in teaching: ELT is the teaching of English to people whose first language is not English. ELT is an abbreviation for 'English Language Teaching'; English as a Foreign Language (EFL)- English is taught outside the regions of English; English as a Second Language (ESL) – English taught inside English speaking regions to non-native learners; English as a Second Language (ESL) – English taught inside English speaking regions to non-native learners.

ELT is changing all the time in particular amid technological advances. Teaching English via Skype allows ESL teachers and students from across the globe to connect in new ways. It opens up so many opportunities for English teachers who want to broaden their student base while taking control of their work schedule. There are convictions of the students that the classroom is the only place where they can practice what they have learned and communicate with others using English. Many factors are always added students mention limitations such as lack of time, opportunities and strategies to practice both inside and outside the classroom. That is why, Skype emerged as an ideal option due to its many benefits, including real-time video, text, and voice messaging, and its friendly use and easy access to get in contact with people anywhere in the world. In spite of this the

perspective most teachers and students have about Skype as a tool just for communication as, due to this belief, many teachers and students are unaware of its potential benefits for academic purposes.

Skype is one of the most important VoIPs (Voice Over Internet Protocols) that allows users to share files with up to nine people at the same time. Due to its low cost compared to other alternatives to learning English, this program has gained popularity among users as the best tool for language learning and teaching. Broadly speaking, Skype has revolutionized modern global communications by making it simple for anyone with an Internet connection to make and receive superior quality phone calls for free. There have been several studies examining its impact on ELT environments since the time Skype appeared and its effectiveness has been demonstrated. For example, Catherine J. Doughty and Michael H. Long claim that Skype allows students to interrelate, change, and refine their input [2, 62]. Robert Godwin-Jones points out that one of Skype's major advantages is that it offers "additional oral communication channels" [3]. Meanwhile, A. Elia reports that Skype can be used for communicating and sharing files and as a tool to facilitate small group class projects or small discussion forums where language learners can have the opportunity to speak in real-time with people from a variety of different countries [4, 272]. Such comments, provided by writers dealing with similar concerns to ours, made it clear that Skype was the best option we could put in place to provide opportunities for students to practice and improve oral skills.

Successful online teaching of English is no easier than successful teaching in the classroom. It has its own pitfalls and needs a broad set of skills to do it right. Teaching English over Skype involves a lot more than just pressing the video chat button. You'll need to type words in your vocabulary, share links for the day's lesson, and submit pictures and videos. You will also want to make notes or suggestions when your students speak to ensure proper grammar, word usage, and pronunciation. Skype makes it simple with a chat feature that can act as a digital whiteboard. You and your students can share text and images, or copy and paste paragraphs they want to understand better. You can also use Skype chat to provide feedback or wrap-up to the student at the end of the lesson.

There is an abundance of online resources that teachers can use, whether they are teaching English through Skype or in a traditional classroom environment. Nevertheless, the use of these tools is seamless for virtual educators. A few ESL gems you can include in your Skype class are:

- Smithsonian for Educators: Smithsonian for educators has more than a million learning resources, from language labs to educational tidbits from the National Zoo.
- ello: ello is a great online resource for Skype ESL teachers, serving up videos, games, news and more.

- **FluentU:** This innovative web and mobile app will expose your students to authentic English videos with tools to help them actively build their vocabularies. Students can watch everything from English movie clips to news reports to funny YouTube videos, which come with interactive captions, flashcards and exercises.

FluentU supplements Skype lessons perfectly, providing an entertaining but focused environment for students to apply their lessons — all from their computer or mobile device and on their own schedule.

With FluentU's integrated curriculum building tools, you can easily assign videos to keep your students' skills and motivation up between lessons. You can also track student progress straight from the FluentU platform, so you will know which topics or vocabulary sets to hammer in during your virtual classes.

- **English Club:** English Club has a wide range of ESL activities teachers can use in their Skype lessons. You will find ESL worksheets, activities and lesson plans to guide your students to English proficiency online.
- **Armored Penguin:** Armored Penguin is a simple site with lots of crosswords, word puzzles and word matches to improve your students' vocabulary skills.
- **Reading Rockets:** Reading Rockets serves up a variety of audiobooks you can extend into more than one lesson. This site also has valuable resources for teachers, including fluency and early literacy development.
- **The New York Times Learning Network:** The New York Times Learning Network brings news into the virtual classroom. There are quizzes, an "article of the day" feature and much more.

Always mix up your resources as well. This will keep things fresh and engaging for your online students. You may find that theming your lessons by days is beneficial. Monday could be dedicated to blog articles (reading and conversation), Tuesday could be videos (listening) and so on.

On the one hand, these resources are excellent for teaching students and adults, as well as for children. But on the other hand, a more thorough approach is required for young students, since there are many features of their perception of information. Children construct knowledge by interacting actively with the physical environment at the stage of development. They learn through their actions and exploration. Children develop awareness through other people, through contact with adults. The adult's role is very important in a child's learning process.

We can divide young learners in two groups (VYLs (under 7) and YLs (7-12)). There are also some specific features we should remember. As for VYLs, they acquire through hearing and experiencing lots of English, in much the same way they acquire; learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental; love playing with language sounds, imitating, and making funny noises; are not able to organize their learning;

not able to read or write in L1; important to recycle language through talk and play; their grammar will develop gradually on its own when exposed to lots of English in context. As for YLs, they are learning to read and write in L1; are developing as thinkers understand the difference between the real and the imaginary; can plan and organize how best to carry out an activity; can work with others and learn from others; can be reliable and take responsibility for class activities and routines.

Although children may use similar processes for acquiring L1 and L2, the environment for L1 and L2 acquisition can be quite different. As for L1: language highly contextualized; in the real world the language used is authentic; learner highly motivated. As for L2: language more decontextualized; in the classroom the language used tends to be artificial; learners may not be highly motivated.

Therefore, it is important to remember that early beginning alone will not necessarily improve children's ability to learn English.

That is why, some useful techniques can be used for teaching young learners. Firstly, we should use various videos and pictures in our presentations as it makes the process of learning more effective. As Wendy A. Scott and Lisbeth H. Ytreberg describe, "Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times" [5, 57]. Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.

Secondly, Skype abilities give us an opportunity for children to use emoticons. In its turn it can be helpful for vocabulary expansion. Thirdly, Children love to sing, chant, and be creative. The purpose of this work is to teach participants songs, chants and poems in English to use in the young learner classroom. This means learning to sing, chant, and write poems as well as learning how to incorporate them effectively into English lessons as good practice for teaching pronunciation, vocabulary, grammar, and all four skills. Fourthly, we should use the storytelling. One more thing is to explore the use of storytelling to teach English to young learners. It gives the rationale for using stories as a meaningful context in which new language can be taught and as a source for cultural content. Demonstrations of storytelling techniques and activities for young learners will be given in order to show participants how to integrate skills and teach vocabulary and grammar in fun and interesting contexts. Fifthly, a thematic unit, a series of lessons on the same topic or subject, can create broader contexts in which to teach language, recycle language from lesson to lesson, and allow students to focus more on content and communication than on language structure.

In conclusion, as the Internet continues to grow, online teaching classes will only become more popular. There are, in addition, some obstacles associated with giving classes on the Internet.

But ultimately, online teaching will connect you with both diverse students from all over the world, as well as a wonderful and supportive online teaching community. Surely, this overcomes every barrier and makes online teaching an excellent, affordable and convenient alternative for an English language teacher.

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CHINA IN ARCTIC: MILITARY PLAYER OR PEACE MAKER?

The paper covers the aspects of Chinese invasion in Arctic. It reveals the example of a non-Arctic country, which uses different instruments not only to prove its dimension in the region, but also to pursue multilateral politics.

The more scientists and politicians study Arctic, the more value it obtains in the international relations. A lot of countries want to have a relevant influence in this area. Consequently, states, which even do not obtain any territory there, use this region to compete for the world domination.

Studying China's Arctic policy and behavior provides the opportunity to understand what future is waiting for this unpredictable region, what are the relations between domestic leaders and how will they coexist with such a determined country as China.

Keywords: Arctic region, China's Arctic Policy, exploration, Arctic Council, militarization, Arctic affairs.

Chinese presence and interest in Arctic region began in 2018, when they presented Arctic strategy, vowing to actively participating in Arctic affairs as a “near-Arctic State” and a major

stakeholder in the Arctic. The world's second-largest economy has been increasingly active in the polar region in recent years, becoming an observer member of the Arctic Council in 2013 [1].

In order to prove the China's interest in Arctic, the White Paper says: "The natural conditions of the Arctic and their changes have a direct impact on China's climate system and ecological environment, and, in turn, on its economic interests in agriculture, forestry, fishery, marine industry and other sectors." [2]

First of all, I should point out that China has several directions of its Arctic politics.

Firstly, China is interested in participating in the development of Arctic shipping routes which are composed of the Northeast Passage, Northwest Passage, and the Central Passage. It is common knowledge, that the Arctic shipping routes are likely to become important transport routes for international trade. And due to global warming, China plans to build a "Polar Silk Road" by developing the Arctic shipping routes.

Secondly, China aims to participate in the exploration for and exploitation of oil, gas, mineral and other non-living resources in the Arctic. However, the white paper also insists on development of nontraditional energy sources. The Arctic has an abundance of geothermal, wind, and other clean energy resources, and that is why China will work with the Arctic States to strengthen clean energy cooperation.

Thirdly, China will develop Arctic tourism, which the paper described as "an emerging industry." China will support and encourage "its enterprises to cooperate with Arctic States in developing tourism in the region" and conduct "training for and regulate Chinese tourism agencies and professionals involved in Arctic tourism," the paper said [2].

So, these activities introduce China as a positive and important Arctic member. The three main pillars of China's Arctic policy are respect, cooperation, and sustainability. The starting point of China's engagement with the Arctic is mutual respect: China recognizes Arctic states' sovereignty and sovereign rights, while the Arctic states should respect China's legitimate rights in the Arctic under international law, such as freedom of navigation [3]. This is the reason why some Arctic countries express interest in cooperating with China in the Arctic.

Moreover, China is trying to pour money into nearly every Arctic country. It has invested billions into extracting energy from beneath the permafrost on the Yamal Peninsula in northern Russia. It is drilling for gas in Russian waters alongside the Russian company Gazprom [4]. It is prospecting for minerals in Greenland. And its telecommunications giant is eager to partner with a Finnish company that wants to lay a huge new undersea internet cable to connect Northern Europe with Asia.

The approach is not entirely new. China struck a free trade deal with Iceland six years ago, giving tiny Iceland a giant market for one of its main exports: fish. A Chinese company proposed to

partner with Greenland in rebuilding airports, prompting Denmark to step in and underwrite the project instead. Another Chinese company proposed to build a port for Sweden, but backed out amid fraying diplomatic relations between the two countries. After the normalization of bilateral relations between Norway and China, it is expected that the two countries' Arctic cooperation will grow significantly too [5].

“Arctic countries can't say no to investments. That's clear,” said Mr. Harkonen, the Finnish diplomat [6].

So, it seemed that China and Arctic countries found instruments and established a kind of system for mutual coexistence, but In April 2019, Secretary of State Mike Pompeo surprised many by using his appearance at the Arctic Council to talk about the looming threat of China in the Arctic. That apparently astonished many other participants, who were more eager to talk about the crisis of climate change.

China disputed Pompeo's criticisms, calling them “totally out of sync with the facts.” [7]

Later, NATO Secretary General Jens Stoltenberg told CNBC that the defense alliance is carefully monitoring China's increased presence in the Arctic too, amid growing divisions in the polar region. “We need to assess the security consequences, for all of us, of the rising military power of China,” - said Stoltenberg [8].

In fact, at present, a regular Chinese military presence in the Arctic remains a very low probability. The much graver “threat” would be if Chinese corporations moved aggressively into the delicate region, looking to reap the rewards of the now rapid melt underway. Several successive announcements from 2018, including that Beijing was officially embracing the “Polar Silk Road” concept and had committed to a nuclear ice-breaker program, have stoked such concerns.

Yet a much greater issue for the foreseeable future than any kind of Chinese militarization of the Arctic—which Russia would likely strongly oppose anyhow—is the potential for the reckless endangerment of the region's delicate ecosystems by Chinese companies eager to make easy profits exploiting untapped natural resources. Already, many Russians are speaking up about the unrestricted growth of China's logging industry in Siberia [6].

As I have already mentioned, for China, the retreating ice potentially offers two big prizes: new sources of energy and a faster shipping route across the top of the world. To that end, the country is cultivating deeper ties with Russia, which sees the Arctic as key to its future wealth and power. And this fact threatens Arctic states most of all. This alliance can resist Northern countries and, especially the USA.

The China-Russia partnership advances both countries' agendas in the region, at least for now. It also comes against a background of rising hostilities between China and the United States over issues like trade, territorial claims and allegations of espionage [9].

It is an increasingly vital relationship for both countries. Russia needs Chinese investment to extract the natural resources under the permafrost and monetize its long Arctic coast.

“Though Russia and China would be natural competitors for Arctic resources and influence, they have started cooperation knowing that only together they can outcompete the West,” said Agnia Grigas, an energy expert in Washington and author of a recent book on natural gas and geopolitics. “China’s need for energy sources and Russia’s economic dependence on fossil fuel exports depends on this,” – added she [10].

To sum up, Arctic is a long-range platform for collective development. The question is if Arctic countries are ready to accept in this region a new player. Today China has no military presence in the Arctic, nor any territorial claims. Its activities are commercial and scientific, for now. But Beijing has much to gain, strategically, in a warming Arctic, and it is focused on the long game. Wealthy and ambitious, it can afford to be.

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LEGAL BASIS FOR THE CUSTOMS DECLARATION OF GOODS

This article is devoted to the problem of legal regulation of the declaration of goods. Much attention is given to forms of customs declaration, persons authorized in customs declaration and features and procedure for declaring goods. The practice of using electronic declaration is considered. The main problems of the system for declaring goods are identified.

The article gives a detailed analysis of the main directions of improving the procedure for declaring goods. The works of Russian economists in the field of customs and normative documents were considered in this article.

Keywords: Eurasian Economic Union (EAEU), Customs Code, customs and electronic declaration, participants of foreign economic activity, goods.

In order to increase the economic security of a state customs authorities must ensure customs control efficiency, cargo security and replenishment of budget revenues directly from customs payments. It is extremely important to make customs operations perfectly comfortable and not burdensome for participants of foreign economic activity. Therefore, especially in connection with the development of the Eurasian Economic Union (EAEU) and the enforcement of the new Customs Code, the customs service is trying to develop and bring to a new level the use of innovative technologies in its activities.

A particularly large number of changes have occurred in the field of improving the customs declaration of goods, primarily electronic declaration. In recent years, a number of changes have taken place, a number of legislative acts and many regulatory acts have been adopted. This arouses interest to the customs declaration of goods due to the lack of approaches and developments to the changed state of affairs. All of the above determines the relevance of this research.

This study focuses on public relations arising in the field of customs declaration of goods. The following aspects are described: legislation, the provisions of scientific and educational literature, materials from periodicals, scientific articles and other sources on the legal basis for customs declaration of goods.

The purpose of the study is to analyze the legal basis of the customs declaration of goods. In the process of working on it, it is necessary to solve a number of the following tasks:

- characterize the regulation of customs declaration in the EAEU;
- give a concept and determine the nature of customs declaration;

- consider the experience of customs declaration in foreign countries;
- study the current state of customs declaration technologies operating in the territory of the EAEU
- identify problems that arise during the customs declaration of goods.

The EAEU Customs Code is the main regulatory act governing customs declaration at the present stage [1]. It defines the “customs declaration” as an application to the customs authority using information about the goods, selected customs procedure and (or) other information necessary for the release of goods. In addition, EAEU Customs Code reveals a number of issues of customs declaration of goods:

- general provisions on customs declaration;
- information to be indicated in the declaration of goods;
- documents confirming the information stated in the declaration;
- customs operations related to the filing of a customs declaration, as well as the procedure for their completion;
- deadline for submitting a customs declaration

It can be stated that the present EAEU Customs Code quite fully reveal the issue of the concept, as well as its nature and purpose, the rules for the implementation of customs declaration.

The Federal Law “On Customs Regulation in the Russian Federation and on Amending Certain Legislative Acts of the Russian Federation” came into force in 2018 [2]. As in the previous federal law on customs regulation, it reveals a number of legal norms on customs declaration of goods at the present stage. Due to changes in approaches to the form, preparation, and requirements for filling out customs declarations, in the last few years, many decisions have been made by the EAEU Commission that determine the requirements for filling out customs declarations and forms of declarations.

In general, the system of legal regulation of customs declaration is quite extensive. This is natural due to the complexity of the procedure, but the problem is the excessive complexity of individual acts that are not yet fully understood by declarants. This state of affairs is an obstacle to improving the customs declaration of goods and the effectiveness of this process.

Goods must go through customs declaration when placed under the customs procedure or in cases stipulated by law. Those goods that are placed under the customs procedure of a free customs zone do not go through customs declaration.

Customs declaration is carried out by the declarant or by the customs representative, unless otherwise provided.

Since January 1, 2014, customs authorities and participants of foreign economic activities switched to compulsory electronic declaration of goods. According to the Federal Customs Service

of Russia, by November 1, 2018, more than 3.9 million declarations of goods in electronic form were applied using the Internet. This constitutes 99.96% of the total number of declarations of goods. The electronic declaration form was used by more than 80,000 foreign economic activity participants, or 99.5% of the total number of foreign economic activity participants who filed goods declarations. Full-scale implementation of the technology of automatic release of goods will eliminate human factor and reduce to 20 minutes the period of release of goods for all participants of foreign trade [3, 24].

It is possible to pay all types of customs payments in two ways: either through a portable terminal installed in the organization, or on the portal of the Federal Customs Service through the personal account of a foreign economic activity participant. The presence of a check formed by an electronic terminal is a sufficient condition for the release of goods. Participants of foreign economic activity who have switched to the use of customs cards do not need to transfer funds to the account of the customs authority and wait for the next day for their crediting and appearing in the customs information system; funds are credited to the cards immediately as soon as the terminal issues the first check [4, 45].

It can be stated that the use of modern technologies allows not only to reduce the time of customs operations, but also to combine the possibilities of electronic declaration and remote payment technology for customs payments. There is no need for participants of foreign economic activity to be present at the places of customs operations. All this meets the challenges of the modern stage and allows us to improve the implementation of customs procedures.

Based on the study, a number of specific conclusions can be drawn about the legal framework for the customs declaration of goods, the state of the sector and its prospects.

Customs declaration is carried out in electronic form. The introduction of compulsory electronic declarations made it possible to move on to the next qualitative change in the procedure for declaring goods - technology for automatically making decisions on the release of goods and technology for automatic registration of a declaration.

Realisation all the benefits provided for by the implementation of electronic declaration does not allow the use of insufficiently technically advanced software tools. In order to eliminate these shortcomings, it is necessary to finalize software tools, their preliminary testing before using them on a large scale in the activities of customs authorities.

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HOW THE TATTOO FUNCTION CHANGED IN MODERN SOCIETY. TO GET A TATTOO OR NOT TO GET...

This article will examine the popularity of tattoos and address the following related issues: changing attitudes to tattoos in the modern world, conflicts and misunderstandings that arise on the subject of tattoos and the reasons for their appearance. What is a "tattoo" in the understanding of modern man. How the meaning of tattoos has changed: from the presentation of a person's status in society to the creative expression of a person's personality.

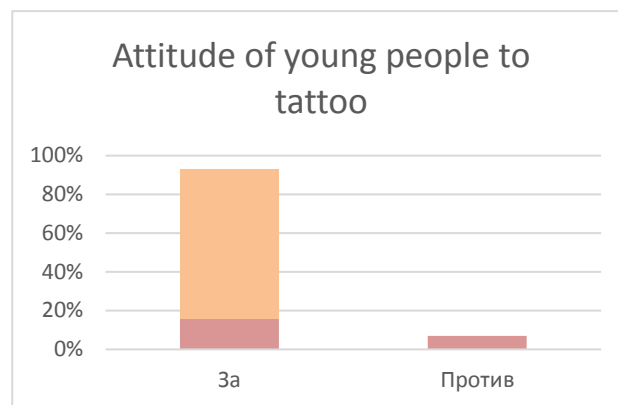
Keywords: tattoo, history, youth.

From the history of tattoo application we are well aware that this practice is rooted in deep antiquity. The first mentions confirmed by the facts date back to IV thousand BC. However, this tradition is much more ancient and spread throughout the world. Changes on the human body appeared after the successful completion of the tests when moving to a new stage in life. These could be changes in clothing and hair, the appearance of signs on the body, which were symbols reflecting the social status and belonging of a person to a certain ethnic group [1].

The tattoo also served as a shield from evil forces. In Polynesia, for example, tattoos were applied at a young age. Polynesians believed that so higher powers would protect the child when he moved into adulthood. The Mayori tribes apply tattoos to their faces, which is a fighting colour and an indicator of valor, social standing. The dead warrior is awarded the highest honor only if he has the same tattoo on his face - moko [2].

Tattoos were common among many peoples in ancient times. The sunset of the tattoo was most likely related to the development and development of Christianity. It classified this phenomenon as an attribute of paganism and prevented its spread, according to the prohibition of the Old Testament.

The tattoo was only learned again in the 18th century in Europe, thanks to sailor James Cook. He brought a Polynesian man from Tahiti Island, put it together with tattoos. Then the tattoo was interesting to seafarers. They applied images and signs, believing that it would save from the troubles of the sea and bring a whole house. After ordinary people, the tattoo aroused interest from the higher society. Thus, during a visit to Japan in the 19th century, the Prince of Wales, the future King Edward VII. There in Japan acquired drawings on the body of the British King George V and the last Russian Tzar Nicholas II [2].



Graph 1. Young people 's attitude to tattoos.

Nowadays, we have no need for tattoos as a means of displaying status in society. Often it even leads to misunderstandings and conflicts. However, the popularity of this phenomenon is only growing. The hypothesis that globalization has contributed to this cannot be rejected. Thanks to the development of information and communication technologies, to the cohesion of people, the blurring concept of "boundaries" and, of course, to the development of technologies in tattoo. Methods of tattoo application like society have come a long way to development. From application in rough ways with the help of sticks, shark teeth, spikes, fish bones, causing pain and sometimes death; before the appearance and improvement of tattoo machines operating from electricity, modern paints and sterility of the process. From the tradition of individual peoples, to fashion in the youth of the 21st century.

To confirm the popularity of the tattoo, 66 survey questionnaires were collected, in which young people were asked two questions: «Do you like the tattoo?» and «Would you like to have a tattoo?». It was possible to confirm that the tattoo is really popular among young people. Just 16% of the 93% of all respondents who like the tattoo did not want it to themselves.

It was also possible to conduct 8 interviews with young people aged 18-25 years who participated in the survey. 5 interviews were with tattoo owners and 3 interviews with people without tattoos. The following issues were considered:

- Is there a certain category of people prone to tattooing?
- How did people know about the tattoo?
- What's the idea of a tattoo?
- How do people around you feel about tattoos? Are there conflicts? What is the problem of conflicts?

Interviewed were as people with weak social ties in adolescence, years of school, so there were activists writing scientific articles, playing KVN, etc. Thus, to talk about a certain type of

people prone to tattooing does not make sense, since there are no compelling factors indicating the existence of this type of people.

The next question considered was the question of when and under what circumstances people saw and learned about the tattoo. The respondents were divided into two camps. Some saw people with tattoos: «I was little. My aunt brought her future husband to meet her. He was covered in tattoos.» Others have seen them in the media: «I have Often seen foreign music videos and realized that you want.», «First saw on the Internet, 14 years old.» And one of the interviewees said she learned about the tattoo from books, along with TV shows. Two could not remember when he saw the tattoo, «Where he first saw the tattoo I can't say for sure. Not remember. And at all tattoo this was my dream, goal. Appeared when I was little.» What unites all these people is only what they learned about tattooing in childhood, from the early years to the age of 15. On average, at the age of 17, people who reached the age of 19 at the time of the interview, and from 18 years and older, people from 20 years old, at the time of the interview, filled themselves with tattoos.

The interviewees were also asked: «What is a tattoo? A way of self-expression, a way of communicating with society, a story about yourself or is it for beauty, for personal aesthetic pleasure?» A definite answer would not dominate. The answer was either «both», or he chose one option, but, as expected, no one indicated a completely different third position. All interviewees pointed out that it is something personal, bringing aesthetic pleasure and narrative language to society, who he is, what happened to him or what he loves. Also, the question of changing attitudes from the outside was considered, when they learned about the presence of tattoos and the attitude of employers to tattoos, based on the experience of the respondents. In the vast majority of cases, the respondents spoke about the absence of any problems with the employer and the invariability of the attitude towards them. Often the nature of the change in attitude was temporary and positive. People asked about the tattoo, about how the person decided, expressed surprise sometimes even joy. In rare cases, people react negatively.

There are two main groups with which there are disagreements, sometimes even conflicts on the topic of tattoos. One group are representatives of the older generation of the inner circle (parents, relatives), the second group are deeply religious people: «I have such an upbringing that we do not accept tattoos. Because we don't allow it. I grew up in a Muslim culture, and we have a sin.» In people of faith, tattooing is something that spoils the body and is forbidden. While the older generation living in the post-Soviet space was influenced by life during the Soviet Union. And this is expressed in the frequent dissatisfaction of parents that their children «stuff» tattoos. The most common reasons why this is bad are: the prevailing views that tattoos are inherent in the criminal world and such are not hired. Two informants, who are not interested in tattoos and do not have them, pointed out that for the first time they met tattoos on people of low social status or people

with a criminal past: «I do not care. There is and there is. And saw for the first time in childhood and, most likely, it was some drunks.» Often tattoos have such people have a peculiar character and such people do not think about the artistic component: «For the First time I saw tattoos, probably, in former convicts. They're blue.» This is an echo of the previous time, the time of the older generation, but it is not surprising. The Soviet tattoo did not develop properly and went its own way. It is not strange that the Soviet tattoo was eclipsed by the popularity of prison tattoos. The most famous archive of forensic officer Danzig Boldaev has 3,000 prison tattoos. And in the period from the 1960s to the 1990s, there were approximately 25-30 million tattooed prisoners in the USSR. [3] Thus, a negative attitude to the tattoo is nothing more than bad memories of the popularity of this phenomenon among people with a criminal past.

Summary and conclusions

Having received a brief retelling of life and growing up people, it turned out that a certain category of people who tend to «clog» no.

According to the method of acquaintance with tattoos, people are divided into two categories: some saw tattoos on other people, others learned from the media. Unites all people youthful age, when they saw tattoos.

Tattooing among young people is a language of self-expression and an art form. A beautiful accessory that brings aesthetic pleasure of observation, regardless of whether the person is a tattoo bearer.

Conflicts that arise between people who have tattoos and people who do not have them can be divided into two types: conflicts over religious views and conflicts with older generations. In religion tattoos are considered to be a sin. Older generations have a stable idea that a tattoo is an attribute of the criminal world. This was influenced by the great popularity of tattoos among prisoners in the 60s, 90s.

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JAPAN'S CULTURAL DIPLOMACY TO THE RUSSIAN FEDERATION AFTER 2014

Present paper is aimed at assessing the state of Japan's cultural diplomacy to the Russian Federation after 2014 as this period is signified by "the turn to the East" in Russian foreign policy and the emergence of positive context for Japanese soft power in Russian society. A number of important events in cultural ties between Japan and Russia in the past five years are highlighted. Critical assessment of these developments and their outcomes shows that there are certain challenges as well as opportunities for the intensification of Japanese cultural diplomacy to Russia.

Keywords: soft power, cultural diplomacy, Japan-Russia relations, Japan-Russia Exchange Year

Nowadays, Japan is presenting itself to the world as one of the "soft power superpowers". There are several reasons that led to the rise of Japanese soft power in the past three decades. Firstly, Japan's hard power assets are, to a certain degree, constrained. The Constitution of Japan renounces the right to use war as a means in dispute settlement, thus limiting military capability of the state. Structural economic crisis of 1990s - 2000s has undermined the efficiency of its international economic policies, especially in comparison to other regional powers, first and foremost China. Secondly, Japan is using its soft power to resolve some of the "history issues" between itself and its neighbours in the Asia-Pacific. Militaristic past of the Empire is still poisoning its bilateral relations with countries like South Korea and China. Finally, some may believe that one of Japan's subliminal goals is to attract larger numbers of foreigners, not just as tourists, but as potential future citizens of Japan. Such move seems vital, if we take into consideration rapid ageing of the nation, which implies the urgent need for younger labor force from outside the country.

Japan is currently conducting cultural diplomacy as an integral part of its broader soft power endeavours all around the globe. The Russian Federation is no exception here. In fact, Russia is seen by Japanese officials as one of the countries with the highest potential compound annual growth rate (CAGR) in consumption of Japanese creative industries' products [1, 6]. Japan is also interested in enhancing its partnership with Russia to ensure its own security in Northeast Asia. Russia is one of the key actors involved in resolution of North Korean nuclear issue which directly threatens Japan. Another motivation for Japan is to ensure that it will not be left out, let alone confronted, in case of a greater Russia-China alliance. Moreover, Japan and Russia have an

unresolved territorial dispute – that of the Kuril Islands. Closer cultural ties are seen as a means to mitigate this issue until a mutually acceptable solution is reached.

This paper illustrates Japan's cultural diplomacy to Russia, specifically after 2014. There is a specific reason for why this time period has been chosen. It is based upon one of the key assumptions in Joseph S. Nye's soft power theory. He has pointed out, and rightfully so, that "the effectiveness of any power resource depends on the context" [2, 12]. It seems that before 2014 the context that would have predetermined Russia's susceptibility to Japan's soft power assets had not yet emerged. "The turn to the East" in post-Crimean Russia created strong incentives for deeper engagement with major Asian countries, including Japan. Those incentives are quite strong, to the point where economic sanctions imposed on Russia by Japan in alignment with other Western states did not significantly affect bilateral relations, as was (and still is) the case in Russia-US and Russia-EU ties.

Present paper is aimed at assessing the state of Japan's cultural diplomacy to the Russian Federation after 2014. We first highlight a number of important events in cultural ties between Japan and Russia in the past five years. We then critically approach these developments and their outcomes to evaluate the effectiveness of Japan's policies. Finally, we discuss certain challenges and opportunities for the intensification of Japanese cultural diplomacy to Russia.

The biggest event in bilateral relations between two states within the chosen time period was the Russia-Japan Exchange Year. It was held in 2018 – 2019 based on the agreement signed on December 16, 2016, during Vladimir Putin's working visit to Japan. The Year of Japan in Russia has presented a diverse series of cultural events showcasing various types of Japanese art – fine arts, traditional crafts, photography, theater, cinema, music, etc. – all across Russia. Moreover, several festivals were specifically dedicated to Japanese pop-culture – *anime* (Japanese-style animation), *manga* (Japanese-style comics) and all things *kawaii* (Japanese for "cute", which became a denomination for a quite unique subculture). The events of the Year of Japan in Russia in total attracted a little more than 1.6 million visitors [3], which is roughly 1% of Russian population.

In 2017 J-FEST, the biggest festival of Japanese culture in Russia, held in Moscow annually since 2009 under the auspices of the Embassy of Japan in Russia was reimaged in partnership with Garage Museum of Contemporary Art. The new rendition of the event is organized in the traditional format of *natsu matsuri* – colorful and vibrant Japanese summer festival. It mixes Japanese traditional festivities with pop-culture elements as participants of the *cosplay* (costume portrayal of TV, animation and video-game characters) parade march through Gorky Park to the beat of Japanese *taiko* drums. Last year the event attracted more than 120,000 visitors in just two days, which is six times the numbers of 2016 [4].

In autumn 2017 Moscow experienced an unprecedented “invasion” of Japanese art. Within the same time frame of several months three notable due to their scale exhibitions showcasing contemporary Japanese art were open for visitors – works of Murakami Takashi at Garage Museum of Contemporary Art and Tanaami Keiichi at Gari Tatintsian Gallery, as well as “Japanese inspired” 7th Moscow International Biennale of Contemporary Art curated by Hasegawa Yuko. When interviewed by Afisha Daily the curators and heads of respective art institutions could not find common ground in explaining such a phenomenon. Some said it was a matter of mere “fate”, others found the reason in “market attention cycles”, and the third argued that it was due to the changing dynamics in relations between Russia and Asian countries [5]. However, this particular example has nothing to do with Japan’s cultural diplomacy since none of those exhibitions were endorsed by the Government of Japan or the Japan Foundation. On the contrary, what it does show is that the substantial context for positive perception of Japanese art and culture has emerged in Russian society.

We must admit that, despite evident improvement of Japan-Russia bilateral relations since 2014, Japan’s cultural diplomacy to Russia is still quite sporadic and is conducted primarily in bigger cities like Moscow, St. Petersburg and Vladivostok (latter is due to geographic proximity to Japan). Nowadays, cultural dialogue between Japan and Russia exists more in the realm of *citizen diplomacy*, when individuals, each for their own reasons, delve into Japanese culture and language. The Year of Japan in Russia showed a greater commitment from the officials on both sides to improve the situation. However, we should note that it was the first and still only instance of action of such a scale. What is interesting for future assessment are the questions on whether this commitment will persist and whether impulses produced by the Exchange Year will create positive inertia to boost Japan’s cultural diplomacy initiatives.

Another key observation is that Japan-Russia cooperation at the current stage is focused primarily on economic objectives rather than cultural or humanitarian ones, which is obvious not only in the conceptual documents, but also from the results of cultural events. The Cooperation Plan of Eight Points that was proposed by the Japan’s Prime Minister Abe Shinzo in 2016 guides country’s bilateral relations with Russia to this day. Most of those eight points focus on economic cooperation with Russia, and only one talks about “rapid expansion of bilateral humanitarian exchanges” [6]. One may assume that this point is too vague to guide actual comprehensive policy, although it does without a doubt bear significant importance for promotion of bilateral cooperation. Therefore, cultural diplomacy is perceived by Japan first and foremost as an opportunity to capitalize on culture, rather than a thorough connection-building mechanism. To support that, consider the fact that “Cool Japan” strategy that guides public diplomacy of Japan globally is being formulated by the Creative Industries Division of the Ministry of Economy, Trade and Industry.

On the other hand, there are a number of opportunities for the intensification of Japanese cultural diplomacy to Russia. Firstly, as was already highlighted, the positive context for Japanese culture in Russia is now present. According to the opinion poll conducted by “Levada-Center” in November of 2018 shows that 61% of Russians hold “very positive” or “generally positive” attitudes toward Japan, which is a significant improvement comparing with 48% in December, 2017 [7]. Secondly, results of the "Survey on Japanese-Language Education Abroad" conducted by the Japan Foundation in 2015 highlight the regional disproportion in numbers of Japanese learners across Russia [8, 60-61]. According to the survey the majority of those people (78% out of total numbers of 8650 individuals) come from Far Eastern (3047), Central (2057) and Northwestern (1648) Federal Districts. This means there are still untapped territories where Japan can expand its cultural diplomacy endeavours and reach out to new audiences. Perhaps having recognized this point, countries’ leaders recently expressed the intention to hold the Year of Japanese-Russian interregional and twin-city exchanges in 2020-2021 [9]. Finally, we have observed prevalence of smaller-scale initiatives by individual enthusiasts within Russian society to promote Japanese culture and language. Japanese government would only win from cooperation with these initiatives in forms of financial, organizational and informational support. One may now see examples of such partnership in Moscow and St. Petersburg provided through participation in the annual “Japanese Spring” and “Japanese Autumn” festivals. However, once again, it operates almost exclusively within those two biggest cities.

In conclusion, we must admit the growing potential of Japan-Russia relations in general, and specifically in the realm of cultural exchanges. Russia’s “turn to the East” gives Japan an important opportunity to establish all-encompassing partnership for which cultural ties are a vital prerequisite. Without the deepening of mutual understanding between two nations it seems almost impossible to resolve existing issues (first and foremost that of the Kuril Islands) and move forward to greater cooperation. Japan’s more comprehensive cultural diplomacy with regards to various current challenges and opportunities is destined to help achieve these essential for improved bilateral relations goals.

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THE NORTHERN SEA ROUTE AS A SPHERE OF CLASH IN INTERESTS BETWEEN THE USA, CHINA AND THE RUSSIAN FEDERATION IN THE ARCTIC REGION

This article considers the Northern Sea Route (NSR) as a sphere of clash in interests between great powers, namely China, the USA and Russia, in the Arctic region. The geopolitical position of the NSR and its key features attractive to these states are analyzed. The positions and goals of the PRC, the USA and Russia in relation to the NSR are indicated; political, economic and other mechanisms for the spread of their influence and pressure are shown. The competition between the USA and Russia, their attempts to limit each other's presence in the region (for example, the “Arctic doctrine” of the USA), as well as the contradictions of Russian-Chinese cooperation, are examined. The author of the article concludes that the Northern Sea Route is an important link in ensuring the security of the entire Arctic region. The views on the possibility of an “ice” war and the final ways to find a compromise are outlined.

Keywords: Northern Sea Route, the Arctic region, the USA, China, the Russian Federation.

In recent years, we have been witnessing the ever-increasing importance of the Arctic and, in particular, the Northern Sea Route (NSR) in the world processes. If earlier this region was considered “conflict-free”, which cannot be regarded as an arena of rivalry between great powers, recently the situation has changed dramatically. The attention of literally the whole world is riveted to the Arctic, and the significance of the Northern Sea Route in modern conditions will only grow. Here, at the northernmost point of the planet, the geopolitical, geostrategic and economic interests

of the leading world powers, especially China, the USA and Russia, clashed. Our goal is to find out why the Northern Sea Route is turning into a place of “hot war for the icy Arctic”.

To begin with, we need to figure out why the Arctic and the Northern Sea Route are so interesting, having seemingly unsuitable climatic conditions for human life. The Northern Sea Route is the shortest sea route between the European part of Russia and the Far East [1, 3]. The shortest sea routes between Europe and the Pacific pass through the Arctic. In other words, using the NSR can save time and money compared with flights through the Suez Canal [2, 110], so we can already talk about competition between these routes. Saving time when passing vessels along the Arctic route can reach two weeks compared with the southern route through the Suez Canal. Also on the NSR route there is no threat of piracy and the problem of “bursts” complicating navigation through the Suez Canal [3, 21].

But not only these factors attract the attention of the Arctic and the so-called "non-regional" countries, mainly East Asia. According to experts, only unexplored reserves of traditional hydrocarbons in the Arctic account for about 30% of the total unexplored reserves of natural gas in the world, 13% of the total unexplored reserves of oil and 20% of the world's reserves of gas condensate [4,41] and significant volumes of metals and rare minerals. It should also be noted that, due to global warming, the melting of centuries-old Arctic ice frees access to its rich potential and opens up enormous prospects for the development of energy resources [5, 3].

Thus, the Northern Sea Route has great military-strategic importance, since great powers are increasingly manifesting themselves to the unlimited resource wealth and strategic potential of the region.

What are the main contradictions? For this, it is necessary to consider the positions of the United States, Russia and China, claiming dominance in the NSR.

The legislation of the Russian Federation declared the NSR “the historically developed national unified transport communication of the Russian Federation in the Arctic” [6]. For Russia, this is a strategically important region, a potential engine of the economy. In its significant part, this path is located within the exclusive economic zone of Russia, its territorial sea, or even in Russian inland waters, so it passes through spaces falling under the sovereignty or jurisdiction of the Russian Federation [7, 8]. In view of this, today Russia has priority rights to regulate shipping in Arctic waters and continues to actively develop and use the NSR. “We have counted more than 100 promising projects in which about 11 trillion rubles will be invested until 2030”, recalls Arctic Director of the Agency for the Promotion of Investment and Business Support of the Far East, Dmitry Fishkin [8].

Another reason for strengthening the Russian presence in the Arctic is border protection. Thanks to its icebreaking fleet, Russia was able to renew the military infrastructure in the region, as

well as create 475 new military facilities, including bases beyond the Arctic Circle. For the same purpose, in 2019, Russia announced that the passage of foreign warships along the Northern Sea Route will be carried out only after notification to the authorities of the Russian Federation [9]. According to experts, this approach is completely justified - the NSR is a complex route, and it is simply impossible to go through it without crossing the Russian water area, as well as without pilot and icebreaking support. In addition, Russia is responsible for the protection of the natural environment in this area in accordance with the provisions of the Convention on the Law of the Sea [10, 13]. Thus, Russia, as a member of the Arctic Council and which accounts for 40% of all Arctic territories, pursues an open, consistent and internationally oriented policy in the Arctic.

As has already been noted, the PRC is also showing interest in the Arctic and the NSR. Beijing considers this route as an addition to the Silk Road land project. The PRC also officially announced plans to actively use the capabilities of the NSR for transporting goods to Europe. This is determined by national interests and obtaining possible access to the natural resources of the Arctic, which is dictated by a certain shortage of raw materials and other resources necessary for the development of the Chinese economy [4, 43]. Since 2013, China has been an observer in the Arctic Council, and in January 2018, it published the China Politics in the Arctic document, which became an official recognition of their Arctic ambitions by the Chinese authorities. The document identifies five main areas of the PRC's Arctic policy, including scientific research, expanding ideas about this region, protecting its ecology and combating negative climate changes, developing Arctic resources in accordance with the international law, and actively participating in the interstate dialogue of the Arctic states [11, 113].

Russian Ambassador for International Cooperation in the Arctic Nikolai Korchunov states: "We consider China as an important partner. The main criterion is the added value that is brought in by the international partner, his focus on long-term cooperation." Due to the presence of strategic relations and mutual trust between Russia and China, there is a huge, unique potential for the development of comprehensive cooperation in the Arctic. Russian-Chinese cooperation in the Arctic has a number of prerequisites, for example: geopolitical factors; transport factors associated with the fact that the Chinese economy requires new more economical ways of exporting goods and importing the necessary resources; economic factors associated with the fact that China will now and in the future be one of the largest importers of oil and gas in the world [12, 92-93].

Thus, China seeks to finance search and exploration work throughout the NSR and to participate in the development of foreign oil and gas fields using technology and capital, on the basis of which Russian-Chinese cooperation is developing.

Of course, the USA cannot dispassionately observe the strengthening of Russia and China in such a significant region. The United States recognizes that it has underestimated the importance of

influence in the Arctic and can now face problems, since Russia is developing it thanks to its northern borders [3, 20], and China has declared itself an “Arctic” power and wants to pave the Silk Road there. On October 18, 2019, the US Department of Defense presented the Arctic Doctrine to the Congress, aimed at blocking the Russian Northern Sea Route and challenging Moscow’s “monopoly” position in waters washing the northern coast of Eurasia. From the point of view of the United States, the NSR is international waters, the free use of which should be available in the future not only to the Russian Federation, but also to all countries [8]. But we have to note that, referring to the provisions on freedom of navigation of the UN Convention on the Law of the Sea, the American side forgets that the United States itself has not acceded to this document [10, 9].

In this regard, many consider America’s arguments unfounded. Thus, the United States seeks, on the one hand, to limit Russia's access to the Northern Sea Route as an important strategic resource, and on the other hand, they themselves want to get rights to it. The United States intends to strengthen its military presence in the Arctic in order to confront Russia and China beyond the Arctic Circle. The behavior of China in the north is considered "aggressive", suggesting that Beijing wants to make the new South China Sea out of the Arctic and is seeking to expand the geography of its military activity in other parts of the world.

Summarizing all of the above, we can conclude that the NSR has now become a new hot spot in world security policy. Of course, other states are also interested in this region, but the security of the NSR in particular and the entire Arctic region as a whole directly depends on the actions of the USA, Russia and China. A number of military experts believe that a clash of Russian and American interests in the Arctic can lead to a real “ice war” in the future. The United States believe that "the one who owns the Arctic, owns the whole world," [13, 214] therefore, they seek to limit the influence of China and Russia.

However, the cooperation of these two countries causes a number of contradictions. Russia has reason to fear such a swift entry of China into Arctic affairs. China is actively promoting the idea of extending the status of the common heritage of mankind to the Arctic as a whole [12, 95]. This approach is extremely unpleasant for Moscow, since the idea of sovereign control over the Arctic zones does not fit into it. The same interest from the Chinese side in the Northern Sea Route may lead to the desire of China to establish monopoly use of this transport artery in order to reduce the cost of transportation and worsen the conditions for its potential competitors, which is generally disadvantageous for Russia [12, 95].

In this regard, the international community should closely monitor the events taking place in this region. I see it as advisable to publish an international agreement that will precisely determine the situation of the NSR and the rights of the states to it. Russia needs to develop a clearer position so that its rivals cannot take advantage of the existing shortcomings. Ultimately, the NSR should

not become an arena of confrontation, but an arena of cooperation, because there are all the prerequisites for this.

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