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LANGUAGE
IN THE INTERCULTURAL DIALOGUE

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ПРОФЕССИОНАЛЬНЫЕ ТРЕБОВАНИЯ К ПЕРЕВОДЧИКАМ

А.А. Чуб
Новосибирский государственный технический университет,
Новосибирск, Россия
nastt98@mail.ru

Аннотация: В работе рассматриваются современные требования к профессиональным переводчикам, такие как вопросы этики и морали, психологическое соответствие и профпригодность.

Ключевые слова: переводческая этика; профпригодность

PROFESSIONAL REQUIREMENTS FOR TRANSLATORS

A.A. Choub
Novosibirsk State Technical University, Novosibirsk, Russia
nastt98@mail.ru

Abstract: The paper deals with the modern requirements to professional translators, namely with the issues ethics and morals as well as psychological characteristics and vocational aptitude.

Keywords: translator’s ethics; professional requirements

Every profession has its own moral standards and lawsof professional behavior which cannot be broken. The profession of translator is not an exception. Professional ethics is a set of rules of a definite social of group behavior, which provides moral foundation for the professional activity. Professional ethics function is to regulate the behavior of members of a specific professional sphere, so that their activities are able to achieve the best results and to minimize undesirable consequences.

Thus, professional translator ethic comprises:

1. moral principles;
2. standards of professional behavior;
3. vocational aptitude
4. awareness of the translator legal status.
5. Ability to operate referential materials and specific software [1].

Compliance with these norms significantly influences the result of the translation.

Nowadays there are many different codes of translators [2]; some of them are considered default requirements, such as:

1. Confidentiality of the information: The translator should remain confidential about the content of the translated text and never disclose it unless forced.

2. Correctness of work: It comprises maximum informational transmission of the source text, which becomes possible if a translator possesses a high level of competence in the source language. The translator must also convey the text structure, i.e. all text units in the source text: the title, the name of the author, footnotes, captions etc.

3. Good manners: The substitution of the official style to colloquial is not allowed; correct translation does not allow the change of the personal pronouns, i.e. the substitution of one grammatical form for another; the behavior of the translator should adequate to the situation.

4. Neutrality: The translator has no right to react emotionally to individual defects in speech of the speaker and should not reproduce them.

Another important issue to dwell on is professional competence or vocational aptitude, which is usually seen as natural pre-condition to realization of this activity, including psychological attitude. In the course of professional activity, translators will inevitably have to deal with people of different professions, with different views on life and different hobbies, with texts of different subjects and of different types, and narrow specialization in some field of knowledge will not save them, even if they specialize in it. The key point is that though translators must not be real walking encyclopedias, they should aspire to become the ones. In any case, good translators are first and foremost, fully developed intellectual and well-mannered people who are constantly working on themselves and perfecting their personality. Translators must constantly enrich the active vocabulary in both languages. Among the qualities contributing to employability, professionals usually name the following psychological characteristics:

1. Speech activity

The ability to perceive foreign speech and to produce own speech quickly.

2. Good memory

Translators do not need infallible or eidetic memory. They need professionally organized flexible memory, which allows, on the one hand,

absorbing a large amount of information and, on the other hand, quickly forgetting the unnecessary data.

3. Flexibility

It is believed that women can switch attention more rapidly than men. However, translators need a specific kind of switching from one language to another. Therefore, the initial predisposition to quick switching needs certain training in order to develop into a sustainable skill of language switching.

4. Mental stability

Since psychological stability, in addition to inherent even temper, involves endurance, willpower, ability to win, ability to find way out of difficult situations, it becomes clear that it is the result of a conscious work on improving one's character.

5. Sociability

A high level of sociability is required for the profession of a translator. Translators have to be aware that they are experts not only in language but also in the cultural aspects of at least two peoples and countries, and to actively facilitate contact between the parties.

6. Intellectuality

In this case it is not encyclopedic erudition, but a lively and creative mind that can apply the extensive knowledge at the right time [3].

Other professional requirements include the following:

1. The translator must have a professionally trained voice and be able to use it properly.

2. Indispensable professional requirement is a clear diction and absence of speech defects.

3. Another important requirement is the knowledge of the translation technique.

4. The translator needs the ability to use referential materials and other information sources.

5. The skill of a translation notation or shorthand is also quite significant.

6. A translator must command a foreign language at a level close to bilingualism and know the culture of the people speaking the language.

7. The knowledge of the basic speech genres and major text types both in native and in a foreign language, alongside the ability to apply this

knowledge properly is an essential condition for the success of the professional career.

In conclusion, we can say that the translators' task is to maximally contribute to the comfortable course of the talks. The job of the translator is a big responsibility, which consists in the accurate transfer of informationtaking into account all norms of courtesy and etiquette peculiarities of different peoples. Therefore, a translator needs a huge amount ofknowledge and skills acquired in the course of life and professional training. Good translators never stop educating themselves and do not break the rules of professional ethics.

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Research supervisor: M.A. Ivleva, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И ИХ СИНТАКСИЧЕСКИЕ ФУНКЦИИ В НЕМЕЦКОМ ЯЗЫКЕ НА МАТЕРИАЛЕ СОВРЕМЕННОЙ НЕМЕЦКОЙ ПРОЗЫ

С.Р. Гайнутдинова
Национальный университет Узбекистана имени Мирзо Улугбека, Ташкент, Узбекистан
sd-1993_17@mail.ru

Аннотация: Статья посвящена анализу степеней сравнения прилагательных и их синтаксическим функциям в современном немецком языке. В статье были приведены примеры из произведений современных немецких авторов, которые были разбиты на группы, в соответствии с их синтаксическими функциям. В заключении приводится схема частотности использования степеней сравнении.

Ключевые слова: степени прилагательных; синтаксическая функция; Positiv; Komparativ; Superlativ; Elativ

DEGREES OF COMPARISONAND THEIR SYNTACTIC FUNCTION IN THE GERMAN LANGUAGE ON THE MATERIALS OF MODERN GERMAN PROSE

S.R. Gaynutdinova
National University of Uzbekistan named after MirzoUlugbek, Tashkent, Uzbekistan
sd-1993_17@mail.ru

Annotation: This article is devoted to analysis of the degrees of comparison of the adjectives and their syntactic functions in the modern German language. The article contains the examples of works of the contemporary German authors that were divided into groups according to their syntactic functions. The article concludes with a diagram of frequency of the degrees of comparison usage.

Keywords: degrees of comparison, syntactic function; Positive, Comparative; Superlative; Elative

Сравнение – одно из самых ярких средств языка, устанавливающих связи и отношения между предметами и явлениями действительности. Воспринимая и осознавая мир, анализируя и сравнивая, человек создает свою систему представлений о мире. Это и помогает ему

наглядно представить сравниваемые предметы и явления, глубже понять и познать их. По мнению С.И. Ожегова, сравнение – слово или выражение, содержащее уподобление одного предмета другому, одной ситуации – другой [6, с.757]. Сравнением с давних времен интересовались философы и лингвисты. Сочинения философов Аристотеля, И. Канта, а также ученого-лингвиста М.Я. Блоха и других представляют научную ценность при изучении сравнения. Теоретической базой данного исследования послужили именно положения, разработанные в трудах М.Я. Блоха, известного лингвиста, занимающегося проблемами теоретической грамматики в английском языке. М.Я. Блох отмечает, что "собственную смысловую основу формально-грамматической аналитичности разумно соотнести со смысловой основой аналитического способа, на использовании которого построена форма. Если подойти к оценке рассматриваемого понятия именно с этой точки зрения, становится ясным, что корень смысла аналитичности должен лежать в отражении составного характера, т.е. раздельности, "дисклюзивности" выявления некоторого морфологического признака как признака, замыкающегося на едином вещественном слове (вещественном – по соотношению с вспомогательным элементом, поскольку данное слово само может иметь грамматический характер.)" [5, с. 85-86].

Следующее определение сравнению дает также О.С. Ахманова и энциклопедический лингвистический словарь [8].

Под степенью сравнения, по мнению О.С. Ахмановой, понимается грамматическая категория качественных прилагательных и наречий, выражающая относительную разницу между определяемыми ими предметами и процессами по степени того или иного качества, присущего этим предметам и процессам, а также превосходство одного предмета (процесса) над всеми другими в отношении данного качества [4, с.437].

Степени сравнения – общее название трёх форм прилагательного, выражающих различные степени качества присущего предмету. Принято различать три степени прилагательных положительная, сравнительная и превосходная [8].

Дефиниция степени сравнения дана также в словаре Bußmann[1]: Сравнение он называет Komparation. В широком смысле слова это все

конструкции для выражения сравнения, а в узком смысле слова – только морфологическая категория прилагательных для выражения показания степени сравнения. Он выделяет следующие формы степеней сравнения: Positiv или Grundstufe (*Dieser Aufsatz ist interessant*), Komparativ или Vergleichsstufe (*Dieser Aufsatz ist interessanter als einVortrag*), Superlativ или Höchststufe (*Dieser Aufsatz ist der interessanteste von allen*) und Elativили Absoluter Superlativ (*Dieser Aufsatz ist außerordentlich interessant*). В немецком языкознании все возможности, служащие для выражения языковыми средствами различной интенсивности признака, называются формами сравнения (Vergleichsformen) или обозначаются термином "градация" (Graduierung) [3, с.304]. Положительную степень сравнения G. Helbig., J. Buscha называют Grundstufedes Adjektivs. Для выражения положительной степени сравнения иногда применяется so…wie , wie, ebensowie. Но это не всегда обозначает, что это сравнительная степень, так как прилагательное стоит в положительной форме. Например: Der *Lehrer ist so alt wie mein Vater*. Градация включает в себя, кроме грамматико-морфологической категории сравнения (Komparation), показывающей степень проявления признака при помощи морфем -er и -st (например, *klein - kleiner - kleinst),* ещё и средства словообразования и синтаксиса (композиты, прилагательные с префиксами, устойчивые сравнения, повтор прилагательного в положительной или сравнительной степени и др.). В превосходной степени прилагательное показывает наивысшую степень качества предмета или процесса. Но если большинство грамматистов исследующих степени сравнения дают только три формы, то G. Helbig .,J. Buscha выделяют еще Элатив (oder Absoluter Superlativ). Элатив имеет идиоматический характер. В качестве примера они приводят предложение: *Gestern war das <u>herrlichste</u> Wetter*. Также дефиниция степени сравнения была дана Е.И. Шендельс. Степени сравнения, в отличие от «Graduierung» у G. Helbig и J. Buscha, она называет: Die Steigerungsstufen, Die Komparationsstufen [7, с.237]. Там выделяютсятолько две степени сравнения: сравнительная (der Komparativ) и превосходная (der Superlativ), так как положительная степень не содержит в себе сравнения предметов. Сравнительная же степень сравнивает признак или качество предмета в большей мере по отношению к другому. А

превосходная степень показывает, что свойство или качество предмета определено в наибольшей мере. Е.И. Шендельс выделяет образование степеней сравнения при помощи суффиксов –er в сравнительной степени и –*est*в превосходной *(klein – kleiner, schwarz - schwärzeste*). Как мы видим на примере, корневая гласная обычно получает умлаут.

Интенсивность проявления того или иного признака в языке может обозначаться различными способами, и степени сравнения являются только одним из них. Проблема отражения в языке степени качества с использованием различных лексических и грамматических средств изучалась достаточно подробно не только в научной, но и в художественной литературе.

При практическом анализе синтаксических функций немецких степеней сравнения в произведениях современных немецких авторов таких как: *Maxvonder Grün, Gerd Gaiser, Stefan Andres, Wolfgang Borchert und Elisabeth Langgässer* были выделены 4 группы степеней сравнения: *Positiv, Komparativ, Superlativ und Elativ* [2]. Как показал статистический подсчет, наибольший объем приходится на предложения, где употреблен позитив. Данная степень не проводит сравнения двух или более предметов и дает характеристику одному из них.

Подводя статистический подсчет можно сказать, что прилагательные в форме позитива составляют 93%,и чаще всего они выполняют синтаксическую функцию определения.

z.B. Ein grüner Mercedes mit drei Insassen näherte sich mit mäßiger Geschwindigkeit aus der Kurve heraus dem Unglückswagen. Draußen stolperten zwei Krankenträger mit einer leeren Bahre davon.

В данных примерах были встречены прилагательные: *grüner, mäßiger, l*eere*n*, которые были употреблены в форме позитива и характеризуют существительные: с точки зрения скорости (машину) или состояния (носилки).

Прилагательные в форме сравнительной степени составляют 3.7% и чаще всего они выполняли синтаксическую функцию определения или обстоятельства.

а) обстоятельство

Wenn N"di durchkam, hatten es alle Helfer der kleinen Equipe leichter.

В данном предложении прилагательное leichter в степени сравнения Компаратив выполняет синтаксическую функцию обстоятельства образа действия.

Б) определение

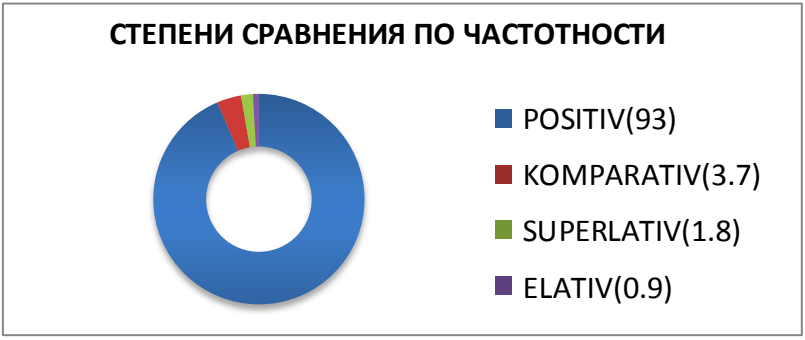
Leider stellte sich aber heraus, dass der Pfosten dann in den Pflasterbelag einer Tankstelle hätte gesetzt werden müssen – eine Sache, die sich von selbst verbot, da die Wagen, besonders die größeren, dann am Wenden behindert waren.

Прилагательные в превосходной степени – 1.8% были встречены только в форме определения:

Z.B. Der Geruch drang bis in den Kral, obgleich N"dis<u>jüngste</u> Frau das Fell eine gut Wurfweite entfernt geschabt.

Элатив встретился всего 0.9% и выполнял функцию обстоятельства образа действия.

Z.B. Sie waren so dick, dass die Augen <u>ganz</u> leise aussahen.



Степени сравнения по частотности

1.Степени сравнения были и остаются постоянно в поле зрении, как у зарубежных, так и у отечественных германистов.

2.Несмотря на изученность темы в лингвистике существует ряд терминов для степеней сравнения *(Graduierung-G.Helbig., J.Buscha, Komparation-Bußmann, Die Steigerungsstufen, Die Komparationsstufen-Е.И. Шендельс)*

3.В лингвистике выделяются в основном три степени сравнения: положительная, сравнительная и превосходная.

Кроме этого у *Helbig., J. Buscha и Bußmann* была введена дополнительная степень Элатив.

4. Как показал статистический анализ проанализированных нами примеров, чаще всего встречались прилагательные в положительной степени 93%, затем прилагательные в форме сравнительной степени составляют 3.7%, прилагательные в превосходной степени – 1.8% и Элатив всего 0.9%.

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Научный руководитель: Х.Т. Меджитова, старший преподаватель кафедры немецкой филологии, факультета зарубежной филологии, Национальный Университет Узбекистана имени Мирзо Улугбека, Ташкент, Узбекистан

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ЗВУКОПОДРАЖАНИЯ В ЯПОНСКОМ ЯЗЫКЕ: К ОСНОВАНИЯМ КЛАССИФИКАЦИИ

Хаято Хиросэ
Новосибирский государственный технический университет,
Новосибирск, Россия
doyourbest_hy10424@yahoo.co.jp

Аннотация: Звукоподражания в японском языке используются не только в разговорной речи или речи детей, но и в ситуациях делового общения, как в устной, так и в письменной речи. В статье предложена классификация звукоподражаний японского языка, основанная на их функционально-семантической нагрузке, а также проведен фоносемантический анализ звуков / сочетаний звуков, составляющих данные единицы.

Ключевые слова: японский язык; звукоподражание; звуки; сочетание звуков; классификация

ONOMATOPOEIA IN JAPANESE: REASONS TO CLASSIFICATION

Hayato Hirose
Novosibirsk State Technical University, Novosibirsk, Russia
doyourbest_hy10424@yahoo.co.jp

Abstract: Onomatopoeia in the Japanese language is used not only as a spoken language or speech of children, but also, for example, in a situation of a business communication, both orally and writing. The article offers a classification of Japanese onomatopoeia, based on their functional and semantic means, and contains Phonosemantic analysis of the sounds / sound combinations that make up those units.

Keywords: Japanese; onomatopoeic sounds; a combination of sounds; classification

Звукоподражание – «закономерная непроизвольная фонетически мотивированная связь между фонемами слова и лежащими в основе номинации звуковым признаком» [2, с.165].

Входя в состав предложений, звукоподражательные слова грамматизируются и превращаются в определённую часть речи, например, становятся глаголами. Во многих языках, например, в русском, английском и немецком, субъектами таких глаголов чаще

всего является люди либо животные, производящие соответствующий звук голосом и / или действием.

«Языки по-разному осваивают звуки внешнего мира: в соответствии с особенностями их фонетической системы и лингвкультуры, следовательно, звукоподражания в различных языках разнятся не только фонетически, но и несут отличную друг от друга функционально-семантическую нагрузку» [1, с.15].

В этом аспекте кажется интересным рассмотрение звукоподражаний японского языка, поскольку их корпус достаточно велик и, следовательно, разнообразен по составу.

Попытаемся упорядочить обсуждаемые единицы, взяв за основание классификации их функционально-семантическую нагрузку.

Классификация звукоподражаний японского языка:

1. Подражание голосам животных, птиц, звукам насекомых: голоса животных:ワンワン[wanwan] *лай собаки*, 二ャーニャー[nyaa-nyaa] *мяуканье кошки*, モーモー[moomoo] *мычание коровы*, ブーブー[buubuu], ブヒブヒ[buhibuhi] *хрюканье свиньи*,ヒヒーン[hihiin] *ржание лошади*, メェー[meee] *блеяние овцы*, チューチュー[chuuchuu] *писк мыши*, ガオー[gaoo] *рычание тигра*, ガオー[gaoo] *рычание льва*, キーキー[ki-ki] *голос обезьяны*, ゲロゲロ[gerogero], ゲコゲコ[gekogeko] *кваканье лягушки*, パオーン[paoon] *голос слона*; голоса птиц: チュンチュン[chunchun] *чириканье птички*, コケコッコー[kokekokkoo] *кукареканье петуха*, ピヨピヨ[piyopiyo] *голос цыплёнка*, カッコー[kakkoo] *кукование кукушки*, カーカー[kaakaa] *карканье вороны*, ガーガー[gaagaa] *кряканье утки*, ホーホー[hoohoo] *уханье совы*, クックー[kukkuu],ポッポー[poppoo] *воркование голубя*, ホーホケキョ[hoo-hokekyo] *голос короткохвостой камышёвки*; звуки насекомых: ブンブン[bunbun] *жужжание пчелы*, ブンブン[bunbun] *жужжание мухи*, ミンミン[minmin], ジリジリ[ziriziri] *стрекотание цикады*, コロコロ[korokoro] *стрекотание сверчка* и др.

Обратим внимание, что при «переводе» некоторых голосов животных и птиц на русский язык приходится использовать описательные конструкции, например, キーキー[ki-ki] *голос обезьяны*,

パオーン[paoon] *голос слона*, ピヨピヨ[piyopiyo] *голос цыплёнка* и др. Сравнение «языков» животных разных стран см. подробнее в [3].

2. Подражание звукам природы и природных явлений: погода: うらうら[uraura] *ясная, весенняя*, からっと[karatto] *ясная, свежая, сухая, летняя*, どんより[don-yori] *пасмурная, «меланхоличная»*, ぽかぽか [pokapoka] *тёплая, приятная*,むしむし[musimusi] *безветренная, влажная, душная*; свет: きらきら[kirakira] *красиво сверкать (как звезда)*, ぎらぎら[giragira] *ослепительно сверкать*, ちかちか[chikachika] *1. мелькнуть*; 2. *глаза ослепляются*, 3. *сверкать новизной*; свет солнца: かんかん[kankan] *сильно светит*, ぎらぎら[giragira] *ярко и ослепительно сверкает* и др.; дождь: ぽつぽつ[potsupotsu] *постепенно начинается*, ぱらぱら[parapara] *накрапывает*, しとしと[shitoshito] *моросит*, ざあざあ[zaazaa] *льёт, как из ведра*; ветер: ひゅうひゅう[hyuhyu] *сильно дует*, *свистит*, びゅうびゅう[byubyu] сильнее, чем びゅうびゅう; гром: ごろごろ[gorogoro] *грохочет*, ぴかっと[pikatto] *сверкает молния*; вода: ちょろちょろ[chorochoro] *тонко течёт*, だーっ[daaa] *стремительно течет*, どーっ[dooo] *течет как водопад* и др.

3. Подражание звукам голоса человека: говорить, разговаривать: ひそひそ[hisohiso] *шёпотом*, ぶつぶつ[butsubutsu] *сам с собой*, ぶうぶう[buubuu] *роптать, жаловаться*, わいわい[waiwai] *весело шумно*, べらべら[berabera] *болтать*, ぺらぺら[perapera] *болтать 1.легкомысленно и много, 2.свободно, как на родном языке* и др.

4. Подражание неречевым звукам человека: смеяться: あはは[ahaha] *смеяться*, くすくす[kusukusu] *смеяться в кулак*, げらげら[geragera] *хохотать*; ハクション[hakushon] *чихать*; ゲホゲホ[gehogeho], ゴホゴホ[gohogoho] *кашлять* и др.

5. Подражание звукам действий человека: ходить: てくてく[tekuteku] *долго пешком*, すたすた[stasta] *быстро*, とぼとぼ[tobotobo] *с плохим настроением*, よちよち[yochiyochi] *употребляется при описании ходьбы детей*, すたこら[sutakora] *удирать; прыгать*: ぴょん[pyon] *один раз*, ぴょんぴょん[pyonpyon] *несколько раз*; вставать: さっと[satto] *быстро*, すっくと[sukkuto]

быстро, прямо; есть: がつがつ[gatsugatsu] *жадно*, ぱくり[pakuri] *широко открывая рот*, ぱくぱく[pakupaku] *несколько раз*, もぐもぐ[mogumogu] *не очень широко открывая рот*;トン[ton] *стучать;*カリカリ[karikari], ポリポリ[poripori] *чесать*; ガリガリ[garigari] *скрестись*; パチパチ[pachipachi] *аплодировать*; くんくん[kunkun] *нюхать*; パチパチ[pachipachi], パチクリ[pachikuri] *подмигнуть*; ちらっ[chira] ちらちら *бросить взгляд*; じろり[jirori], じろじろ[jirojiro] *пристально смотреть* и др.

6. Подражание звукам эмоционального состояния человека: волнение: わくわく[wakuwaku] *от радости*, どきどき[dokidoki] *от напряжения*; упасть духом: しょんぼり[shonbori] *уныние,* がっくり[gakkuri] *звук преклонения головы или коленей*; гнев: いらいら[iraira] *раздражение*, むかむか[mukamuka] 1. *раздражение*, 2. *тошнота*; радость: にこっと[nikotto] *улыбнуться*, にこにこ[nikoniko] *улыбаться*ぐらぐら; [guragura] *испытывать сильные чувства* и др.

7. Подражание звукам физического состояния человека: ぺこぺこ[pekopeko] 1 *«вогнутость» живота,* 2. *низко поклониться несколько раз*, ぐうぐう[gugu] *звук живота* и др.

8. Подражание звукам состояния места: がやがや[gayagaya] *многолюдно, шумно*, ひっそり[hissori]1. *беззвучно* 2. *загадочно*, しいん[shiin] 1. *беззвучно*, 2. *никто не говорит* и др.

9. Подражание звукам действий предметов: じゃらじゃら[jarajara] *звон мелочи в кармане*, ころころ[korokoro] *камешек катится*, ごろごろ[gorogoro] *скала; трястись, колебаться* がたがた[gatagata] *тяжелая вещь, ноги*, くるっと[kurutto] *вращаться на одном месте* и др.

10. Подражание звукам действий с предметами: びりっと[biritto] *разорвать бумагу*, びりびり[biribiri] дольше, чем びりっと и др.

11. Подражание звукам интенсивности действия, чувства: ぎゅっと[gyutto] *крепко сильно*, きゅっと[kyutto] *слабее, чем* ぎゅっとи др.

12. Подражание звукам свойства предмета: かちかち[kachikachi]

твёрдый, ずっしり[zusshiri] *тяжёлый,* ふわふわ[fuwafuwa] иふんわり[funwari] *мягкий, лёгкий, как облако* и др.

В процессе классификации звукоподражаний, нами были сделаны выводы относительно особенностей звуков / сочетаний звуков, составляющих данные единицы. Обозначим некоторые из них.

1. Звуки [s] и [sh] часто выражает быстроту или тишину, например, すたすた[stasta] *быстро ходить*, しとしと [shitoshito] *моросить*.

2. Если звукоподражание оканчивается на り[ri], то его значение несколько «мягче» по сравнению с звукоподражанием с идентичной основой, оканчивающимся на っと[tto], например, ぴたり[pitari] *резко остановиться* и ぴたっと[pitatto] значение сильнее, чем ぴたり.

3. Повторяющиеся звуки означают продолжение состояния и действий, например, ぱくり[pakuri] *есть, широко открывая рот,* иぱくぱく[pakupaku] *есть, несколько раз широко открывая рот*.

4. Звонкие звуки [g],[b],[z] часто выражают крепость или тяжесть, например,ずっしり[zusshiri] *тяжёлый*, тогда как глухие звуки [k],[f],[h] – *мягкость,* например, ふんわり[funwari] *лёгкий, как облако*, либо меньшую степень проявления, чем в случае со звонким звуком, сравним: ひゅうひゅう[hyuhyu] *сильно дует*びゅうびゅう[byubyu] *дует сильнее, чем* ひゅうひゅう.

Из классификации видно, что в японском языке звукоподражания несут особую функционально-семантическую нагрузку: подражание не только звукам, которые можно услышать и сымитировать, но и «звукам» эмоционального и физического состояния человека, интенсивности его чувств и т.д. Отсюда понятно, что звукоподражания в японском языке используются не только в разговорной речи или речи детей, но и, например, в ситуациях делового общения, как в устной, так и в письменной речи.

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Научный руководитель: О.К. Ансимова, канд. филол. наук, доцент кафедры русского языка, Новосибирский государственный технический университет, Новосибирск, Россия

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ВЗАИМОВЛИЯНИЕ НЕМЕЦКОГО И УЗБЕКСКОГО ЯЗЫКОВ В ПРИМЕРАХ

Г.А. Хафизов
Национальный Университет Узбекистана, Ташкент, Узбекистан
gayrat.khafizov@mail.ru

Аннотация: В статье на примерах из личного опыта рассматривается интерференция немецкого и узбекского языков. Особое внимание уделяется конструкции предложения, порядку слов в предложении и грамматическому роду. При изучении грамматики рекомендуется индуктивный метод.

Ключевые слова: интерференция; немецкий язык; узбекский язык; грамматический феномен

INTERFERENCES OF GERMAN AND UZBEK LANGUAGES IN EXAMPLES

G. Khafizov
National University of Uzbekistan, Tashkent, Uzbekistan
gayrat.khafizov@mail.ru

Abstract: In the article the interference of the German and Uzbek languages is considered, and supported by examples of the author. The focus lies on the sentence construction, sentence word order, and gender. For studying grammar phenomena it is recommended to use an inductive approach.

Keywords: interference; German language; Uzbek language; grammatical phenomena

Seit einigen Jahren arbeite ich als Lektor für das Fach Deutsch als Fremdsprache an der Nationalen Universität Usbekistans, zuvor als Lehrer an einer Schule und an einem akademischen Lyzeum. In diesen Funktionen fiel mir stets auf, dass die Studierenden Probleme haben, Deutsch als Fremdsprache zu lernen. Diese Schwierigkeiten entmutigen viele Studierende, die deutsche Sprache mit Motivation weiter zu studieren. Konkret stellt sich mir die Frage, welchen störenden Einfluss die Muttersprache Usbekisch als agglutinierende Sprache auf das Erlernen der deutschen Sprache als flektierende Sprache hat.

Mein besonderes Interesse gilt der Erforschung von Interferenz im Deutschen und Usbekischen. Es existiert eine Fülle von Unterschieden zwischen der deutschen und der usbekischen Sprache; einige Beispiele seien an dieser Stelle genannt. In der usbekischen Sprache gibt es elf Wortarten, 13 im Deutschen. Im Deutschen findet sich ein komplexes System der Pluralbildung von Substantiven [vgl. 1, S.139]. Die Endmorpheme lauten hier: *„-e, -er, -en, -s*“:

der Tag - die Tag***e***

das Buch - die Büch***er***

die Übung - die Übung***en***

das Foto - die Foto***s***

ohne Suffix oder mit Umlaut: der Lehrer - die Lehrer / die Mutter - die Mütter.

Im Usbekischen gibt es dagegen nur ein Morphem zur Bildung des Plurals aller Substantive: „*lar*“. O'zbek tilida otlar birlik va ko'plik sonda qo'llaniladi. Otlar birlikda qo'llanganda, hech qanday grammatik shaklsiz ifodalanadi. […] Ko'plikda qo'llangan otlar esa maxsus grammatik ko'rsatkich (-lar qo'shimchasini) oladi. *(Freie Übersetzung des Verfassers: Die Substantive werden in der usbekischen Sprache im Singular und Plural gebraucht. Wenn man sie im Singular gebraucht, nimmt man kein Morphem. Im Plural gebraucht man die Substantive mit dem grammatischen Morphem -lar.)* [4, S.129]

kun - kun***lar***

kitob – kitob***lar.***

Der Fokus meines Artikels sollte jedoch auf dem Satzbau im Vergleich Deutsch und Usbekisch liegen; an dieser Stelle beziehe ich mich auf den einfachen Satzbau, am Beispiel des Aussagesatzes. „Das Verb steht im Indikativ […]. Meist steht es an der zweiten Stelle“ [3, S.90]. Im Deutschen steht das finite Verb hier immer in Verbzweitstellung, im Usbekischen jedoch am Ende des Satzes. Demonstrieren möchte ich das anhand von Beispielen [2, S.397]:

Ich <u>lerne</u> Deutsch.

Subj.+Präd.+Akk.obj.

Dieser Aussagesatz hat zwei Bedeutungen: zum einen, dass ich jetzt im Moment mit dem Lernen des Deutschen beschäftigt bin. Zweites bedeutet es, dass ich in baldiger Zukunft Deutsch lernen werde. Es wird also

signalisiert, „dass die Sprechzeit innerhalb der Aktzeit liegt“ [2, S.111]. Aus dem jeweiligen Kontext erschließt sich die gemeinte Variante. Das Verb steht hier an der zweiten Stelle im Präsens im Indikativ. Die Personalendung ist -e. In der usbekischen Sprache lautet dieser Satz folgend:

Men nemis tilini o´rganyapman. (Präsens)

Men nemis tilini o´rganaman. (baldige Zukunft)

Subj.+Akk.obj.+Präd.

In der usbekischen Sprache steht das Verb am Ende des Satzes und die Personalendung ist -yapman (im Präsens) sowie -naman (in baldiger Zukunft). Ўзбек тилида одатдаги тартибга кўра эга гап бошида, кесим гап охирида келади: Топшириқ шундай эди. *(Freie Übersetzung: Nach der Wortfolge des Satzes in der usbekischen Sprache steht an der ersten Stelle das Subjekt und am Ende des Satzes das Prädikat.)* [4, S.229].

Du lernst Deutsch.

Das Verb steht an der zweiten Stelle, aber die Personalendung ist -st, das unterscheidet sich von der ersten Person Singular:

-e (1. P. Sg.)

-st (2. P. Sg.)

Sen nemischani o´rganyapsan.

Sen nemischani o´rganasan.

Das Verb steht wieder am Ende des Satzes und die Personalendung ist -yapsan, -nasan. Deutlich wird, dass sich die Personalendung von der ersten und zweiten Person Singular in der usbekischen Sprache nur durch einen Buchstaben unterscheidet:

-yap***m***an (im Präsens), -na***m***an (in baldiger Zukunft) (1. P. Sg.)

-yap***s***an (im Präsens), -na***s***an (in baldiger Zukunft) (2. P. Sg.).

Er lernt Deutsch, sie lernt Deutsch, es lernt Deutsch.

Die deutsche Sprache hat drei Genera und damit verbunden drei verschiedene Formen der dritten Person Singular. Dies gibt die Möglichkeit des schnellen Verstehens, ob die Person weiblich oder männlich ist. Das Verb steht wieder an der zweiten Stelle, die Personalendung ist -t, der Unterschied zur ersten Person Singular wird deutlich.

-e (1. P. Sg.)

-st (2. P. Sg.)

-t (3. P. Sg.)

In der usbekischen Sprache gibt es keine Genus-Zuweisung, es gibt folglich nur eine Form der dritten Person Singular und deshalb kann man nur aus dem Kontext erkennen, ob der Protagonist weiblich oder männlich ist.

U nemis tilini o´rganyapti.

U nemis tilini o´rganadi.

Das Verb steht am Ende des Satzes und die Personalendung ist -yapti (im Präsens), -nadi (baldige Zukunft), das unterscheidet deutlich von der ersten und zweiten Person Singular, wie im Deutschen:

-yap***m***an (im Präsens), -na***m***an (in baldiger Zukunft) (1. P. Sg.)

-yap***s***an (im Präsens), -na***s***an (in baldiger Zukunft) (2. P. Sg.)

-yapti (im Präsens), -nadi (in baldiger Zukunft) (3. P. Sg.).

Wir lernen Deutsch.

Ihr lernt Deutsch.

Sie lernen Deutsch.

Im Plural steht das Verb auch an der zweiten Stelle und die Personalendungen sind in der ersten und dritten Person Plural gleich, unterscheiden sich jedoch in der zweiten Person Plural:

-en (1. P. Pl.)

-t (2. P. Pl.)

-en (3. P. Pl.).

Besonders schwierig für Studierende usbekischer Primärsprache ist, dass die dritte Person Singular und die zweite Person Plural dieselbe Personalendung haben:

Bizlar nemischani o´ganyapmiz.

Bizlar nemischani o´rganamiz.

Sizlar nemischani o´rganyapsizlar.

Sizlar nemischani o´rganasizlar.

Ular nemischani o´rganadilar.

Ular nemischani o´rganadilar.

Das Verb steht im Usbekischen am Ende des Satzes und die Personalendungen sind unterschiedlich:

-yap***miz*** (im Präsens), -na***miz*** (in baldiger Zukunft) (1. P. Pl.)

-yap***sizlar*** (im Präsens), -na***sizlar*** (in baldiger Zukunft) (2. P. Pl.)

-yap***tilar*** (im Präsens), -na***dilar*** (in baldiger Zukunft) (3. P. Pl.).

Wie im Deutschen gibt es auch im Usbekischen eine Höflichkeitsform, die jedoch nicht mit einer Personalendung der dritten Person Plural markiert wird:

Sie lernen Deutsch.

Siz nemischani o´rganayapsiz.

Siz nemischani o´rganasiz.

Die Personalendung ist -yapsiz, -nasiz. Es wird deutlich, dass sich die Personalendung der Höflichkeitsform in der usbekischen Sprache mit nur einem Buchstaben unterscheidet:

-yap***m***iz (im Präsens), -na***m***iz (in baldiger Zukunft) (1. P. Pl.)

-yap***s***iz (im Präsens), -na***s***iz (in baldiger Zukunft) (Höflichkeitsform).

In meiner langjährigen Unterrichtserfahrung habe ich festgestellt, dass der störende Einfluss der Muttersprache Usbekisch auf das Erlernen vom Deutschen als Fremdsprache groß ist. Wenn Studierende Übungen zum Satzbau durchführen, denken sie meist an die Struktur des usbekischen Satzbaus und wenden diesen „Bauplan“ auch auf das Deutsche an. Der Satz „Ich lerne Deutsch“ (s.o.) „men nemischani o´rganyapman“ wird von den Studierenden i. d. R. wie folgt übersetzt: entweder *ich Deutsch lerne* oder *ich Deutsch lernen*, weil das Verb in der usbekischen Sprache am Ende des Satzes steht und häufig versäumt wird, auch das Verb zu konjugieren.

Nun stellt sich die Frage, einer passenden Vermittlung in der Hochschuldidaktik; die Studierenden sollen sich das skizzierte Problem und seine Lösung möglichst eigenständig erschließen können, einen grammatisch richtigen Satzbau zu bilden. Die Studierenden erhalten viel Zeit, um Sätze in beiden Sprachen zu vergleichen. Hierbei erkennen sie Strukturen und können diese später anwenden. Eine Erklärung des grammatischen Phänomens erfolgt erst im Anschluss an das selbstständige Vergleichen und Benennen von Vermutungen. Es empfiehlt sich eine induktive Vorgehensweise.

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Research supervisor: M.N. Ganikhodzhaeva, Cand.Sc. (Philology), Associate Professor, National University of Uzbekistan, Tashkent, Uzbekistan

Language advisor: Kordula Schulze, Guest Lecturer from University of Münster, Germany, for National University of Uzbekistan, Tashkent, Uzbekistan

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МЕТАФОРИЧЕСКИЙ ОБРАЗ РОССИИ В АМЕРИКАНСКОЙ И БРИТАНСКОЙ ПРЕССЕ

Е.А. Кузнецова
Новосибирский государственный технический университет,
Новосибирск, Россия
lizkuznetcova@mail.ru

Аннотация: Статья посвящена исследованию образа России в американской и британской прессе и описанию языковых средств репрезентации метафорических концептов, которые используются для создания и закрепления в массовом сознании читателей этого образа.

Ключевые слова: образ; метафорический концепт; метафора; антономасия

THE METAPHORICAL IMAGE OF RUSSIA IN THE AMERICAN AND BRITISH MASS MEDIA

E.A. Kuznetsova
Novosibirsk state technical university, Novosibirsk, Russia
lizkuznetcova@mail.ru

Abstract: The article studies the image of Russia in the American and British mass media and describes language means representing metaphoric concepts that are used to create and fix the image in the mass consciousness of readers.

Keywords: image; metaphoric concept; metaphor; antonomasia

Political communication is the “lifeblood or mother’s milk of politics because communication is the essential activity that links the various parts of society together and allows them to function as an integrated whole” [3]. As Edelman contended, at the core of political communication is the ability of the politician to use metaphor and symbols that awaken latent tendencies among the masses. A metaphor is described as linguistic cross-fertilisation, whereby “the word that is used for one thing is applied to something else” [7]. An often-heard claim is that the extensive use of metaphors in political communication can be attributed to attempts of political leaders and elites to make politics less abstract and more tangible for citizens or to voters. Political metaphor is a tool of political discourse as it has an emotional

impact, provides evaluation of certain events and can control the mass consciousness.

Thus, the aim of our work is to analyze the metaphorical image of modern Russia as created by means of metaphoric concepts in the articles published by British and American magazines “The Spectator”, “Newsweek” and “The Economist” in 2016.

To achieve this goal we studied the metaphors and metaphoric concepts used in the American and British mass media. The object of our study is the formation of Russia’s image in the Western press. The subject of the work is the metaphors and metaphoric concepts which implement the image of Russia employed by the American and British top magazines.

The use of metaphor is one of the most prominent tools for persuasion and an instrument for propaganda in political rhetorical language. The aim of the mass media is to emphasize suitable issues and hide others and an apt tool is the use of metaphors in addresses to the public.

I. Richards commented that the assumption of metaphor being “something special and exceptional in the use of language, a deviation from its normal mode of working, instead of the omnipresent principle of all its free action”, has inhibited our ability to appreciate its operation and importance. Along with this basic statement, I. Richards offered two technical terms for each half of the double unit called metaphor: tenor and vehicle. The tenor is “the underlying idea or principal subject” and the vehicle is the figurative part which provides a description of the tenor. Together, the tenor and vehicle have a meaning [8].

We are also obliged to mention the basic cognitive assumption related to metaphor presented by G. Lakoff and M. Johnson in their study of 1980.They put forward the idea that there exists a set of ordinary metaphoric concepts, conceptual metaphors, around which we conceptualize the world. The concepts that our ordinary conceptual system includes structure what we perceive, how we get around in the world, and how we relate to other people. Most of them are metaphorical and their essence, following M. Black, [2] is understanding and experiencing partially one kind of thing or experience in terms of another. From this point of view, a metaphoric concept is a concept whose content has been restructured metaphorically in terms of another concept. As far as Lakoff and Johnson are concerned, three types of metaphoric concepts can be distinguished:

marginal metaphoric concepts [4, p. 55], conventional metaphoric concepts [4, p. 4], and new metaphoric concepts [4, p. 145]. Among these concepts only conventional metaphoric concepts are systematically called ‘conceptual metaphors’. Conventional metaphoric concepts or conceptual metaphors are normally used when we think and the expressions that represent them in a conventional way are systematically used in the everyday language; they are concepts that we usually and systematically conceptualize in terms of others.

It is obvious that the conversion of the metaphoric concept into a stylistic device or rather the formation of stylistically marked context which is based on metaphoric concept consists of several stages in which the metaphoric concept consistently becomes more explicit, accreted with details and transformed into a visual picture. One of the features of stylistic function is accumulation: the same motive, the same mood or feeling are usually transmitted using several means simultaneously [1]. A metaphoric concept generates a certain readers’ attitude by using different stylistic devices, which allows to consolidate the readers’ consciousness though the text. This phenomenon is called ‘convergence of techniques’ and it focuses and strengthens the impression.

Analyzing the image of Russia created in the British and American press we singled out several metaphoric concepts:

1) The War
2) The Game
3) The Empire
4) The Disease

Further we will consider these metaphoric concepts and their actualization separately.

The first conceptual base of imagery is formed by the metaphoric concept *War*. This concept is represented by such lexemes as “occupation”, “invasion”, “annexation”, “aggression”, “Soviet siege”, “belligerence”. “*Russian **belligerence** is not a sign of resurgence, but of a chronic, debilitating weakness*”, “*A recent Norwegian television drama imagined the country under Russian **occupation***”, “*They have re-created the **Soviet siege** mentality, the complex of being surrounded by enemies*” [6]. It does not mean an open confrontation between countries but rather self-willed capture of territory. The US and UK insiders are trying to present Russia as a

country which has decided that it can rule the whole world and conquer foreign territories. The antonomasia "Vlad the invader" serves best to implement the metaphoric concept in question. The American and British press try to show that the period of Putin's being in office is full of aggressive acts, including first of all the annexation of Crimea and the impending threat of Baltic invasion. Thus, the journalists decided to give Mr. Putin a nickname "Vlad the invader" which describes him primarily as a military leader. Furthermore, through the usage of the shortened form of the name Vladimir – Vlad, we can trace an allusion to Dracula (Vlad the Impaler), which also implies extermination, massacre and bloodshed.

With reference to the *Game* metaphoric concept actualization, the most popular metaphors to be mentioned are "shadow boxing", "phoney" and "gamble". *"This is all **shadow boxing**, so far, a **phoney War.**" "But it is a terrifying **gamble*** [9]. The metaphor "shadow boxing" explains the actions of our government as a *Game* where Russia has a special strategy which is created by Vladimir Putin. And now everybody's waiting and making their predictions about Putin's next move.

The third metaphoric concept *Empire* is represented by such lexemes as "deadly, dysfunctional empire", "Stalin-lite", "the Iron Curtain", "repression", "Ivan the bearable", "brittle". *"How to contain Vladimir Putin's **deadly, dysfunctional empire**", "Russia's political system, though adept **at repression**, is **brittle***", "*Some sort of hankering after the old way of life, the craving for a **Stalin-lite***", *"The partisans managed to smuggle a messenger through the **Iron Curtain** to the West"*. The metaphorical epithets "deadly, dysfunctional" demonstrate an explicitly negative attitude to our country. The journalists are trying to show the world that Russia is a backward country but nevertheless, it poses a threat to the world. Analyzing the allusive antonomasia "Ivan the bearable" [5] we can infer that Americans compare the Russian president to "Ivan the Terrible", who was famous for his cruelty and ruthlessness. They are afraid of Putin and try to predict his actions because they think that the Russian president's policy can split up the West. In the context of the article the newly coined nickname has a negative connotation and bears a touch of sarcasm as it is implied that some of Mr. Putin's steps still can be predictable and effectively opposed by the united West.

The fourth conceptual base of imagery is formed by the metaphoric concept *Disease*. The most important lexemes are “paralyse”, “chronic, debilitating weakness”, “homophobic spasm”, “paranoia”. *“Russia invades the Baltics then **paralyses** Nato by threatening to use nuclear weapons.”, “Russian belligerence is not a sign of resurgence, but of a **chronic**, **debilitating weakness**”, “While the West flounders, Putin acts — and so we might forgive him the occasional **homophobic spasm**”, “We look the aggressors to Russia. Maybe their **paranoia** is understandable”.* All these metaphors used point to the fact that American and British insiders claim that Putin is slightly crazy (or even *“an actual **madman**”*) as he wants to control everything and they do not know what they can expect from him. Moreover, despite the fact that the British and Americans suppose that Russia is insane and weak, we can see that they compare modern Russia to the Soviet Union and say that now Russia is more menacing than ever. They try to persuade the whole world that Russia is paranoic and an aggressor at the same time.

Summing it all up, metaphors may be highly manipulative at the same time as they are highly enlightening and the effect may be both positive and negative. In any given situation language becomes more vivid and alive with metaphors, but they cannot, however, be perceived as being harmless. The use of metaphors and metaphoric concepts in the mass media is strategic. It can appeal to the emotions of readers in a way that feels natural to the target audience. As a result, metaphoric concepts are transferred and rooted through the text in the readers’ minds. Thus, we can conclude that metaphors and metaphoric concepts are not just linguistic phenomena, but also a matter of thought formation.

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Research supervisor: A.K. Tarabakina, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 81-25

К ВОПРОСУ О ФОРМУЛАХ РЕЧЕВОГО ЭТИКЕТА В КИТАЙСКОМ И РУССКОМ ЯЗЫКАХ

Лю Лин
Китайский политико-правовой университет, Пекин, Китай
18801016081@163.com

Аннотация: В статье анализируются различия формулах речевого этикета в русском и китайском языках, связанные с национальными обычаями и традициями; сделана попытка представить сходства и различия формул речевого этикета, и сопоставлены способы их выражения в анализируемых языках. Особое внимание уделяется формулам приветствия и прощания.

Ключевые слова: формула речевого этикета; модель мышления; культура; межкультурная коммуникация

A CONTRASTIVE STUDY OF COURTESY LANGUAGE IN RUSSIAN AND CHINESE

Liu Ling
China University of Political science and Law, Beijing, China
18801016081@163.com

Abstract: This article is an attempt to make a contrastive study of courtesy language in Russian and Chinese. By comparatively analyzing cultural differences, the article describes similarities and differences of courtesy language in Russian and Chinese, and focuses on different expressing ways of courtesy language, especially on expressions of greetings and partings.

Keywords: courtesy language; thought pattern; culture; cross-cultural communication

Формулы речевого этикета – это типичные формулы, которые выступают своего рода коммуникативным способом, выполняющим фатическую речевую функцию. Речевой этикет является составной частью культуры народа, поведения и общения человека [1, с.131]. Владение речевым этикетом способствует приобретению авторитета, порождает доверие и уважение. Однако в связи с культурными различиями различаются и формулы речевого этикета в русском и китайском языках, что часто приводит к неловкостям и затруднениям в процессе коммуникации представителей разных языков и культур.

Прежде чем описывать различия формул речевого этикета, следует выделить общие черты в формулах речевого этикета. Дело в том, что речевой этикет определяется ситуацией общения, а ситуации общения у разных народов в некоторых случаях сходны. По мнению автора, в целом можно выделить следующие особенности речевого этикета в русском и китайском языках.

Устойчивость. В качестве речевого этикета чаще всего выступают определённые слова, фразы и устойчивые выражения, которые имеют постоянную грамматическую структуру. Например: *Здравствуйте! Спасибо! До свидания!* Устойчивость структуры представляет собой главный аспект устойчивости выражения речевого этикета. Помимо этого, некоторые устойчивые этикетные формулы в одном языке имеют соответствия в другом языке. Например: *Добро пожаловать!（热烈欢迎）, Счастливого пути!（一路顺风）.*

Национальность. Формулы речевого этикета в любом языке обладают также яркой национальностью в силу существования уникальной культуры и обычаев, разных моделей мышления, психологии и менталитета. Некоторые формулы речевого этикета своеобразны, и им трудно найти их эквиваленты в другом языке. В данном случае слова-пожелания часто употребляются в русском языке, а редко – в китайском языке. В соответствии с русскими обычаями, перед едой говорят: «Приятного аппетита!», после бани говорят: «С легким паром!». Даже в случае передачи одинаковых пожеланий, выражения в русском и китайском языках не всегда совпадают. До важных экзаменов или соревнований в Китае обычно желают друг другу удачи, а в России часто говорят: «Ни пуха ни пера!» и ответ: «К черту!».

Символичность. В китайском языке в качестве формулы речевого этикета может использоваться обращение. В этом случае выбор конкретного обращения зависит от социально-психологических ролей собеседников в реальной ситуации общения. К примеру, преподавателя, которого зовут Ху Мао, студенты часто называют его преподавателем Ху, а сотрудники прямо называют его Ху Мао. Отец, может быть, называет Сяо Мао. Разные обращения в какой-то степени означают разную психологическую дистанцию и выражают отношение к адресату. В официальных ситуациях у русских принято называть

людей по имени и отчеству для выражения уважения, при этом не нужны такие слова, как господин и госпожа. Несмотря на особенности формул речевого этикета, при межкультурной коммуникации всё-таки возникают расхождения из-за неправильного выбора.

Всем известно, Россия, расположенная в материке Евразия, находится под влиянием восточной и западной культуры. В российском обществе особую ценность представляют такие качества, как самостоятельность, личная свобода и равенство, индивидуальные права и т. д. А в Китае под влиянием конфуцианской культуры принцип «золотой середины» занимает важное место в мышлении и поведении человека, поэтому китайцы часто выражают себя скромно, вежливо и деликатно. Вследствие этого формулы речевого этикета в русском и китайском языках неодинаковы. Эти различия преимущественно проявляются в следующих двух случаях.

1. Различия тем общения. При существовании различий в нормах поведения и в соответствии с социокультурными традициями содержательная сторона приветствий будет различаться [2, с.54].При приветствии у русских к встречным вопросам, которые характеризуют прежде всего дружеское общение, относятся следующие выражения: *Как дела? Как жизнь? Как здоровье?* Эти этикетные фразыиспользуются преимущественно равными говорящими. Китайский народ считает всю страну одной большой семьей и предпочитает здороваться со знакомыми в форме вопроса. С точки зрения иностранцев, некоторые вопросы являются личными. Иногда вопросы даже затрагивают материальное состояние, отношения в браке и пр., что обычно считают невежливым в России. Но с точки зрения китайцев, забота, дружба и близость отношений передаются путем таких выражений приветствия.

2. Различия формул речевого этикета в типичных ситуациях общения. К этому относятся следующие ситуации.

Знакомство. При знакомстве у китайцев принято передавать привет, представляться и объяснять свое имя при помощи слов «скромности». А у русских принято прямо произносить свое имя и отчество и выражать желание знакомства с собеседником. Китайцы при знакомстве часто спрашивают: «Как ваша фамилия?». В русском речевом этикете при знакомстве такие вопросы о фамилии считаются

неприятными, то есть фамилию должен сообщить собеседник, а если он этого не делает – спрашивать его не принято [3, с.17]. К примеру, следующий диалог при знакомстве между китайцами является типичным.

“您好!”

“您好!”

“我叫李明, 木子李, 明天的明。您贵姓?”

“免贵, 姓张。

А у русскихсовершенно другая типичная ситуация:

- *Разрешите представиться. Сергей Иванович Иванов.*
- *Очень рада. Елена Петровна Григорьева.*

Приглашение. В связи с недемонстративным характером китайцы часто не принимают приглашение прямо, а, может быть, пытаются отговориться. Но это не значит действительный отказ. В таком случае лучше приглашать еще раз, чтобы показать вашу искренность. К примеру，

“今天我想请您到我家作客。”

“不用了, 这太麻烦了。”

“您就别客气了。来吧! 好久没见到您了。”

“那好吧, 谢谢你们了。”

У русских принято прямо принимать приглашение или отказываться от него. В данном случае вторичное приглашение не надо. Например,

- *Я хочу пригласить вас ко мне в гости сегодня.*
- *Спасибо. Я с удовольствием к вам приду. Или*
- *К сожалению, я сегодня не могу пойти, я занят.*

Прощание. Как в России, так и в Китае частоиспользуется фраза типа «До свидания!». Но в китайском языке есть несколько слов прощания, которые не имеют соответственных выражений в русском, как*“慢走”*.Эти слова, с одной стороны, передают гостям пожелания благополучного обратного пути, с другой, выражают привязанность к гостям. В русском языке широко употребляется «Прощайте!» при долгом расставании. Такие выражения, как «Счастливо!» и «Будьте счастливы!», используются на прощание с близкими.

На основе сопоставления формул речевого этикета в русском и

китайском языках, мы обнаружили, что формулы речевого этикета, обладающие яркой национальной самобытностью и культурными особенностями, являются неотъемлемой частью речевой деятельности. В связи с влиянием моделей мышления и культуры в формулах речевого этикета в русском и китайском языках имеются не только сходства, но и различия. Для успешной коммуникации необходимоумение ориентироваться в правилах речевого поведения [4, с.3]. Таким образом, при межкультурной коммуникации необходимо выбрать подходящие формулы речевого этикета в соответствии с конкретной ситуацией, чтобы избегать недоразумений и создать гармоничную атмосферу в ходе общения.

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Научный руководитель: Цун Фэнлин, д-р юрид. наук, директор института русского языка и русской литературы, Китайский политико-правовой университет, Пекин, Китай

УДК 82

ПРОБЛЕМЫ «РУССКОЙ ДУШИ» В ТВОРЧЕСТВЕ В.М. ШУКШИНА (НА ПРИМЕРЕ РАССКАЗА «ВЕРУЮ»)

Лю Нянь
Сианьский университет иностранных языков, Сиань, Китай
muxinln@hotmail.com

Аннотация: Творчество В.М. Шукшина, представителя советской деревенской прозы, всегда привлекает внимание российских и зарубежных литературоведов. Рассказ «Верую!» – одно из типичных произведений автора, в котором раскрываются проблемы простых, но необычных людей, а также проблемы веры и «большой души».

Ключевые слова**:** деревенская проза; творчество В.М. Шукшина; русская душа; образ простого человека в рассказе «Верую»

THE PROBLEM OF ‘RUSSIAN SOUL’ IN SHUKSHIN’ WORKS (ON THE EXAMPLE OF THE STORY "BELIEVE")

Liu Nian
Xi'an International Studies University, Xi'an, China
muxinln@hotmail.com

Abstract: The work of V. M. Shukshin, the representative of the Soviet village prose, always attracts attention of Russian and foreign literary critics. The Story "I Believe!" – one of the typical works of the author, which reveals the problems of common, but unusual people and problems of faith and "big soul" as well.

Keywords: village prose; the work of V.M. Shukshin; Russian soul; the image of a simple man in the story "Believe"

Василий Макарович Шукшин является одним из представителей советской деревенской прозы. Писатели-деревенщики 50-60-х годов старались вскрыть горькую правду жизни в деревне, критиковать бюрократических председателей колхозов и провозглашать гуманный принцип в отношении к крестьянам, а писатели-деревенщики 70-80-х годов ставили себе целью показать богатый внутренний мир деревенских жителей их тяжелый труд и многострадальную судьбу, их здравый взгляд на жизнь, докопаться до корней их мук и лишений, и показать также вырождение деревни с ее славными традициями. Лучшими представителями писателей деревенской прозы считаются В.

Астафьев, Г. Бакланов, В. Белов, Ю. Бондарев, В. Распутин, В. Шукшин, Б. Окуджава, А. Вознесенский и др.[6] В своих произведениях В.М. Шукшин, как носитель русской духовности, попавшей в кризисную, тревожную эпоху, создаёт новый образ русского крестьянина – человека с большой душой, независимый и иногда даже немного чудаковат.

Как отмечают советские и российские литературоведы, например, В.Ф. Горн, В.И. Коробов, М.В. Минокини и др. Герои Шукшина обычно из российской деревни, являются простыми тружениками своеобразного характера, наблюдательными и острыми на язык [1, 2, 3, 4]. Ему хочется показать, что в обычной жизни, когда, кажется, не происходит ничего примечательного, есть человек с «Великой душой». При этом не происходит идеализации героев, персонажи поступают так, как поступил бы каждый человек.

При изучении вопроса о национальном характере надо учитывать общее и единичное. В своих произведениях В.М. Шукшина он не только раскрыл обычный характер героев, но и раскрыл их самые яркие специальные социально-психологические черты. Эта сторона очень важна для понимания творчества Шукшина. В европейском литературоведении широко распространены исследования характера народа через литературу, искусство и философию. Считается, что именно через них выражается «душа народа». На основе этой традиции многие учёные описывают, например, «русскую душу», сверяясь с романами Ф.М. Достоевского, Л.Н. Толстого и других классиков русской литературы. Исследование изменений характера русского крестьянина, связанных с бурными переменами XX века, составляет важное направление творчества В.М. Шукшина.

Во всех произведениях Василия Макаровича Шукшина чувствуется живое русское слово и душа народа. В них можно найти трагический тупик, тяжёлое положение и светлую печаль, крик души и грустные думы о конечности бытия. Он создал такие произведения как напоминание о совершенствовании нравственности и защите своей души. Рассказ «Верую!» (1971) является одним из таких шедевров. В рассказе сконцентрированы и пояснены мысли писателя о «большой душе». Главного героя рассказа Максима мучит невыразимая тоска. Он старается найти причину, разобраться с тем, что с ним происходит. Он

пытается объяснить это окружающим. Пытается показать, что душевная боль может быть такой же сильной и страшной, как и другие болезни человека. [7, с.2] Он надеялся, что его поняли. Сначала Максим верил, что жена может ему понять, но после разговора с женой он не хотел ей объяснить. Он осознал, что она никогда не может понять. У нее нет душу, она никогда не чувствовала душевную боль. С женой говорить – всё равно, что об стенку головой биться. Но позже он провёл весёлое время с попом, кто его хорошо понял. [5, с. 45-48].

Поп и Максим разговаривают о смысле бытия, о добре и зле, о человеческой душе. Жизнь, должна быть короткой, но нам нужно прилично жить, как песня, потом мы не боимся умереть. Если тебе трудно так поступить, не остановись, иди вперёд. Ты человек, а значит, тебе многое дано. Кругом многообразная и светлая жизнь, приложи свои таланты и силу, преобразуй эту землю, улучши свою душу. Жизнь ответит тебе дарами и благами, прежде всего, веруй!

Необходимо вспомнить слова А.П. Чехова, который в одном из своих произведений указывает: «Необъяснимая штука – душа. Никто не знает, где находится, но все знают, но все знают, как болит». Хотя Шукшин тоже не умел разрешить проблему русской души, но он показал читателям этот серьезный вопрос, который влиял на жизнь и сердце простого челавека.

Необходимо также отметить, что через всё творчество В.М. Шукшина проходит мысль Ф.М. Достоевского о том, что любой человек – неразгаданная загадка, тайна. И маленький человек может иметь большую душу. Добрые и дружеские, сердечные отношения с людьми являются неотъемлемой частью человеческой души. Эти общечеловеческие и гуманитарные ценности несут в себе простые люди В. Шукшина, страдая от отсутствия взаимопонимания, так необходимого человеку. Образы в произведениях В.М. Шукшина позволяют увидеть душевную боль автора за Россию, который никогда не забывает своего крестьянского происхождения и свою родину – Алтай.

В произведениях русских писателей много отражали добро и честность. Шукшин в силах описывать сердце простого человека, их мышление и души. «Если мы чем-нибудь сильны и по-настоящему умны, так это в добром поступке», В.М. Шукшин в это верил и

продолжал отстоять. Рассказ «Верую» является типичным произведением писателя-деревенщика, позволяет понимать русскую душу и национальный характер великого русского человека.

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Научный руководитель: Ян Лэй, канд. филол. наук, зам. директора Института русского языка, Сианьский университет иностранных языков, Сиань, КНР

УДК 81

ЯЗЫК КАК КЛЮЧ К УСПЕШНОМУ ДИАЛОГУ КУЛЬТУР

К.И. Несытова
Новосибирский государственный технический университет,
Новосибирск, Россия
choicechancecurse@gmail.com

Аннотация: Исследуется роль языка в диалоге культур. Описаны сложности при межкультурной коммуникации. Рассматривается влияние принадлежности коммуникантов к одной языковой группе на эффективность диалога культур.

Ключевые слова: диалог культур; культурные модели мышления; культурные метафоры

LANGUAGE AS THE KEY TO SUCCESSFUL INTERCULTURAL DIALOGUE

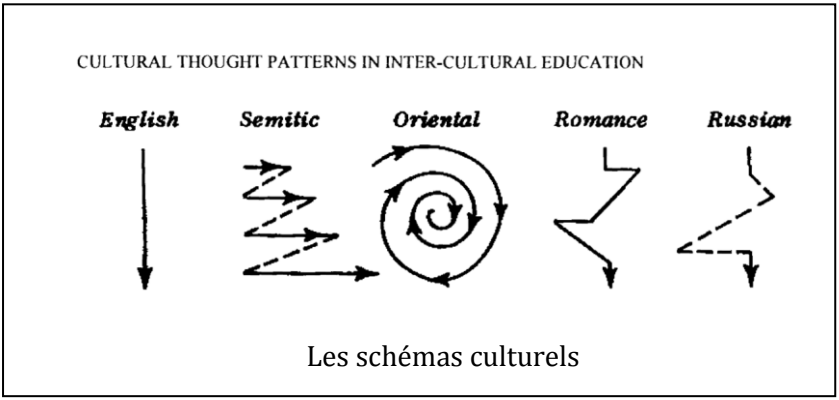
K.I. Nesytova
Novosibirsk State Technical University, Novosibirsk, Russia
choicechancecurse@gmail.com

Abstract: The purpose of the article is to research the role of the language in the intercultural dialogue. It describes the difficulties of the intercultural communication, as well as whether the fact that the communicant belongs to the same language group makes intercultural dialogue more effective.

Keywords: intercultural dialogue; cultural thought patterns; conceptual metaphors

Dans le monde d'aujourd'hui le contact entre les cultures différentes devient de plus en plus étroit, donc la capacité de mener le dialogue interculturel est nécessaire de toute urgence. La question qui se pose c’est: qu’est-ce qui peut rendre ce dialogue des cultures plus confortable et plus productif. Et il faut noter que cette question est particulièrement aiguë de nos jours. Cet article explore le rôle de la langue dans la résolution de cette question.

Le dialogue interculturel est un échange de points de vues ouverts et respectueux entre les civilisations, les cultures et les peuples, qui permet de mieux comprendre la perception du monde qui est toujours individuel [1, 4].



Les schémas culturels

Selon la théorie de R.D. Kaplan, les schémas culturels se reflètent dans les langues différantes. Ces schémas culturels affectent la façon dont le locuteur natif de la langue donnée va essayer de passer le message, ainsi que la façon dont il attend de recevoir l'information. Par exemple, la communication dans les langues germaniques est considérée comme le plus simple et passe sans ajouter des détails inutiles. Alors que aux langues romanes la nécessité d'ajouter de la nouvelle information dans le cours de la conversation est assez fréquente et souvent même obligatoire [2].

George Lakoff croit que le langage est souvent utilisé métaphoriquement, et que le langage utilise d' autre métaphores culturelles qui montrent les particularités de la pensée des locuteurs natifs d'une langue donnée [3]. Dans une culture donnée, chaque mot prend une certaine connotation et les residénts d'un pays donné associent ce mot à la même chose. Lors de la communication avec d'autres cultures de telles associations et les nuances représentatives peuvent être une source d'incompréhension, parce que les gens vont essayer d'interpréter ce qui précède en termes de modèle de la pensée présentée dans sa culture d'origine.

Afin de communiquer efficacement entre les cultures, il faut comprendre les schémas culturels de la langue de communication. Lorsque le locuteur et l'auditeur ont différents schémas culturels, il y a un risque accru de conflits interculturels. Pourtant, si le locuteur essaie de faire passer le message d'une manière qui est familier à l'auditeur, il contribue à la

compréhension mutuelle. Mais reproduire les schémas culturels d'une autre culture sans préparation est difficile. Par exemple, quand un étranger parle la langue donnée, il peut avoir des problèmes avec la collocation, spécifique à la langue, il peut perdre un bien-fondé, qui, tout de même, est évident pour les locuteurs natifs.

Maintenir le dialogue interculturel est simple si tous ses participants parlent des langues, qui appartiennent à la même famille. Il y a une telle notion comme l'intercompréhension. L'essentiel de ce concept est que les gens peuvent comprendre l'autre, même sous la condition que chacun des participants de communication parle sa langue maternelle que ses causeurs ne sauvent pas (toutes les langues utilisées dans la communication doivent appartenir à la même famille de langues) [5, 6].

De tout ce qui précède, on peut conclure que la langue est vraiment la clé de la bonne conduite du dialogue des cultures, car la langue elle-même reflète les valeurs et les idéaux de la culture, et la connaissance des langues conduit à une meilleure compréhension de la culture dans son entier. Une meilleure compréhension des visions des mondes différents est le but du dialogue interculturel.

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Language advisor: E.S. Fefelova, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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СИМВОЛИКА В ПОЭМЕ «МЕДНЫЙ ВСАДНИК»

Цинь Шаньшань
Сианьский университет иностранных языков, Сиань, Китай
240309155@qq.com

Аннотация: Все образы в поэме Пушкина «Медный всадник» символичны и многозначны, отношения, между которыми достигают исторического и философского уровней. Цель нашей работы – анализ глубинной философской идеи, скрытой в символической системе шедевра Пушкина «Медный всадник».

Ключевые слова: символика; образы-символы; поэма «Медный всадник»; единая система; философская идея

SYMBOLISM IN THE POEM "THE BRONZE HORSEMAN"

Qin Shanshan
Xi`an International Studies University, Xi`an ,China
240309155@qq.com

Abstract: All images in Pushkin's poem "The Bronze Horseman" are symbolic and multiple, relations between them reach the historical and philosophical levels. The goal of our work - analysis of deep philosophical ideas, hidden in the symbolic system of Pushkin's masterpiece "The Bronze Horseman."

Keywords: symbolism; images-symbols; poem "The Bronze Horseman"; system; philosophical idea

По определению «Большого толкового словаря русского языка», под **символикой** понимается «символическое значение, приписываемое чему-либо» и «совокупность каких-либо символов» [3]. В настоящем исследовании под «символикой» понимается совокупность символов.

В ходе анализа текста поэмы Пушкина «Медный всадник» выделены ключевые образы: *«Медный всадник», «Евгений»* и *«наводнение».* Кроме того, необходимо отметить ещё двух *«спутников»* Медного всадника: *«лев»* и *«Петербург».* Данные образы формируют единое образное пространство, которые выходят за пределы художественного творчества и достигают философского и исторического уровней [6]. Целью настоящего исследования является

выявление противоречий и конфликтов между ними.

Главный из системы образов – *Медный всадник*, выступает как символ цивилизации и власти страны. Хотя в тексте произведения мало говорится о нём, но именно он вызывает мысль об истории, государстве и судьбе народа. Символика Медного всадника многозначна, это и символ новой России, новой жизни, и символ неприкосновенности власти и интересов страны.

Во вступлении Пётр размышляет о судьбе страны, стремится к высшей цели. *«Прошло сто лет»*, Пётр вершит волю истории, осуществляет чаяния и надежды России.

Образ Петербурга – символ цивилизации, формы жизни, которые символизируют победу человека над природной дикостью. В то же время город Петербург – символ государства и государственности, в нём отразилась потенциальная опасность всей новой России [2]. Поэт показывает, что в Петербурге больше внешней красивости, чем внутренней красоты: *«вид строгий», «узор чугунный», «улицы пустынные», «зима жестокая», «воздух недвижный»* и глаголы заменяют отглагольные существительные *(«течение», «бег», «шум и говор», «шипенье», «сиянье»*) [5]. Итак, несмотря на победу человека над природной дикостью и внешнюю живость Петербурга, чувствуется внутренняя пустота. Город символизирует государство и является *«рассадником»* русской вольности и мятежа.

В то же время Пушкин наделяет Медного всадника религиозностью и фантастичностью. Когда Медный всадник услышал, что обычный народ бросил вызов*: «Ужо тебе!»,* он оживает и, сойдя с постамента, в свете луны на *«звонко-скачущем коне»* преследует обезумевшего Евгения. Эта реалистичная картина и отчётливый звук потрясают читателей, что выражает философскую идею, которую невозможно чувствовать в реальности. Именно конфликт между ними дал символу глубокое значение: неприкосновенность государственной власти и интересов.

Таким образом, символика Медного всадника многозначна, он выступает как символ новой России, новой жизни, и неприкосновенности государства. Символ Медного всадника занимает центральное место и подчиняет себе другие образы.

Второй основной образ-символ – Евгений. Жертва непреодолимого

стихийного бедствия, символ судьбы обычного человека, демонстрация недостатков страны во время развития. Бедный, покорный судьбе молодой человек, зарабатывающий своим трудом, мечтает о собственном семейном счастье с любимой Парашей. Но наводнение разрушило всё: Параша вместе со своей матерью погибает во время наводнения и сам же Евгений сходит с ума, не перенеся душевных потрясений.

Образ Евгения тоже многозначен, он не просто символ судьбы обычного человека. Хотя Россия уже вступила на пути усиления и процветания, но перед ней много трудностей, мощь страны ограничена, она бессильно перед стихией, не может защищать свой народ. А для интересов страны народ отдаёт все свои силы и даже жизнь, но он не находится под защитой страны и является неизбежной жертвой.

Итак, используя образ Евгения, Пушкин показывает трагичность и неразрешимость конфликта между государством и отдельной личностью.

Третий основной образ-символ – наводнение. Он представляет тобой не только природу, но и является посредником конфликта между Медным всадником и Евгением.

Наводнение имеет свою структурно-семантическую сферу и глубокую символику. Стихия выступает как дикая, безликая и разрушительная сила: *«Нева вздувалась и ревела// Котлом клокоча и клубясь// И вдруг, как зверь остервенясь // Осада! приступ! злые волны// Как воры, лезут в окна»* [Пушкин А.С.]. Наводнение воспринимается как непредвиденные обстоятельства, которые приносят бесконечные бедствия народу, превращается в неодолимую силу, выступая как символ всех неопределимых стихийных бедствий, таким образом, само наводнение приобретает символику о разрушительности и бедствии народа.

Итак, образы наводнения, Медного всадника и Евгения складываются в единую систему, организуя систему символов, каждый из которых имеет свою символику, в этой системе отношения между ними превращаются в символ вечного движения страны, истории и обычного человека, символизируя философский закон о отношении между страной и народом, государственностью и личностью, судьбой

России и судьбой отдельной личности, властью и народом, в чём и проявляется философский закон бытия, трагизм истории человека.

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Научный руководитель: Ли Сичан, доцент, Сианьский университет иностранных языков, Сиань, Китай

Научный руководитель: Ян Лэй, доцент, заместитель директора института, Сианьский университет иностранных языков, Сиань, Китай

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ПРОБЛЕМА ДУШЕВНОГО РАЗДВОЕНИЯ В ПРОИЗВЕДЕНИИ ГЕРМАНА ГЕССЕ «СТЕПНОЙ ВОЛК»

С.К. Ражабова
Национальный университет Узбекистана имени Мирзо Улугбека, Ташкент, Узбекистан
sabokhat_rajabova@mail.ru

Аннотация: Статья «Проблема душевного раздвоения в произведении Германа Гессе «Степной волк»» широко раскрывает душевные переживания героя произведения – Гарри Галлера, который живет, двумя мирами – человеческой жизнью и жизнью «степного волка».

Ключевые слова: раздвоение личности; степной волк; человеческий мир; волчий мир

PROBLEM OF SINCERE BIFURCATION IN HERMANN HESSE'S WORK "THE STEPPEWOLF"

S.K.Rajabova
National university of Uzbekistan named after MirzoUlugbek, Tashkent, Uzbekistan
sabokhat_rajabova@mail.ru

Abstract: The article "Problem of sincere bifurcation in Hermann Hesse's work "The steppewolf" widely opens sincere experiences of the hero of work – Harry Haller who lives, it is possible to tell, two worlds – human life and life of "a steppewolf".

Keywords: split personality; steppewolf; human world; wolf world

Герман Гессе – Нобелевский лауреат 1946 года. Все свое творчество он называл «затянувшейся попыткой рассказать историю своего духовного развития», «биографией души». Одна из основных тем творчества писателя – судьба художника во враждебном ему обществе, место подлинного искусства в мире. Роман «Степной волк» был написан Германом Гессе в 1927 году. Сам Герман Гессе родился 2 июля 1877 года в городе Кальве и является известным немецким писателем и художником. Также в 1946 году он становится лауреатом Нобелевской премии. При награждении представитель Шведской академии сказал, что награда вручается «за поэтические достижения

человека добра – человека, который в трагическую эпоху сумел защитить истинный гуманизм… Гессе призывает нас: вперед, подымайтесь выше! Побеждайте себя! Ведь быть человеком – это значит страдать от неизлечимой двойственности, это значит разрываться между добром и злом» [1]. Действительно, главный герой разрывается между добром (человеческой сущностью) и злом (волчьей сущностью).

Роман автобиографичен. Герман Гессе, как известно, длительный период страдал депрессией. Ощущение заброшенности, невозможности наладить контакт с окружающим миром, настроение безысходности и отчаяния часто овладевали им. Неоднократно мелькали мысли о самоубийстве. Без сомнения, психологическое напряжение писателя нашло свое отражение в образе Гарри Галлера, главного героя «Степного волка» [2]. Исходя из этого, вероятно, правомерным будет утверждать, что роман «Степной волк» является в какой-то мере исповедью, которая помогла ему выйти из депрессии. Главный герой романа Гарри Галлер скрывает в себе два контрастных мира – человеческую природу и природу волка. Он переживает своего рода личностный кризис и испытывает душевное раздвоение на человеческое и животное начала, самого себя и Степного волка. Автор в лице рассказчика также называет его Степным волком, который забрёл «в города, в стадную жизнь, – никакой другой образ точнее не нарисует этого человека, его робкого одиночества, его дикости, его тревоги, его тоски по родине и его безродности» [1]. Герой ощущает в себе две природы – человека и волка, но в отличие от других людей, усмиривших в себе зверя «человек и волк в нем не уживались и уж подавно не помогали друг другу, а всегда находились в смертельной вражде, и один только изводил другого, а когда в одной душе и в одной крови сходятся два заклятых врага, жизнь никуда не годится». Свое человеческое начало наш герой видит, как очень нравственное, ему претит мещанский мир, в котором он живет, но с другой стороны он сам является представителем этого мира. Писатель пытается решить эту проблему многими путями. И до Германа Гессе многие писатели и философы не раз поднимали вопрос о сущности человека. Они приходили к заключению, что, во всяком случае, человек состоит из двух начал – из звериного и духовно-социального.

Галлер живет двумя мирами: один из них – мир волка, где он живет дико, замкнуто, с грубой животной природой, а второй – это уже мир культуры и духовности. Однако трагедия Гарри Галлера в том, что он не пытается бороться с этим противоречием, а наоборот, сочетает в себе внешне приветливого, развитого, вежливого человека и одновременно замкнутого, одинокого, вызывающего жалость. Его человеческий мир можно увидеть при разговорах с рассказчиком, и, особенно, когда он впервые приходит в дом тетушки, прежде чем как поздороваться, говорит, что здесь хорошо пахнет. А действительно, этот хороший запах был для него запахом чистоты и он частенько вспоминал свой родной дом, в частности, лестница, напротив которой были цветы (араукарии), напоминала ему мать.

А что касается его дикого и волчьего мира, то можно сказать, что он иногда даже днями не выходил из комнаты, особо ничего не ел, а в комнате царил полный беспорядок, видимо он читал философские произведения, а также частенько выпивал. Он был одиноким, у него не было никого кроме подруги Гермины, с которой он иногда встречался. Гермина пыталась его расшевелить, вытянуть из того болота, в котором он погряз. Когда впервые слышишь название произведения, на ум приходит, что в этой книге идет речь о человеке, который живет очень диким и волчьим образом. На самом деле же оказалось, что главный герой с виду вполне нормальный человек. Однако, Гарри Галлер - белая ворона, иными словами человек незаурядный, в котором живёт человек и волк, тот самый Степной волк: "...зверь, который забрёл в чужой непонятный мир и не находит себе ни родины, ни пищи, ни воздуха". Автор рассказывает, что Гарри Галлер имел очень задумчивое и духовное лицо, был приблизительно лет пятидесяти. Из этого можно понять, какие сложные ситуации он пережил в течение этих пятидесяти лет своей жизни, может быть и поэтому он называл себя «степным волком». Уже в начале произведения становится понятным, что у него нет семьи и родственников, нет друзей, поэтому ему нечего делать одному на улице. Рассказчик на первый взгляд приходит к выводу, до того, как он читает его записки, что Гарри Галлер очень замкнутый, необщительный и недружелюбный человек, так как ему якобы не

хотелось ни с кем говорить. Однако именно записки сильно повлияли на первое впечатление рассказчика.

У степного волка есть подруга, которая тоже иногда посещает его. Наверное, именно эта женщина и нужда Галлера выпивать были единственными причинами выхода в свет, хотя он очень редко выходил из дома. Причину его зависимости к алкоголю, на мой взгляд, можно объяснить классически: он пережил много трудностей и грустных моментов в жизни, или же, увидел, как нынешнее общество и как люди (!), да именно, не время, а люди изменились. И все это он хотел либо забыть или не мог об этом кому-то сказать, хотя он мог выразить все свои чувства даже в «одном взгляде».

А что касается рассказчика, он был одним из тех единственных людей, который в какой-то мере понимал Степного волка и сумел хорошо описать его мысли.

Читая произведение, изначально считаешь, что Степной волк был закрытым и необщительным, так как у него не было семьи и друзей. Но позже приходишь к другому выводу. Да, может это частично и связано с его одиночеством, но, на самом деле, что бы он мог делать в обществе, в котором его никто не понимал, в котором его мышление и мировоззрение были совсем неважны, и они были настолько чистыми и добрыми, что для других казались невероятным. Но, с другой стороны, чем была полезна его жизнь обществу? Он только кичится собственными страданиями, своим одиночеством, считает себя стоящим выше всего общества.

Смысл жизни ведь не состоит только из самолюбия, но и из того, что мы сделали для других, доставили ли мы пользу обществу и вообще всему человечеству, стоило бы родиться, стоила ли моя жизнь чего-то для других, была ли она полезной?

Трагедия Гарри Галлера в том, что две противоположности в его натуре не могут примириться друг с другом. Он считает всех ограниченными мещанами, обывателями. Он понимает хорошую музыку, поэзию, считает себя выше окружающих обывателей, которые Моцарта заменяют джаз-музыкой, не читают Гёте и заменяют низкопробной литературой. Его трагедия в том, что он не умеет видеть прекрасное в обыденной жизни, в каждом мгновении. Гарри Галлеру – Степному волку – противны люди, жизнь и даже он сам. Не люди

отталкивают его, а он сам от них отгораживается, не может наладить контакты, живёт в идеализированном мире. Трудиться, занимая какую-нибудь должность, он считает рабством. Он не находит смысла в своём существовании. И это приводит к безысходности. Но финал романа обнадёживает, что две противоположности в сущности Гарри Галлера в какой-то мере примирятся друг с другом.

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Научный руководитель: М.Н. Ганиходжаева, канд. филол. наук, доцент, Национальный университет Узбекистана имени Мирзо Улугбека, Ташкент, Узбекистан

УДК 800

АКТУАЛЬНЫЕ ПРОБЛЕМЫ ТЕРМИНООБРАЗОВАНИЯ В СОВРЕМЕННОЙ МЕДИЦИНЕ

А. Сейткужинова
Новосибирский государственный технический университет,
Новосибирск, Россия
thesmilingwine@gmail.com

Аннотация: Рассмотрение проблемы терминообразования в современной медицине с учетом различных подходов. Попытка через анализ и сравнение подходов найти ответ на поставленный вопрос о терминообразовании.

Ключевые слова: терминообразование; наименование; заболевания; болезни

URGENT PROBLEMS OF TERM FORMATION IN MODERN MEDICINE

A. Seitkuzhinova
Novosibirsk State Technical University, Novosibirsk, Russia
thesmilingwine@gmail.com

Abstract: The problem of term formation in modern medicine is scoped through different approaches. The analysis and comparison of them helps to find a solution.

Keywords: term formation; denomination; diseases; morbi

The aim of the paper is to bring up a problem of term formation in modern medicine. The urgency of my work is determined by the importance of medicine in people’s lives. Human’s health is too vital question to be ignored. We are the only ones to be bothered and we are the only ones to solve the problems raised in our society.

However, this study considers not only medical problems, but also importance of linguistics in medical area.

Medicine terminology is a complex of strict concepts about processes in human’s body (including diseases and their symptoms, methods of diagnostics, etc).

There are several types of terms in medical terminology:

1) ethnic denomination;

2) Greek and Latin internationalisms which were partly taken from “classic” languages without any changes. And partly they were changed according to the linguistic pattern of term formation.

3) pure Latin terms, so called “termini technici” – special science terms which are saved in original Latin form (grammatically and graphically). These terms provide mutual understanding between specialists.

Traditionally there are three ways of term formation:

- using existing language tools;
- modification of already existing linguistic patterns;
- creation of new linguistic pattern.

According to different approaches in modern medical term formation, different languages have a lot of peculiarities in denomination of diseases, drugs and other parts of medicine language.

In English language, the major part of medical terms is formed by affixal method (using Greek and Latin prefixes, suffixes and roots). The distinctive feature of English medical terms is the presence of pure Latin words (*capillus, cerebellum*), Greek metaphoric names (*hermaphrodite, psychology*) and Greek-Latin (*brachium, philtrum*) and Latin-Greek terms (*hyperacusis, carpopedal*) [1].

Metaphor is usually used in medical English texts for description of a notion by comparing with well-known subject.

Russian language has different pattern of term formation:

- Denomination of the illnesses depends on the features (inflammation – *аппендицит, бронхит, бурсит, васкулит*; tumor formation – *липома, атерома, гигрома, миома*; range of too painful diseases – *невралгия, ишагия, миалгия*)
- Inventory for diagnostics (*бронхоскоп, гастроскоп, ректоскоп, кольпоскоп, etc*)
- Methods of diagnostics (*бронхоскопия, гастроскопия, фарингоскопия, флюорография*, etc)
- Medical ways of treatment (*атропин, анальгин, бифунгин, реопирин, etc*)
- Specialists in different areas of medicine (*кардиолог, дерматолог, эндокринолог, отоларинголог, etc*) [3].

According to the different approaches in term formation in different languages, we face the problem of denomination of new terms and notions and we cannot surely say which approach is the most suitable for medicine.

On the one hand, the metaphoric approach is very simple and understandable for usual people not involved in the science. It is a quite easy and convenient way for denomination.

But translators can have some problems in the process of interpreting medical literature because of dual view of the patterns of term formation.

E.g.: *glands* (sing. *gland*) – железы в целом, а не именно *гланды* (*tonsils*),

cellulitis - не *целлюлит*, а флегмона,

angina – стенокардия, а не *ангина* (*tonsillitis*).

On the other hand, the Russian approach in denomination is led by a strict logic, but in many cases usual people cannot easily remember and understand the terms. Due to the difficulty of using such terms, people began to invent new names of diseases and drugs, and this can lead to confusion and misunderstanding.

In that way we face next question: what is the most preferable and proper approach to term formation in modern medicine?

Actually, here we face three-type problem of term-formation in denomination of new diseases, bacteria, infections, etc. The types are grouped according three aspects:

1. New illnesses which developed from old diseases (mutations);
2. New morbi which have similar to already known diseases symptoms and some features familiar to people;
3. Absolutely unknown and unexplored illnesses which are still non-familiar to people not involved in medicine (and sometimes for specialists).

The first two types can be named in combination with old terms (cause there is a kind of basis seen in already known terms).

But the third type of these new diseases emphasizes that there is no proper solution of formation of new terms because we don’t know what the best algorithm for denomination in medicine language is, which basis and which approach is the most suitable.

I suppose that such process as globalization in linguistics could be a very good solution of this problem.

In my opinion, the experience of different cultures can be a really good basis for combinations of different approaches in term formation. The process of denomination is very difficult and requires a lot of responsibility from specialists. Maybe, the consolidation of different approaches and different points of view can give birth to a fresh vision of term formation.

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Research supervisor: M.A. Ivleva, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: S.Y. Polyankina, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ПЕРСПЕКТИВЫ ПРИМЕНЕНИЯ МЕТОДОВ КОРПУСНОЙ ЛИНГВИСТИКИ В МЕЖДИСЦИПЛИНАРНЫХ ИССЛЕДОВАНИЯХ

А.С. Серпутько
Новосибирский государственный технический университет,
Новосибирск, Россия
anjuta-95@mail.ru

Аннотация: В данной статье рассматриваются возможности и перспективы использования методов корпусной лингвистики в других областях исследования лингвистической направленности.

Ключевые слова: корпусная лингвистика; корпус; параллельный корпус; методология; конкорданция; частотность употребления; дискурс; социолингвистика

CORPUS LINGUISTICS PERSPECTIVE IN TERMS OF OTHER AREAS OF RESEARCH

A.S. Serputko
Novosibirsk State Technical University, Novosibirsk, Russia
anjuta-95@mail.ru

Abstract: The article dwells on the perspectives and possibilities of using corpus methods in other areas of research for linguistic purposes.

Keywords: corpus linguistics; corpus; parallel corpora; methodology; concordance; frequency; discourse; sociolinguistics

Corpus linguistics (CL) is an area which focuses upon a set of procedures, or methods, for studying language [6, p.1]. The procedures themselves are still developing, though some of them such as *concordancing* are well established and seem to be central to the approach. Scientists distinguish two main approaches concerning CL: corpus-based and corpus-driven [6, p.5-6]. Corpus-based studies mostly use corpus data to explore a theory or hypothesis, which is already established in linguistics, in order to validate it, refute it or develop it. This approach defines CL as methodology. Indeed, corpus-driven linguistics contradicts claiming that the corpus itself should be a source and basis for our hypothesis about the language. In fact, this binary distinction draws a line between many works

on CL and forms two separated groups. However, our own perspective is mostly oriented to corpus-based linguistics as the notion of corpus doesn't have any established theoretical status [6, p.5-6].

In fact, we can take a corpus-based approach not only to the linguistics but to many other areas of research as well:

1. **Corpus linguistics and pedagogy.** In case of language learning, students seek through concordance lines trying to observe collocations, frequency, word patterns, grammatical structures etc. A student exercises his cognitive skills by moving from word patterns to meanings while sorting the information. Another innovation for pedagogic disciplines is the development of learner corpora, which supplies processed information for educational purposes;

2. **Corpus linguistics and literary studies.** Corpora and special corpus-based analyzing tools and platforms (like Wmatrix) enable scholars to define if two texts are similar lexically or semantically as well as to identify key words and domains, thus comprehending a special genre of a writer and his convergence to the use of language in terms of stylistic analysis [7, p.516] In particular, the corpora of poetry and drama can either validate or invalidate the analyses of literary critics constituting the manual qualitative methods;

3. **Corpus linguistics and translation studies.** Corpora can provide a significant resource for acquiring conceptual and terminological knowledge, assisting in searching the alternative equivalents via parallel corpora, becoming familiar with the potential domain, style and genre of translation by identifying similarities and differences in SL and TL, gaining grammatical patterns, words collocability and real speech usage, i.e. for forming particular translation hypothesis relevant to the language of translation;

4. **Corpus linguistics and discourse studies.** The corpus programs and automatic analysis worked out for linguistic purposes can be used to compare texts, identify specific models typical of some registers and understand how the text under consideration correlates to the common established models of the register [9, p.129]. Discourse studies comprise pragmatics, psychology sociolinguistics and other areas.

5. **Corpus linguistics and teacher education/language testing.** Special corpora for experts were created for asking and answering many

questions within a new paradigm, which can be unheeded by the native speakers [7, p.6-7];

6. **Corpus linguistics and forensic studies (crime investigation).** Corpora tend to assist an interpretation of the authorship of a statement, confession or a threat made to police. For instance, linguists may be asked either to compare a bomb threat with some personal belongings such as diaries, personal and professional letters, text messages, e-mails and greeting of a candidate author or to comment on idiolectical, dialectical or regional features of texts so that to aid in identifying and locating an accused. They can also try to identify the sarcasm, irony or joking in a word, phrase or a sentence;

7. **Corpus linguistics and health communication study.** Healthcare communication reflects the interactions between healthcare practitioners, patients' narratives, government health education material, health news and advertisements on metical discourse [7, p.605-607]. Corpora are useful for identifying relevant aspects of their language use. For instance, one-million-word Adolescent Health Email Corpus (AHEC), which is a collection of adolescent health emails taken from a UK based health website, can reveal us a means of investigating and understanding the language young people use in relation to sexual health issues, which is practically important for healthcare professionals communicating with this age group on a regular basis, an investigation by Harley (2008) suggests;

8. **Corpus linguistics and history**. Corpora can be indicative of language changes in terms of diachronic and synchronic research;

9. **Corpus linguistics and political discourse.** Many researches tend to study "how X is talked about" by looking at frequency, distribution, concordance lines and at the broader discourse-level phenomena as well: 'While much has been made of single words in political discourse … in most cases it is the context … which carries the political message' [8]. Another application of corpus deals with the investigation of metaphors, clichés, reported speech, euphemisms and other implicit representations of concepts. One may compare texts of two genres and different discourse patterns for the purpose of defining tendencies. For instance, Morley studied and compared generic sentences «X is Y» in editorials and news reports and claimed that "telling the readers what is the case" is quite significant in

editorials. Researchers may tend to define changes of the political language over time [7, p.595-598].

10. **Corpus linguistics and media discourse.** The study of how texts, particularly media texts, frame the events or issues they describe is one part of what is known as Critical Discourse Analysis (CDA). Corpus based analysis helps to illuminate how language use contributes to the domination and misrepresentation of certain social groups, that is to identify cultural keywords in the considering text, and allows better understanding or critique of social inequality, based on gender, ethnicity, class, origin, religion, language, sexual orientation and other differentiating criteria [7, p.563-565]. This area to a certain extent correlates to the discourse study;

11. **Corpus linguistics and sociolinguistics.**

In modern society the social significance of linguistic varieties becomes pressing and thus appears to be a popular topic for investigation. Sociolinguistics is the branch of linguistics concerned with studying differences between individual users and linguistic groups as well between linguistic varieties [7, p.547]. It focuses on the major demographic categories of age, gender, social class and ethnicity as well as on the degree of speech formality, the social networks of the speaker and others. Researchers seek for the language varieties such as regional dialects, standard and non-standard varieties, genres, multilingualism, standardization etc.

In fact, sociolinguistics requires access to spoken data in particular. Thus the development of spoken corpora, like London-Lund Corpus, the spoken part of BNC and others, allowed the researchers to study language variations via corpora. In terms of spoken data, using special software for the transcription and annotation is highly important. Among them is Transcriber, Praat or ELAN which comprise video, audio or text files with many linguistically annotated layers and segments containing intonation, morphology, word class, syntactic structure etc.

Corpora containing spoken language such as lectures, interviews, news broadcasts, telephone dialogues, commentaries, life situations and others can be helpful in investigating how language varies contextually across different speech situations, for instance, the differences in intonation patterns between news broadcasts and sports commentaries [7, p.551]. Another example was demonstrated in the work called “Interjunctions in

Dutch" by Schelfhout who observed that speakers' use of interjections varies significantly with textual genre as well as with grammatical, functional and prosodic factors of the utterances in which they occur. Deutschmann described variation in the use of apology formula with such categories as *excuse, afraid, pardon, regret* and *sorry* across the spoken part of the BNC [3]. Regarding the indication of metadata, corpora can assist in investigating discourse markers, for instance, the study of using the word *like* in terms of ethnicity, gender, age and social class [1]. In the UK, for example, the research group examined the role of ethnic-minority English and created 1 million words corpus of conversational speech and 1.4 million words Linguistic Innovators Corpus. As the result there appeared an article regarding the changes in the pronunciation of diphthongs in the London area [5]. It concluded that city changes are connected with ethnicity. McCarthy's linguistic research deals with response signals such as *right, really, good, absolutely* etc. In fact, he contrasts originally British and American words claiming that the second ones are frequently used as responses in American English.

A representative spoken corpus is of great significance for the researcher. It gives users language information in different formats such as written transcripts as well as audio and video recordings. For example, audio files are included in the International Corpus of English (ICE), which can be used for cross-varietal sociolinguistic studies of the English spoken in East Africa, Great Britain, Hong Kong, India, New Zealand etc [7, p.552].

Lancaster University, Great Britain, organized CASS which is a Centre designed to bring a new corpus method, or corpus approach, in the study of language to a range of social sciences [4]. It provides an insight into the use and manipulation of language in society in the areas of pressing concern, including climate change, hate crime and education. Covering these issues they are raising awareness of using language as a weapon or a facility.

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Research supervisor: M.A. Ivleva, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ДРЕВНЕЕВРОПЕЙСКО-СКИФСКАЯ ЛЕКСИЧЕСКАЯ ИЗОГЛОССА

Н.В. Тян
Национальный университет Узбекистана, Ташкент, Узбекистан
nat_tyan@mail.ru

Аннотация: На примере этимологии немецкого слова Hanf иллюстрируется наиболее древний период контактов предков европейских народов и ираноязычных скифов. Как известно, этимология данного слова неоднозначна.

Ключевые слова: заимствование; изоглосса; древнеевропейский; скифский

OLD EUROPEAN-SCYTHIAN LEXICAL ISOGLOTTIC LINE

N.V. Tyan
National University of Uzbekistan, Tashkent, Uzbekistan
nat_tyan@mail.ru

Abstract: On the example of etymology of the German word *Hanf* there is illustration of the most ancient period of contacts of ancestors of the European people and the Iranian Scythians. It is known that the etymology of this word is ambiguous.

Keywords: loan word; isoglottic line; old European; Scythian

В изучении культурных связей между народами на первый план выдвигается изучение взаимодействия языков. Одним из важнейших результатов межкультурных контактов является заимствованная лексика. Благодаря заимствованиям мы можем сделать вывод о характере и интенсивности контактов тех или иных народов, проследить пути их проникновения и распространения.

При изучении отношений между индоевропейскими языками используется такое понятие как изоглоссы. Лексические изоглоссы можно разделить на несколько хронологических слоев. Основным критерием деления лексических изоглосс на хронологические пласты является культурно-историческая интерпретация, подтверждаемая фонетическими, семантическими и морфологическими критериями для каждой изоглоссы в отдельности.

В контексте германо-скифских контактов наиболее древний лексический слой составляют древнеевропейско-скифские изоглоссы. Принимая во внимание контактную зону Северного Причерноморья и приволжских степей, эта лексика, за исключением лексики периода индоевропейской общности, является, по-видимому, самым древним слоем изоглосс. Примером изоглоссы этого периода может рассматриваться название конопли (нем. *Hanf* ‘конопля’). Название этого растения известно многим индоевропейским и неиндоевропейским языкам и изучено относительно хорошо. Но оно до сих пор не имеет однозначную этимологию.

Растение, называемое *коноплей* (нем. *Hanf*), сегодня хорошо известно и широко распространено. Его часто путают с *льном* (нем. *Flachs*). Конопля, в отличие от льна, в доисторическое время не была известна в Европе. Впервые она, по всей вероятности, упоминается у Геродота, когда он писал, что конопля (*κάνναβις*) встречается в стране скифов не только как дикорастущее, но и как культурное растение [10, с.74]. Судя по его сообщениям, конопля не была известна грекам во времена Геродота. Они, по-видимому, узнали об этом растении от своих соседей – скифов, примерно в V веке до н.э.

Конопля известна почти во всех индоевропейских и некоторых неиндоевропейских языках: дрсакс. *hanup*, дрвн. *hanaf*, срвн. *hanef*(*-if*), дрангл. *hœnep*, англ. *hemp*, дрисл., исл. *hampr*, дршвед. *hamp, hamper,* швед. *hampa*, датск. *hamp*; стслав. *конопля*, русс. *конопля*, польск. *konop*, болг. *конон*; лит. *kanãpė*, ‘конопля’, латыш. *kaņepe*; греч. *κάνναβις*, лат. *cannabis*; согд. *kyn’*, перс. *kanab*; киргизск., уйгурск., татарск., башк. *kinder*, чувашск. *kandər.* (ср. этимологические словари соответствующих языков).

Германские лексемы восходят к герм. **hanapa-* [4] или *hanapis* (3), которое имеет признаки германского передвижения согласных (*k>x, b>p*). Поэтому, может показаться, что *Hanf* – слово индоевропейского происхождения, что не соответствует действительности. Несмотря на первое передвижение согласных в германских языках, *Hanf* имеет «негерманский вид» [3, с.110]. Кроме того, свидетельства всех представленных языков не позволяют реконструировать общий для них индоевропейский корень. Многообразие языков, имеющих схожие названия для конопли, может объясняться заимствованиями.

Балтийские наименования были заимствованы из славянского [2, с.214]. Латинская форма происходит из греческого языка, который, по-видимому, в свою очередь перенял название растения от скифов [5, 190]. Тюркские параллели могли быть заимствованы из шумерского через иранский [6, с.312]. Слово *Hanf* в германском также должно быть заимствованным, но очень рано, еще до окончания германского передвижения согласных (около 1200/1000 – 500/300 до н.э.).

На основании звукового сходства между герм. **hanapa-* (или **hanapis*) и греч. *κάνναβις* (лат. *cannabis*) сначала предполагалось заимствование из греческого или латинского в германском [1, с.431-433]. Это предположение, маловероятно, т.к. заимствования из классических языков в германском, как правило, не обнаруживают следов первого передвижения согласных.

Большинство исследователей (О. Шрадер, А. Ёханнессон, В.И. Абаев, Э. Клайн, М. Фасмер, П.Я. Черных) предполагает, что германские, славянские и балтийские лексемы, также, как греческие и латинские, были заимствованы из общего, предположительно из (юго)восточно-европейского источника (В.И. Абаев, М. Фасмер, П.Я. Черных) независимо друг от друга. Некоторые ученые при этом предполагают конкретный язык-источник – иранский [6, с.651] или скифский (А. Ёханнессон, Э. Клайн, П.Я. Черных).

Растение, которое сегодня выращивается в первую очередь в Индии, Иране, Афганистане и Центральной Азии, было известно «азиатским» народам и до нашей эры. Предполагается, что название конопли во всей индоиранской области вытеснило более древнее название льна или похожего растения. Оно особенно богато представлено в иранских языках. Осетинская форма *gæn* | *gænæ* восходит по В.И. Абаеву [1949, 170] к *kan,* которое также присутствует в осет. *kættag* ‘полотно’ (из *kæn* ‘конопля’ – *tag* ‘нить’). Осетинские примеры предполагают возможность наличия простой формы в скифском языке **kana* [7, с. 513].

«Азиатские» народы использовали растение не только для пряжи и изготовления одежды, но и как одурманивающее средство (наркотик). Свидетельства этому мы находим еще у скифов [10, с.75]. В этом значении засвидетельствованы формы с метатезой в древнеиндийском

(*bhangā* ‘гашиш’, ‘конопля’) и авестийском (*baŋha*-‘наркотик, приготовляемый из конопли’, ‘гашиш’) [9, с.661].

Название конопли, таким образом, не принадлежит к индоевропейскому наследию и должно рассматриваться как заимствование из (юго)восточно-европейского иранского источника. К этому прибавляется тот факт, что слово *Hanf* в славянских, балтийских, греческом и германском были переняты из одного источника. Высока возможность, что в этом случае скифский является наиболее вероятным языком-источником. Исходной заимствованной формой должна была быть скиф. **kanabi* [8, с.170].

Учитывая возраст заимствования, произошедшего до первого передвижения согласных, можно исключить возможность заимствования через посредничество готов, т.к. гото-скифские контакты датируются не ранее II в. н.э. Мы должны, таким образом, предположить, что слово *Hanf* еще в доисторическое время, т.е. ранее периода германо-скифских контактов, из скифского проникло в балто-славянские, германские и греческий языки.

Представляется возможным отнести заимствование слова *Hanf* ко времени древнеевропейской общности (III – II тыс. до н.э.). Шумер. *kunibu* ‘конопля’, таким образом, могло проникнуть через иранское посредничество в диалекты древнеевропейского еще в доисторическое время. Как было уже сказано выше, происхождение тюркских параллелей предполагается из Месопотамии, а именно из шумерского через иранское посредничество [6, с.651]. К этому времени скифы уже населяли побережье Черного моря, и будущие европейцы пришли в этот регион в их передвижении в Западную Европу и регионы Средиземноморья.

Приведенный анализ позволяет сделать следующее заключение. В современном немецком языке название конопли *Hanf*, возводится к герм. **hanapa* (из **hanapis*) ‘конопля’, которое было заимствовано из скифского **kanabis* в период древнеевропейской общности до окончания германского передвижения согласных (около II тыс. до н.э.), так как германская лексема обнаруживает признаки первого (германского) передвижения согласных (*k>x, b>p*). Как известно, перенесение индоевропейского ударения на корневой (первый) слог в

германских языках послужило причиной редукции безударных окончаний: **hanapis* – герм. **hanapa*.

В дальнейшем слово обнаруживает закономерное фонетическое развитие – второе передвижение согласных, отличающее систему согласных верхненемецкого от нижненемецкого и других германских языков – где конечный смычный *p* в верхненемецких диалектах переходит в щелевой *f* (дрвн. *hanaf*) при сохранении бесперебойного *p* в нижненемецких диалектах и других германских языках (дрсакс. *hanup* и дрангл. *hænep*). В средневерхненемецком в безударном положении происходит субституция гласных, а именно их редукция, выражающаяся в том, что в этой позиции, как правило, разнообразные фонемы заменяются одной гласной фонемой, обозначаемой на письме большей частью через *e*, иногда через *i* (как *lenger(o)* - *lengiro*) [11, с.123]. Пример такой редукции мы наблюдаем и в срвн. *hanef*(*-if*).

Уже в древневерхненемецком название конопли имеет мужской род и на протяжении своего развития колебание или изменение грамматического рода не наблюдается. В отношении числа данные словарей позволяют сказать следующее: в девневерхне- и средневерхненемецком языках слово имеет только единственное число. В нововерхненемецком, по данным словаря немецкого языка Я. и В. Гримма, слова *Hanf*, хотя и очень редко и совсем недавно стало употребляться во множественном числе в значении «разновидности конопли» [1, с.432].

Претерпев процесс полной ассимиляции, название конопли в современном немецком языке имеет все падежные флексии, присущие существительным мужского рода.

После заимствования в европейские языки слово сохранило свое исходное значение до наших дней.

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Научный руководитель: Элмар Нойс, доктор, преподаватель Вестфальского университета имени Вильгельма, Мюнстер, Германия

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ЛИНГВИСТИЧЕСКИЕ ТРАДИЦИИ АВСТРАЛИЙСКОГО АНГЛИЙСКОГО (НА МАТЕРИАЛЕ СЛЕНГА СОВРЕМЕННОЙ МОЛОДЁЖИ)

Т.В. Вахрушева
Новосибирский государственный технический университет,
Новосибирск, Россия
t.vakhrusheva@list.ru

Аннотация: Данная статья рассматривает лингвистические традиции австралийского варианта английского языка и анализирует их влияние на современный сленг молодежи. Автор подчеркивает смешанный лингвистический характер страны. Утверждается, что для австралийского английского характерно неформальное использование лексики (вульгаризмов, сокращений слов, таймкиллеров).

Ключевые слова: австралийский вариант английского языка; социолингвистика; сленг; лингвистические традиции; варианты языка

LINGUISTIC TRADITIONS OF AUSTRALIAN ENGLISH (ON THE MATERIAL OF MODERN YOUTH SLANG)

T.V. Vakhrusheva
Novosibirsk State Technical University, Novosibirsk, Russia
t.vakhrusheva@list.ru

Abstract: The present article considers linguistic traditions of Australian English and analyses their influence on modern youth slang. The author highlights a mixed linguistic character of the country. The article concludes that Australian English is characterized by informality of the lexicon, which is manifested in use of vulgar expressions, diminutives, and time-killers.

Keywords: Australian English; sociolinguistics; slang; linguistic traditions; language varieties

It is difficult to avoid slang no matter what language is spoken. Language of everyday communication (in conversations, TV programmes and films, advertisements, rap lyrics, online, etc.) may differ radically from the language students are taught at school or university. Needless to say, young people are inclined to move far from formal language and prefer slang expressions. So it is important for language learners to develop basic

understanding of informal and offensive language to prevent potential confusion in a foreign place, and get adapted to a new language environment. Moreover, there may be a huge difference between uses of slang words in different language varieties, for example, in English-speaking countries (Great Britain, the USA, Australia, etc.). So, the present article aims to consider linguistic peculiarities of Australian English and study their influence on modern youth slang. The conclusions will be drawn from multiple written sources and face-to-face interviews with native speakers from the USA and Australia conducted in Novosibirsk or via the Internet (Skype).

A growing area of sociolinguistic research investigates local manifestations of language, culture, and identity in relation to forces of globalization, economics, and politics [6]. Sociolinguistics investigates how people with different social identities such as gender, race, ethnicity, etc., speak, and how their speech varies in different situations. Sociolinguists do research into features of dialects (the way the words are pronounced, choice of words, etc.), how they bunch together to establish personal style of speech; why there is misunderstanding between people from different social and cultural backgrounds concerning what they say or do due to the different ways they use language.

For instance, Thomason [10] and Winford [11] address the field of language contact, which generally looks at the factors that make a contribution to relationships between and across speakers of different languages and language varieties. Schneider [8] and Crystal [4] give a thorough analysis of how English has spread and diversified as a result of both colonization and the importance of the United States and the United Kingdom in modern global society. These studies demonstrate how, as a consequence of colonization and globalization, the English language has been adapted to mirror local cultures and communities around the world.

Towards the end of the eighteenth century, the continuing process of British world exploration established the English language in the southern hemisphere [4, p.40]. Thus Britain provided the main source of settlers, which significantly increased its influence on the language. It can still be traced in the speech patterns and expressions used in Australia up to the present today. Nevertheless, Aboriginal languages and American English have also influenced the language – both locals and immigrants contributed

to the development of Australian English. As a result, the country now has a very mixed linguistic character [4, p.41]. Although the historical development of the Australian English attracted considerable attention of researchers in the 1960s [7], it has recently stimulated genuine interest [12]. The scientists have traditionally focused on phonology and lexicology.

A widely recognized feature of the lexicon is its informality, often manifested in an understated and irreverent humor (for instance, in similes such as *drunk as a skunk* 'very drunk', and *tight as a fish's arsehole* 'parsimonious') [2, p.77]. It is typical of Australians to create sets of vulgar expressions built on a single stem, e.g., *scared shitless* 'very scared'; *shit a brick!* an expression of surprise; *up shit creek* 'in a difficult predicament', etc. The affinity shown by Australians for their vernacular can be traced back to the often coarse and irreverent language, originating in British dialectal slang, used by both the convicts and settlers from 1788 [2, p.77]. A significant lexical development in recent decades has been the borrowing of words and expressions such as *cookie*, *guy*, and *mate* from American English, prompted by rapid developments in communication and American cultural imperialism [2, p.77].

Doing research into slang, we have collected data about informal words and expressions from American and Australian English, which enabled us to notice certain peculiarities and connections running in the system of language. First, it is very typical of Australians to use such words as *arvo*, *evo*, *doco* instead of *afternoon*, *evening*, and *documentary*. Such words are known as diminutives, they are formed by taking the first part of a word and substituting an a, o, ie, or y sound for the rest. In all, about 5,000 diminutives have been identified in the Australian English [3].

Table 1

Australian diminutives

Australian	**American**
smoko	smoke/coffee/tea break
Chrissie	Christmas
greenie	environmentalist
prezzie	present
Aussie	Australian
barbie	barbeque
brekkie	breakfast
chewie	chewing gum

chokkie	chocolate
exy	expensive
Ta	Thank you
Ta-ta, seeya	Take care, take it easy

This set of diminutives has received wide recognition in regards to professions and occupations, e.g., *electrician – sparkie; carpenter – chippy; taxi driver – cabbie; brick layer – brikkie; truck driver – truckie; postman – postie*. Diminutives are used instead of full names: *Christina – Chrissy, Kerry – Kezza, Shanan– Shazza*. Some are transformed by adding -o: *David – Davo, Jackson – Jacko*. Interestingly, diminutive forms of names – even when names end with -ie – can also be retransformed, e.g., *Julie – Jules*. Some names can't be transformed: Paul, Daniel, Sally, Cameron, Greg, Jake.

According to Dr. Nenagh Kemp, a psychologist at the University of Tasmania, «[Australians] make words shorter to save [them] a bit of time and effort. But some diminutives actually make words longer, like *Tommo* for Tom. And [they] don't really save a lot of time by saying *barbie* instead of barbecue" [1]. He thinks that Australians have an instinctive feeling that these words also make an interaction more informal, more friendly and relaxed.

Another interesting feature revealed by the research is a time-killer «skies» often used by Australians. The word does not carry any particular meaning, while specifically added at the end of sentences, e.g. «*Kerry, are you parting with the boys again-skies?*», «*Hurry up, and let's go-skies, we are already late*», *«Did you like the dinn-skies (dinner)?»*. No similar time-killers have been found in American English, which leads us to the conclusion that this peculiarity can be considered another typical feature of modern Australian slang known as Strine.

Despite the fact that Australian mass media world is devoured by American talk shows, movies, sitcoms, which should be considered one of the reasons for huge interaction between the languages, the research has also demonstrated a considerable difference between the use of slang words and expressions in American and Australian English. On the one hand, it can be explained by geographical factor; on the other hand, by different cultural backgrounds of native speakers.

Table 2

American and Australian youth slang expressions comparison

American	**Australian**
What's up dog/homie/champ/young blood?	G'day mate, how are you brudda, Sup G, How's things, champ?
You are the man	You legend!
No chill	Hell no
Low life	Bogan
McDonalds	Maccas
Absolutely	Reckon
Sausage	Snag
Vegetables	Veggies
Skipping school	Wagging
In the middle of nowhere	Woop woop
Chicken	Chook
Sandwich	Sanger
Biscuit	Scone
French fries	Chips
Cotton candy	Fairy floss

To sum it up, Australian English has significantly different features from other varieties of English. The lexicon is characterized by informality, which is confirmed by love of sardonic humour, creation of vulgar expressions, and diminutive forms. Australia's identity conflicts caused by its penal history are obviously reflected in the language.

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Research supervisor: E.V. Filatova, Vice Dean for Research, Faculty of Humanities, Novosibirsk State Technical University, Novosibirsk, Russia

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ДУХОВНЫЙ КРИЗИС В. ЗИЛОВА В ПРОИЗВЕДЕНИИ «УТИНАЯ ОХОТА»

Ван Цунцун
Сианьский университет иностранных языков, Сиань, Китай
alina.wang.467@yangdex.ru

Аннотация: В статье на основе анализа образа В. Зилова представлено духовное состояния людей в эпоху 60-70-х гг XX века. Люди потеряли цель, или никогда не видели её. В работе описаны сложности характера героя пьесы, духовный кризис главного героя, сущность его трагедии и трагедии эпохи застоя.

Ключевые слова: кризис; индивидуальная судьба; трагедия эпохи; нравственность

THE SPIRITUAL CRISIS OF VICTOR ZILOV IN THE DRAMA OF “DUCK HUNTING”

Wang Congcong
Xi'an International Studies University, Xian, China
alina.wang.467@yangdex.ru

Abstract: In the article the image of Victor Zilov is represented on the basis of the analysis of spiritual state of people living in the 60-70-s of the XX century. The people lost their goals, or never saw them. In the paper the complexity of the play protagonist’s character, the spiritual crisis of the protagonist, and the essence of his tragedy and the tragedy of the era of stagnation are described.

Keywords: crisis; individual fate; tragedy of the era; morality

Пьеса А.В. Вампилова «Утиная охота» написана в 1970 году. Главный герой (Зилов) в представлении многих, которые утратили духовных и нравственных опор, олицетворяет в период застоя.

Вероятно, причиной духовного кризиса главного героя является отсутствие нравственной веры и реальной цели. Зилов постоянно мечтает, а не любит заниматься реальным делом и общаться с людьми.

В пьесе А.В. Вампилова Зилов безответствен к своей работе. Он и его коллеги Саяпина принимают подбрасыванию монеты для решения этого «рокового» вопроса. А после нескольких раз, они не получили нужную сторону, то есть не разрешила им лгать. Но всё равно, они уже

подписались под планом реконструкции и дали его начальнику. Они так обманули себя и других, думали что «Проскочит. Никто внимания не обратит», а также не понимали, что это обман и безответственность, наоборот, они думали, что это «немного смелости, творческая фантазии».

Таким образом, их обманное поведение и безответственное отношение к своей работе в «Утиной охоте» как многих советских интеллигентов, оказываются более низкой, чем у других «разлагающихся» персонажей в произведении «Утиной охоте».

Герой Зилов равнодушен к связей между женой и родителями. Он не дорожит своей женой и влюбился в других девочек, а даже обманул свою жену. Его жена Галина делала всё для того, что бы сохранить их любовь, а даже рождать детей для него. А Зилов ничего не тронулся, никогда не хотел иметь своих детей, и делал всё по-прежнему. Как только Галина покидала его и никогда не вернулась, он понял, что он больше всего любил свою жену.

Отношение Зилова к родителям тоже равнодушено. Ведь его отец уже не видел своего сына четыре года и скучился по нему, поэтому он дал ложную информацию ради того, чтобы они вернулись. А Зилов не понял кровных отношений между родителям и детям. Герой потерял эмоциональные связи с родными людьми и любовь к ним, уже затянулись паутиной безразличия и равнодушия [4], что проводило к духовному распаду.

Ведь, по мнению ряда учёных [1, 2, 3], в этот период 1960-70-е гг. достигли заметные успехи в научно-технической области, а в то время были отмечены сильнейшие падении моральных критериев, нравственности населения в целом [5].

В самом конце пьесы, когда В. Зилов бросается ничком на постель и несколько раз вздрагивает, при этом «плачет он или смеется, понять невозможно», однако «к этому времени дождь за окном прошел»; чуть позже Зилов «поднимается, и мы видим его спокойное лицо». Он звонит Диме и сообщает «ровным, деловым, несколько даже приподнятым тоном», что «совершенно спокоен» и готов ехать на охоту. Вместо смерти физической герой выбирает абсолютную духовную гибель [3] («он лежит неподвижно, не шевелясь» повторяется здесь 4 раза), о чем свидетельствует его финальное

спокойствие, прочно ассоциирующееся с философией официанта. Так Зилов остается на позиции автора своей «пьесы», в конце которой он окончательно уничтожает себя.

В ходе развития действия в пьесе «Утиная охота» осуществляется художественное исследование процесса умирания души в живом человеке. Это духовный кризис убил человечество. Мы понимаем, что человек в такой обстановке не способен к своей жизни. Из-за отсутствия нравственной веры, люди живут под маской, ложно и бесчувственно, и для них выхода только два: убийство или жизнь без души. Это трагедии Зилова и трагедии эпохи безвременья, подчинённость человека обществу и трагедия личности в жестко заданных социальных обстоятельствах.

Трагедия героя в том, что он не способен на важный поступок. Даже застрелиться Зилов не сможет по-человечески. А. Вампилов не даёт ему такого права. Человек не станет зловещим демоном, «поборником тьмы». Он просто будет не добрым и не злым, не умным и не глупым, а это ведь страшнее, чем самый ужасный преступник. Всё и вся потеряет для него смысл.

Драматург позволяет глубже постичь сложность характера героя пьесы, раскрыть духовный кризис, сущность личной трагедии и трагедии эпохи застоя социальных обстоятельствах. Перед другими героями А. Вампилова вставал вопрос, как *поступить*, то перед Зиловым встаёт вопрос, как *жить* [5].

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Научный руководитель: Ань Синьлуй, профессор института русского языка, Сианьский университет иностранных языков, Сиань, КНР

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ТИПЫ ИДИОМАТИЧНОСТИ В СЛОЖНЫХ СЛОВАХ НА АНГЛИЙСКОМ ЯЗЫКЕ

А.Г. Юлдашев
Узбекский государственный университет мировых языков,
Ташкент, Узбекистан
akmal1909@mail.ru

Аннотация: Данная статья посвящена исследованию идиоматичности в сложных словах, и автор попытался описать механизмы создания идиоматичности и различные его типы в сложных словах.

Ключевые слова: сложные слова; идиоматичность; синоним; синтаксическая структура

IDIOMATIC TYPES OF COMPOUND WORDS IN ENGLISH

A.G. Yuldashev
Uzbekistan State University of World Languages. Tashkent, Uzbekistan
akmal1909@mail.ru

Abstract: This article is dedicated to the research of idiomaticity in compound words, and the author has tried to describe the mechanisms of creating idiomaticity and its different types in compound words.

Keywords: compound words; idiomatic; synonym; syntactic structure

Being placed between derived words and word combinations compound words link objective and subjective factors of the speech activity. ‘*According to the degree of intelligibility in the utterance, compound words can have various levels of motivation and idiomaticity*’ [1, p.224]. According to A.I. Smirnitskiy ‘*idiomaticity means impossibility of extracting real meaning of the compound word from the totality of meaning of its components’* [4, p.117].

The investigation of materials of the compound words gives an opportunity to discuss the structure of the compound word according to the intelligibility of every word in the inward context that is in the context of the word, and accordingly, its dependence of the outward context. Here we find two series of opposition. For example: *Pacesetter* – a person or thing used in a race or speed trial to set the pace; *Pain-killer* – anything that

relieves pain. *Whistle-blower* – a person, who exposes, denounces or informs against another.

The first opposition has a feature that a definition consisted of the words. The stems of that are used in the compound word, or definitions of the compound words that are synonyms of stems of the compound word is opposed to it. Compare: *pacesetter* – sets the pace (clearer, semantic-structure is motivated example, *book-seller* – one who sells books).

Besides, stems such as *anything* and *that* are used as grammatical models for explaining the compound word *pain-killer*. In the second example the grammatical models are shown in the same form as in the first one, but the definition needs synonymous words for interpretation.

Comparing *pace-setter* and *whistle-blower*, we see that in the interpretation of the compound word *whistle-blower* no word is a synonym for the stems of the compound word. A syntactic structure of the interpreted compound word is reproduced just partly by the structure of the interpreted combination of words. The most important is that the semantic-grammatical part of the words combination of *against another* is not reproduced in the inward structure of the compound word *whistle-blower*.

Thus, three various types of interpretation of the compound word can be pointed out: 1) a repetition of parts of the compound word as parts of the interpreting combination of words (a lexical definition). For example, *beachcomber* – a person who searches shore debris for anything of worth, especially a vagrant living on a beach; 2) a partial conservation of a syntactic construction by a synonymous replacing of the compound word (*pain-killer* – anything that relieves pain); 3) a destruction of a syntactic construction (full or partial) and using the words, that are not synonyms with stems, forming the compound word, in interpreting combination of words.

For example, in the case of *whistle-blower* (the compound word was formed on the basis of the phraseological unit *blow a whistle*) – a person who informs people in authority or the public that the company they work for is doing wrong or illegal [5, p.1758], the phraseology forms an idiomatic part of the individual meaning of the compound word. Analogically, the compound word *claim-jumper* – the conqueror of a strange lot illegally, formed on the basis of the phraseological unit *jump a claim*.

Illustrated examples show that an idiomatic feature of meaning of the compound word grows from just minimal degree (*book-seller*) to partial (*pain-killer*) and just full (*whistle-blower*, *moonlight* – to work at a secondary job, especially at night, and often illegitimately).

Disposing the compound words on increasing degrees of interpretation of the syntactic complexity, we notice the increase of grammatical complexity of the transformation of the taken lexical definition that means including grammatical elements of the interpreting trans-forms into the meaning of the compound word. It follows that the grammatical meaning of transformations as if being enclosed with a model of the compound word. A simple compound word with two components has more or less complicated grammatical meaning. This causes a degree of the complication of the grammatical word interpretation, which can be realized as a degree of the grammatical word idiomaticity.

Thus, there are two idiomatic types: a) idiomaticity, connected with language phraseology, and b) idiomaticity, connected with a grammatical complexity of the interpretation or grammatical idiomaticity.

At the scheme the correlations between a degree of a grammatical idiomaticity and motivation of the compound word transforms are given.

Lexical idiomaticity of the compound word, in which the meaning of the stem is changed, is represented quite differently. Let's try to illustrate it with an example of the word *foxtail* – a common meadow grass that has soft brush-like flowering spikes (ABBY Lingvo 5x). The first component has following definition *fox* – a wild animal of the dog family, with reddish-brown fur, a pointed face and a thick heavy tail [5, p.615] and the second *tail* – the part that sticks out and can be moved at the back of the body of a bird, an animal or a fish [5, p.1574]. This idiomatic compound is formed according *Fox* (metaphor) + *Tail* (metonymy, as a Part for whole)

The given model of a word formation was activated and turned out to be the reason for building the next new compound word, with the right method of idiomaticity.

A word formation model is not just "V+er" but a quite compound nomination process. The main part of the model is detonative-objective reality and Bloomfield situation, in which a nomination process is taking place. As Bloomfield noticed, that '*for pronouncing a word, a situation for using the word is necessary, and if a meaning of the word is not confirmed*

by an objective reality – an objective norm of a language, the word would not be kept in the language' [2, p.37-41]. As work principle of our brain is based on "value" in the wide meaning of the word and simultaneously at the language situation sample. If our brain cannot find a sample-analogue for one or another word, the word not being kept on the working information, would fall out and not occupy any place on the memory of the brain. An objective reality reflected at the language situation is a model for the present word; accordingly, a description of a situation is a description of a word building model.

Taking into account the above-mentioned, we can make an inference that idiomatization is the result of the process of moving a matter of a larger communicative unit – a sentence, text or a discourse on a less language unit either a word combination or a word. For this it is desirable to use linguistic-cultural means and a method of combinatory that is peculiar to the given language with the purpose of a language economy principle, and *'an achievement of the language economy principle – to avoid a repetition of the compound grammatical construction word definition, is a compound process and a result of intensive mentality of a person, that uses various stylistic and grammatical means*' [3, p.372-384].

Principle of a language economy is observed on various language degrees, but most of all it is clearly reflected on the building degree. For example, *backspin* – a backward spinning motion imparted to a ball to reduce its speed at impact and an analogous example *topspin* – spin imparted to make a ball bounce or travel exceptionally far, high or as by hitting it with a sharp forward and upward stroke. The both examples are compound words formed by an analogous model. In both cases only one component takes place – spin. It is important to notice that components of the given examples – compound words are underivative stems, they are not complicated by affixes and categorical meanings are reflected less clear in them. An absence of word building affixes in their structure also impedes fixing a structural-semantic connection between components. It is difficult to select transformations for these compound words, not knowing their real definitions. Components of the given examples are reflected by nominative stems, which examine relations between them differently. Nominal lexemes, having nominative value, are feebly differentiated in the English language about their syntactic functions.

As it is clear from the examples, a semantic matter of a whole compound sentence reflected in the vocabulary definition is removed to the semanticity of a two-component compound word. A condensation of compound sentence importance takes place for transference compound word on the semantic structure – much less on size. It is main principle of a language economy (in order to not use a compound sentence every time, a word that makes a speech short, in a result of which a compound word was idiomatized. Idiomaticity took place because of violating semantic relation between components of a compound word, as the both components (in the second example instead of a component "top" a synonym word "high" is used) participate in a vocabulary definition.

An analysis of the above-mentioned examples leads to an idea that the simpler a structure of a compound word components is, the more chance of its idiomaticity has. And, accordingly, if components of a compound word are reflected by underivative names, structural-semantic connections between them are complicated – that is the reason of idiomaticity.

Summarizing, we can draw conclusions; the following factors can be the reasons for the idiomaticity of compound words: 1) remaking the sense of first component of the meaning that is metaphoric and metonymic transference of the meaning; 2) analogous to the first one, a second component can be a subject to the same mechanism of remaking sense; in both cases transference of meaning is discredited; 3) the third type is more interesting and implicit, when a violation of structural-semantic connections between components takes place, like in "*backspin*, *topspin*".

The third type of idiomaticity takes place in compound words, components of which are reflected by underivative stems. They are result of a complex onomasiological process, which is a complex semantic transfer – collecting from a vocabulary definition a suitable, capacious component for the future compound word. For this chosen component must have close semantic connections – valency with the following words and have a word building meaning. If such a component is not found amongst words of vocabulary definition, the present notion is violated to a metaphoric and metonymic transference and suitable words or word building elements for building a new compound word are collected.

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Research supervisor: D.M. Teshabayeva, D.Sc. (Philology), Head of World Literature and Literary Criticism Department, Uzbekistan State University of World Languages. Tashkent, Uzbekistan

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РОМАН ТОЛСТОГО «АННА КАРЕНИНА» В ИНТЕРПРЕТАЦИИ КИТАЙСКИХ ИССЛЕДОВАТЕЛЕЙ

Чжан Сюань
Новосибирский государственный технический университет,
Новосибирск, Россия
valya.valerievna@mail.ru

Аннотация: В статье рассматриваются различные подходы китайских толстоведов к роману «Анна Каренина». Выявляется основные векторы анализа романа Толстого.

Ключевые слова: Толстой; Китай; «Анна Каренина»; интерпретация

TOLSTOY'S NOVEL "ANNA KARENINA" IN THE INTERPRETATION OF CHINESE RESEARCHERS

Zhang Xuan
Novosibirsk State Technical University, Novosibirsk, Russia
valya.valerievna@mail.ru

Abstract: The article discusses various approaches of Chinese Tolstoy's scholars about the novel "Anna Karenina". It identifies the main vectors of the analysis of Tolstoy's novel.

Keywords: Tolstoy; China; "Anna Karenina"; interpretation

Роман Толстого «Анна Каренина» всегда был в центре внимания китайских учёных. Первый сокращённый перевод «Анны Карениной» с английского на китайский появился в Китае в 1917 г. и был озаглавлен «История Анны». Этот роман заново переводился и 17 раз переиздавался в Китае в 1930–1950-х гг. и 14 раз – в 1978–2006 гг. В настоящее время работа над переводом романа Толстого активно продолжается. Во второй половине XX в. в китайских журналах появилось более 500 статей, посвящённых этому роману, в XXI в. – около 300 статьей. В 2004-2016 гг. было защищено 11 диссертаций по этому роману. При анализе «Анны Карениной» китайские учёные в основном вскрывают трагедию главной героини, анализируют систему персонажей и композицию этого романа.

В китайском литературоведении изменились акценты при интерпретации образа главной героини: в XX в. Анна трактовалась как

передовая женщина, смелая, искренняя и открытая. В настоящее время учёные стали шире интерпретировать этот образ, выделяя в Анне всю глубину человеческих переживаний. Изменилась и трактовка Каренина. Долгое время его трактовали как негативный образ, противопоставленный Анне. Многие учёные, вслед за Анной, называли его куклой, бюрократической машиной. Чжэн Кэлу пишет, что Каренин – корыстный, равнодушный, лицемерный человек, окостенелый, бюрократ, у которого отсутствуют жизненные силы [1, с.363]. Чэнь Инцян полагает, что в разыгравшейся в романе Толстого трагедии виноват социум [2, с.303]. Согласно Чжу Вэйчжи, Каренину нужно от Анны не любви; Каренин воспринимает свою жену как необходимый для его статуса атрибут жизни; для Каренина важно сохранить своё достоинство, а потому его не волнует жизнь Анны и её душа; Каренин – воплощение старого режима, делает вывод Чжу ВэйЧжи [3, с.426].

Ян Чжэнсянь, Ся Лачу, Хань Ся, Ван Сяоин указывают, что у Толстого максимально объективное отношение к Каренину. Ян Чжэнсянь заметил, что не надо оценивать поведение Каренина через призму восприятия его женой [4]. Ся Лачу считает, что под влиянием западной идеи читатели подсознательно негативно оценивают Каренина, в котором изначально были любовь и прощение, но общество изуродовало его душу [5, с.45–48]. Хань Ся подчёркивает, что Каренин стремится к приличию и избегает эмоционального наслаждения, что толкает его жену к измене; всё это, с точки зрения учёного, отражает противоречия мировоззрения Толстого [6, с.208].

Однозначно негативную оценку китайских исследователей получил Вронский, который, как пишут литературоведы, привёл Анну к трагедии. Ни Жуйцин называет Вронского вульгарным жизнелюбом [7]. Ли Вэйфан отмечает, что Вронский сначала хотел ограничиться прелюбодеянием с Анной, но при известии о беременности Анны он изменил свои планы, стал серьёзно относиться к их отношениям.

Среди причин, приведших к Анну к суициду, учёные называют следующие. Согласно Цзя Сяолин, феодальное и консервативное общество, а также Каренин и Вронский привели Анну к трагедии [8]. Анна, которая до поездки в Москву была идеальной женой и матерью, стала любовницей Вронского; Чжао Гуанхуй полагает, что конфликт

между разными статусами Анны привёл её к трагедии [9].Чжан Лу видит трагедию Анны в том, что у этой героини нет независимого эмоционального и экономического положения [10]. Согласно Чжао Сюань, трагедия Анны в игнорировании религии [11]. Сюе Чжиган полагает, что у Анны есть свои достоинства и свои недостатки, что приводит её к трагедии [12]. Сунь Цайся называет причинами трагедии Анны ложные высшие сферы общества, недовольство мужем и любовником экстремальным взглядом героини на любовь [13]. Согласно Чжан Вэньлань, причина трагедии Анны в её противоречивом характере и желании дистанцироваться от всех [14].

Чжан Цзяньхуа полагает, что страх, стыд и чувство вины от украденной любви приводят к раздвоению личности Анны. Бесконечное подозрение составляет одну из главных причин её самоубийства, подчёркивает китайский исследователь; самосознание, система ценностей и предубеждение верхов общества уничтожали Анну на уровне духа. Трагедия Анны, пишет Чжан Цзяньхуа, связана с браком без любви, разрушенной семьей, расставанием матери и ребенка, осознанием невозможности вечной любви и духовным страданием. Причины трагедии Анны, согласно Чжан Цзяньхуа, физиологические, общественные, моральные, нравственные, личные психологические, духовные; мир толстовской героини богат, но в то же время хрупок и беден, делает выводы Чжан Цзяньхуа [15, с.132].

Ху Юн и Се Цзинцзюнь интерпретируют трагедию Анны в религиозно-этическом плане и связывают её с отсутствием гармонии между членами семьи [16]. Дун Дунсюе трактует сны Анны как посылаемые ей предупреждающие знаки судьбы [17].

Китайские исследователи, сопоставляя любовь Кити и Лёвина и чувство Анны к Вронскому, говорят об огромной разнице толстовских героинь. Ряд учённых занимаются проведением параллелей между женскими образами Толстого и женскими героинями западноевропейских писателей. Чжан Сяосяо, анализируя процессы пробуждения женского сознания у Анны Карениной и Норы из «Кукольного дома» Ибсена, подчеркивает, что обе героини смелые и стремятся к настоящей любви [18]. Гэ Лицзюань, сравнивая Джейн Эйр и Анну Каренину, пишет, что у этих героинь разные взгляды на любовь [19]. Сюй Янь полагает, что у Флобера и у Толстого во многом

одинаковое отношение к своим героиням: оба писателя и сочувствуют своим героиням и критикуют их [20]. Ли Шули, Хань Мэйцзюань, Чжан Ваньюй, Дин Нинтао проводят параллели между Анной Карениной и женскими образами китайской литературы, в первую очередь, между Анной Карениной и героиней романа Цао Сюециня «Сон в красном тереме». Толстоведы сравнивают Анну Каренину с героиней пьесы Цао Юй «Гроза» и говорят об их протесте против угнетения и лицемерной свободы, о стремлении обеих героинь к настоящей любви. Е Цихуа проводит параллели между Вронским и героем пьесы Цао Юй Чжоу Пинь. Лю Ялун, Хань Цзяньцзи, Е Цихуа, Ху Ханьфан и Ли Элань сопоставляют Каренину и героиню пьесы Цао Юй Фань И. Нин Вэй, сравнивая «Анну Каренину» с героиней пьесы Тан Сяньцзу «Павильон пионов», подчеркивает, что герои китайского драматурга проявляют страстное стремление к любви, а в «Анне Карениной» бурно проявляется религиозное чувство. Согласно Нин Вэй, идеал в пьесе «Павильон пионов» – гармоничная красота и тонкое ощущение любви, а в романе Толстого – конфликтная красота и драматичный сюжет, что обусловлено разницей русской и китайской культур [21].

Во многих странах толстоведы обсуждают вопросы композиции романа «Анна Каренина». Лю Я считает, что в романе Толстого существуют следующие связи между персонажами: конфликтная, контрастная, ведущая-ведомая [22]. Говоря о композиции романа «Анна Каренина», Толстой, подчёркивает Чжан Цзяньхуа, гордится его арочной структурой. Чжан Цзяньхуа полагает, что для Толстого эта «внутренняя связь» выражается через трагедию человека, живущего в обществе, и через его религиозно-нравственные искания [15, с.137].

Лю Я подчеркивает, что Толстой 1) умеет описать развитие сюжета и процесс душевного движения персонажей с помощью метафор, что делает характеристику изображаемого лица более живой и яркой, 2) использует анатомический психологический анализ, внутренний монолог, значимые детали; при создании портрета Толстой соединяет портретирование с описанием психологии [22].

Чжан Цзяньхуа подчёркивает, что нравственное ядро романа «Анна Каренина» связано с христианским гуманизмом, чья идея – суд над жизнью и спасение души [15, с.134 – 137].

Таким образом, китайские исследователи многогранно интерпретируют роман «Анна Каренина»; их анализ отражает понимание поэтики романа Толстого и предопределён спецификой китайского менталитета.

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Научный руководитель: Е.А. Масолова, канд. филол. наук, доцент кафедры филологии, Новосибирский государственный технический университет, Новосибирск, Россия

EUROPE – RUSSIA – ASIA: THE PROBLEMS OF INTERREGIONAL DIALOGUE

УДК 32.019.5

ПОЛИТИЧЕСКИЙ ПОДТЕКСТ КУЛЬТУРНЫХ СОБЫТИЙ МИРОВОГО МАСШТАБА

Д.А. Аксёнов
Новосибирский государственный технический университет,
Новосибирск, Россия
goodatwar@gmail.com

Аннотация: В данной статье рассматривается проблема влияния политических и социальных факторов на культурные мероприятия. Исходя из всех факторов, можно сделать вывод, что решить данную проблему можно лишь при условии, что люди изменят своё отношение и вернутся к тем ценностям и идеям, которые эти события несут в себе.

Ключевые слова: культурные мероприятия; Оскар 2016; Летняя Олимпиада в Рио; Евровидение 2016; “Чёрный Оскар”

POLITICAL IMPLICATION OF GLOBAL CULTURAL EVENTS

D.A. Aksenov
Novosibirsk State Technical University, Novosibirsk, Russia
goodatwar@gmail.com

Abstract: In this article we’re investigating the problem of influence of political and social factors on cultural events. Proceeding from all factors, it is possible to draw a conclusion that we could solve this problem only if people change their attitude and return to those values and the ideas which these events bear in them.

Keywords: cultural events; Oscar 2016; Summer Olympic Games in Rio; Eurovision 2016; "Black Oscar"

All around the world, every country has its festivals and occasions. But some cultural events are worldwide. Nowadays the most well-known are: Olympic Games, Eurovision Song Contest, Academy Awards (Oscar), Cannes Film Festival, Woodstock Music & Art Fair and others. They were created just to recognize who is the best. Most of them have a long history. For example, The Academy Awards was held over 87 years ago, and Olympic Games date back to 776 BC. Even there, in Ancient Greece, all conflicts among the participating city-states stopped until the end of Games.

And what do we see now!? Today all these events are more than just contests; they are the stage for political conflicts.

We have a lot of international events, and each of them has its own history. Long time ago, in Ancient Greece, Olympic Games started; nobody knows the exact date, there are only some theories. One of them says that the exact date is 776 year BC, but another one claims that this event is connected with Zeus and Heracles. According to the legend, it was Heracles who first called the Games "Olympic" and established the custom of holding them every four years. The Olympic Games reached their zenith in the 6th and 5th centuries BC, but then gradually declined as the Romans gained power and influence in Greece. There is no scholarly consensus as to when the Games officially ended, the most commonly held date is 393 AD, and another date commonly cited is 426 AD.

Another important event is the Eurovision Song Contest. The first song contest was held on 24 may 1956, in Switzerland. The main idea of it was to bring together the countries of European Union after the war. And nowadays it has the history of 60 years.

And the last but not the least is Oscar or The Academy Award. It is an annual American awards ceremony hosted by the Academy of Motion Picture Arts and Sciences (AMPAS) to recognize excellence in cinematic achievements in the United States film industry. The winners are awarded a copy of a statuette, officially called the Academy Award of Merit, known by its nickname "Oscar." The awards first were presented in 1929 at the Hollywood Roosevelt Hotel.

The Oscars faced criticism again this year after zero nonwhite performers were nominated in the acting categories for the second year in a row. But over its past 87 ceremonies, the Academy Awards have honored a number of nonwhite actors, directors, musicians, writers, producers and sound mixers, including more than 30 African-American artists. In 2002, Denzel Washington and Halle Berry famously became the first black actors to win both lead acting awards in the same year [4]. As with last year, the Hispanic/Latino filmmakers were represented only by Alejandro Gonzalez Inarritu and his team in the “money” categories. Some may conclude that the nominations reflect institutional bias against minorities and women within the Academy of Motion Picture Arts & Sciences, but the problem is with Hollywood’s major studios and agencies. There were 305 films eligible

this year. If hiring reflected the U.S. population, Oscar voters would have weighed 150-plus films directed by women, 45 directed by blacks, 50 by Hispanics, and dozens of movies by directors who are Asian-American, LGBT individuals, people with disabilities and members of other minorities. Of course, the actual tallies were a fraction of those numbers.

"1944". It wouldn't be Eurovision without a scandal! Eurovision is notorious for being plagued by controversy. Crimean Tatar singer Susana Jamaladinova under the stage name Jamala performed the song "1944", which lyrics actually focus on Joseph Stalin's mass deportation of 244,000 Crimean Tatars in 1944 – a tragic event that has been equated to genocide by the Ukrainian parliament. Russia, it seems was none too pleased about the decision. Mustafa Dzhemilev, a prominent politician, who is part of the Crimean Tatar ethnic group, was considerably more enthusiastic about the song: "I am confident that Jamala will present with dignity our country at the Eurovision. I believe that the whole world will know about '1944'" [1], he wrote on Facebook – as reported by the Kyiv Post. Year in and year out, political tensions between competing countries can bubble to the surface and are often also reflected in the voting tallies at the finals. Songs with overt political content however are banned.

"Doping scandals and Russia is banned on a Paralympic games". Anti-doping at the Rio Olympics was branded the "worst" ever at a Games on Wednesday night after the process of sample collection was compromised by a wave of no-shows and walkouts by volunteers and testers, as well as a series of security lapses. One senior figure in the war on drugs with experience of several major events said of the sample-collection system in Rio, "This is by far the worst I've seen." Rio 2016 began less than three weeks after the publication of a damning report in which Russia was found guilty of state-sponsored doping at the 2014 Winter Olympics. The Rio Games had the opportunity to restore credibility to the drug-testing process at an Olympics but they have done anything but, according to insiders alarmed at how dysfunctional it has become. One source said that only "very resourceful" doping control officers from countries such as the UK had prevented the integrity of sample collection being compromised. Michele Verroken, the former head of anti-doping at UK Sport, told Telegraph Sport: "It's hugely disappointing that everything that's happened previously around and Olympic Games is continuing to happen. It's just

failing our athletes and regrettably making anti-doping looking like it can be incompetent at times" [1]. The Rio Games have already had one scandal related to the drug-testing process when a Kenyan sprinting coach, John Anzrah, was caught carrying the accreditation of Ferguson Rotich when the 800 metres runner was being sought to provide a sample. A drug testing at the Games is being monitored by an independent observer group appointed by the World Anti-Doping Agency.

The head of the International Paralympic Committee said the organization's firm anti-doping stance has been vindicated after the court of arbitration for sport dismissed Russia's appeal against their exclusion from Paralympic Games in Rio. The president of the IPC, Sir Philip Craven, expressed his satisfaction after a Cas (Court of Arbitration for sport) panel found that the decision to suspend the Russian Paralympic Committee on 7 August – as exclusively revealed by the Observer – because of evidence of state-sponsored doping was neither disproportionate nor in violation of procedural rules. Vladimir Putin has described the ban on Russia from competing in the Paralympics as cynical and immoral but the Russian president has admitted mistakes have been made on how they tackle doping [3]. The entire Russian Paralympic team has been barred over the same allegations. At a Kremlin ceremony to welcome home Russian athletes, Putin said international anti-doping organizations had singled out Russia for harsh treatment because they were subject to political pressure. Putin said the result could have been better if a third of Russian competitors had not been excluded. "I used to say this before … and I still believe that these international anti-doping structures … should be rid of political pressure" [3].

Global contests like Oscar, Eurovision and others can't be held without scandals. Political implication of these events is obvious. If we want to change the situation we should return to the values which these events initially had.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 327.7

РУССКО-КИТАЙСКИЕ ЭНЕРГЕТИЧЕСКИЕ ОТНОШЕНИЯ

А.А. Александров
Новосибирский государственный технический университет,
Новосибирск, Россия
aleksandrov.aleksey.1996@mail.ru

Аннотация: Русско-китайские взаимоотношения весьма непросты, в этом сомневаться не приходится. У них долгая история порой с общими интересами. Цель статьи – проанализировать развитие русско-китайского энергетического сотрудничества.

Ключевые слова: российско-китайские энергетические отношения; газ; нефть; газопровод «Сила Сибири»; цены на энергоносители

RUSSIA-CHINA ENERGY RELATIONS

A.A. Alexandrov
Novosibirsk State Technical University, Novosibirsk
aleksandrov.aleksey.1996@mail.ru

Abstract: The Russia-China relationship is very difficult, this cannot be doubted. They have long history, and sometimes with common interests. The aim of the article is to analyze development of Russia-China energy collaboration.

Keywords: Russia-China energy relations; gas; oil; “Power of Siberia” pipeline; energy prices

In the early 2000s, advancements in Russia-China energy collaboration were slow. Russia sought to maintain its standing as a dominant energy provider in European markets, while China searched for greater energy security among its energy suppliers. China consistently showed an interest in a cross-border oil pipeline to its refineries from Russia, but Russia remained focused on the West [1]. Despite their differing interests, both countries saw the potential economic and strategic benefits of an energy relationship in 2004 when Gazprom and CNPC signed a strategic cooperation agreement centered on natural gas delivery to China [3]. While this marked a potential strengthening of relations in the energy sector, the following years were characterized by unresolved agreements and low priority given to intergovernmental energy deals on either side. For example, plans discussed in 2006 to build two gas pipelines through eastern

and western Siberia were suddenly abandoned when Gazprom managed to sign new deals with European companies and China consequently turned to Turkmenistan for supply [2].

More recently, however, Sino-Russian interests have intersected and cooperation in the energy sector has grown significantly. Many intergovernmental projects, which were previously discussed, yet left unsettled, have been ultimately realized. Most notable is the $400 billion gas deal signed in May 2014, in which Gazprom agreed to deliver natural gas to Chinese markets for the next 30 years via the *Sila Sibiri (power of Siberia)* pipeline. All parameters of this deal, save the price, were discussed and agreed upon in 2010, yet a final agreement had been delayed. Gazprom's and CNPC's signing of the deal in 2014 reflects Russia's realization of its long-awaited energy operations in the East and the alignment of its interests with China's regarding the development of energy supply, infrastructure, transport in the east. Furthermore, it will provide China with more than one-fifth of its present-day annual consumption, giving Russian gas a sizable stake in China's intake [2].

Long-term natural-gas contracts may take years to iron out and conclude. However, at present they are far more reliable than unconventional gas or green alternatives. Once finalized, bilateral long-term agreements remain in full force for decades, despite inevitable periods of high volatility in energy prices. The sticking point had been price. Years of negotiations over major natural gas trade stalled as each side held out for more favorable terms.

However, the conflict in Ukraine and the near-severing of relations between Russia and Europe led to a breakthrough in the Sino-Russian energy relationship – in Beijing's favor. They agreed to a major natural gas deal in May 2014 that could see Russia export 38 billion cubic meters per year to China beginning in 2018, with the option of ramping those figures up to 60 bcm per year at a later point. Crucially, the two sides appeared to agree on a price in the range of $9-$10 per million Btu (MMBtu), much closer to China's preferred price point. The exact terms were not disclosed, but China may have even secured a lower price than Europe pays for Russian gas.

Considering Russia's long history of activity and dominance in European markets, its recent shift in attitude towards China as a partner is

thought provoking and worthy of examination. In order to understand Russia's turn to eastern energy markets, it is necessary to analyze the economic and political environments that existed in both countries when these agreements were finalized. Amid the Ukraine crisis, Western sanctions and astonishingly low oil prices have caused Russia's economy to suffer immensely [5]. Economic sanctions have strained Russia's relations with the West; the ban on Russian exports of high-tech energy equipment, among other restrictions, imposed by the EU has undoubtedly encouraged Putin to extend his hand invitingly to China. In addition, the EU is seeking alternative markets to diminish its dependence on Russian oil imports, which has led Russia to look east for oil exports. Opportunely, China's oil demand is robust, and still growing, and it is in China's interest to engage Russia in satisfying that need, in order for Russia's economy to remain afloat. A further damaged Russian economy could threaten stability on Russia-China borders. Additionally, closer ties with Russia bolsters China's energy security by decreasing its dependence on crude oil imports from the Middle East, which could be easily disrupted by political crises.

As a result of these circumstances, Chinese crude imports from Russia increased by 36% in 2014, while imports from other major OPEC nations plummeted. Russian energy data from January to September 2014 showed a nearly 45% increase in crude exports to China and 20% decrease in its exports to Europe. On the natural gas front, deliveries from Russia via the Sila Sibiri pipeline, expected to start in 2019, will diminish China's reliance on other source countries for gas. However, the volume China will receive is only one-fourth of the amount of gas Gazprom currently sells to Europe [4]. While the numbers show promising increases in imports and exports on both sides, it is evident that a definite energy partnership between Russia and China is only in its primary stages, for a majority of their existing energy contracts remain grounded in Europe and Central Asia, respectively.

Russia's frosty relations with the West and desire to expand its energy exports and China's interest in diversifying its energy suppliers have played active roles in the overall progression of Sino-Russian cooperation in energy projects. However, the Ukraine crisis has been the driving force behind Russia's recent full-fledged pivot to the East. The economic and political isolation, which Russia experienced as a direct result of the crisis, has acted as a catalyst for Russia-China collaboration and interactional advancement

in the energy sector. But is this close relationship completely dependent on the crisis and Russia's tense relations with the EU? While more cooperative bilateral relations on both oil and gas fronts arose from a situation where Russia was very weak economically, the trajectory of future relations does not depend solely on Russia's ability to revive its economy within the next few years or the resolution of the Ukraine crisis. It is similarly contingent on China's internal affairs, such as any changes in its domestic energy demand and energy efficiency developments. Although Russia is the more vulnerable player, the countries are nevertheless cultivating an interdependent, and thus durable, relationship, which is beneficial for both nations.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 34.05

ВЛИЯНИЕ НЕМЕЦКОГО ПРАВОВОГО ОПЫТА НА РЕФОРМУ РОССИЙСКОГО ГРАЖДАНСКОГО ЗАКОНОДАТЕЛЬСТВА: АКТУАЛЬНЫЕ ВОПРОСЫ

В.С. Асташова
Сибирский федеральный университет, Красноярск, Россия
valentinaast21@gmail.com

Аннотация: В статье рассматриваются дискуссионные вопросы реформирования гражданского права России на основе Концепции развития гражданского законодательства. Приведен анализ немецкого опыта, послужившего ориентиром изменений. Особое внимание уделено специфике немецких правовых институтов с целью определения возможности их заимствования.

Ключевые слова: гражданское право; реформирование законодательства; немецкое право; сравнительное правоведение

INFLUENCE OF GERMAN LEGAL EXPERIENCE ON REFORM OF CIVIL LEGISLATION IN RUSSIA: TOPICAL ISSUES

V.S. Astashova
Siberian Federal University, Krasnoyarsk, Russia
valentinaast21@gmail.com

Abstract: This article touches upon the discussion of the issues of civil law reform in Russia based on the Conception of Development of Civil Legislation. It provides an analysis of German legal experience considered as a guideline in the amendments. The author emphasizes the specific character of German regulations in the perspective of its possible adoption.

Keywords: civil law; reform of legislation; German law; comparative law

Das Zivilrecht Russlands erlebt zu dieser Zeit erhebliche Veränderungen. Im Laufe wirtschaftlicher Zusammenarbeit mit anderen Staaten, versucht auch die Gesetzgebung, dem internationalen Niveau zu entsprechen: 2009 wurde die Konzeption zur Entwicklung der Zivilgesetzgebung akzeptiert, die insbesondere das Sachenrecht als ein Schwerpunkt bezeichnet und auf das europäische Recht Bezug nimmt. Bei Besprechung der Übernahme von ausländischen Rechtskonstruktionen muss

allerdings jedes Institut im Zusammenhang mit anderen Normen behandelt werden und nicht „blind“ einbezogen sein.

Eine der am meisten diskutierten Aspekte ist die Regelung des Besitzes. Wer die Sache tatsächlich „in Händen hält“ aber kein Eigentümer ist, genießt grundsätzlich kein Rechtsschutz. Das Zivilbuch der Russischen Föderation definiert den Besitz nicht als tatsächliche Sachherrschaft, sondern verankert den Besitz als ein Bestandteil des Eigentums, ein Befugnis des Eigentümers. Die Konzeption und Gesetzentwurf zur Veränderungen des Zivilgesetzbuches bestimmen wiederum den Besitz als tatsächliche Beziehung. Diese Fassung stellt kein neues Verständnis dar [2, S.20], wird aber sehr grob im Gesetzestext weiter erläutert, was die Anwendung der Vorschriften erschweren kann. Beispielsweise sind keine anderen Kriterien des Besitzes vorgesehen, u.a. Wille des Besitzers; auch wird die Regelung in Bezug auf verschiedene Arten von Sachen nicht aufgeteilt.

Die Konzeption sieht auch Fehlen des Besitzschutzes als ein Mangel des Zivilgesetzbuches. Zur Änderung wird das deutsche Modell als Vorbild zugrunde gelegt: Der Besitz sei unabhängig vom gesetzlichen Titel schutzwürdig, d.h. nur kraft bloßer Tatsache, was vom heutigen Gesetz grundsätzlich abweicht. Art. 305 des Zivilgesetzbuches bietet den Schutz nur dem, wer ein Recht zum Besitz hat (aus dem Vertrag oder aus dem Gesetz). In Schrifttum wird die Frage über den Besitzschutz im aktuellen Gesetz nicht eindeutig beantwortet. Einer Ansicht nach schützt schon aktuelles Gesetz im Abs. 2 Art. 234 den tatsächlichen Besitzer bei Ersitzung: Der Besitzer hat vor Fristablauf noch kein Recht zum Besitz, ist aber schutzwürdig [3, S.23]. Begründet scheint allerdings die Gegenmeinung, da der Schutz nicht jedem tatsächlichen, sondern nur dem gutgläubigen Besitz gewährleistet ist, außerdem nur gegen einen Dritten, wer kein Recht zum Besitz hat (nicht gegen Eigentümer oder jemanden, wer irgendein Recht zum Besitz hat). In dieser Hinsicht scheint der Schutz des tatsächlichen Besitzes im russischen Zivilrecht neu zu sein.

Anerkennung im Besitz ausschließlich tatsächlicher Natur sieht man als eine Analogie zum deutschen Recht an: § 854 BGB bestimmt den Besitz als tatsächliche Gewalt. Deutsche Forscher bemerken dennoch, der Besitz sei aus rechtlicher Verankerung der tatsächlichen Sachherrschaft entstanden, werde aber auf den Fällen ausgedehnt, in denen die tatsächliche Herrschaft

überhaupt fehlt [1, S.89]. Eine ihrer Natur nach vorübergehende Verhinderung in der Ausübung der Gewalt beendet den Besitz im rechtlichen Sinne nicht (§ 856 BGB). Diese Vorschrift fördert Flexibilität der Regelung in den Umständen, wenn die tatsächliche Gewalt problematisch und komplex ist (z.B. bei Immobilien). Besitzerwille ist nicht explizit durch das Gesetz als eine Voraussetzung genannt, sondern hat im mittelbaren Besitz ihre Auswirkung, wenn mehrere Personen die Besitzer sind (z.B. im Mietverhältnis). Für Begründung eines solchen Verhältnisses ist der Wille beider Subjekte erforderlich, die Gewalt über eine Sache als eigene oder als fremde auszuüben [5, S.220]. Diese Konstellation lehnt reine tatsächliche Natur des Besitzes ab: tatsächlich herrscht nur unmittelbarer Besitzer über die Sache, hat aber mittelbarer Besitzer auch Besitzerstellung und ist somit schutzwürdig (§ 868 BGB).

Die Vorschriften über den Besitz sind von Prinzipien des ganzen deutschen Rechts beeinflusst, in deren Entwicklung die Lehre von Rudolf von Jhering eine besondere Rolle spielt. Der Leitgedanke stellt den Besitz als äußere Seite des Eigentums dar [4, S.211]. Der Zusammenhang zwischen dem Besitz und dem Eigentum liegt bei Eigentumsvermutung des Besitzers im § 1006 BGB zugrunde. Als der Besitz mit den dinglichen Rechten verbunden ist, sind die Prinzipien des deutschen Sachenrechts für Regelung des Besitzes auch von Bedeutung, was die Einordnung des Besitzes im Buch 3 „Sachenrecht“ nachweist.

Die Regelung des Besitzes beruht sich im deutschen Recht somit auf Theorie und Grundprinzipien, die sich kontinuierlich entwickelten und schon lange Geschichte haben. Wie sieht man dann die gesetzliche Neuregelung im russischen Zivilrecht hinsichtlich seines Systems und seiner Prinzipien? Im Vergleich zum deutschen Recht gilt es das Prinzip der kausalen Tradition: das Zivilgesetzbuch sieht auch die Schuldverhältnisse als Grund der Übertragung eines dinglichen Rechtes vor. Von Wirksamkeit des Schuldverhältnisses (z.B. des Vertrages) hängt die Wirksamkeit der Übertragung. Das könnte als Grund für eine besondere dem Titel gewidmete Stellung sein, was den Schutz nur des rechtlichen Besitzers zur Folge hätte. Der besprochene Gesetzentwurf stellt rechtmäßigen und unrechtmäßigen Besitz gleich und begrenzt außerdem den Anspruchsgegner in Schutzmitteln: er kann sich nicht auf sein Recht zum Besitz an der umstrittenen Sache berufen. Bevorzugt somit nicht das Gesetz den

tatsächlichen Besitzer und setzt nicht den Titel in seiner Bedeutung herab? Darauf müsste man aufmerksam machen, weil die Bekämpfung von Rechtswidrigkeit und Eigenmacht als Hauptziel in der Konzeption angesehen wird.

In dieser Sicht notwendig scheint es, den eigenen Mechanismus zur Regelung des Besitzes im Einklang mit schon gefestigten Prinzipien einzustellen. Als eine Möglichkeit könnte die Regelung des Besitzes nicht als bloßer Tatsache sein, vielmehr die Ergänzung mit den Normen, die der Besitzerwille berücksichtigen, unterschiedliche Regeln in Bezug auf objektive Eigenschaften von Sachen vorsehen, angemessenen Schutz den rechtmäßigen und gutgläubigen Besitzern gewährleisten.

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Research supervisor: I.S. Bogdanova, Cand.Sc. (Law), Associate Professor, Department of Civil Law, Law Institute, Siberian Federal University, Krasnoyarsk, Russia

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АНГЛИЙСКИЙ В КИТАЕ СЕГОДНЯ

К.Л. Давлетшина
Новосибирский государственный технический университет,
Новосибирск, Россия
kristina.davletshina@yandex.ru

Аннотация: В статье описывается роль английского языка в Китае. Мы рассматриваем употребление английского языка в образовании, индустрии моды и международной миграции. Статья предназначена для людей, желающих улучшить свой язык и сделать будущую карьеру.

Ключевые слова: образование; миграция; статистика; мода; экономика

ENGLISH IN CHINA TODAY

K.L. Davletshina
Novosibirsk State Technical University, Novosibirsk, Russia
kristina.davletshina@yandex.ru

Abstract: The article deals with the role of English in China. We examine the use of English in education, fashion industry and international migration. The article is of interest to people who want to improve the language and make a future career.

Keywords: education; migration; statistics; fashion; economy

English is the most common language in the world. The popularity of English in China is unprecedented, and has been fuelled by the recent political and social development of Chinese society.

Scientists gave a little attention to the role of English in China. However, Professor Kingsley Bolton [2] indicated that the language has had a lengthy, complicated and often forgotten history that had begun in the eighteenth century. At that time English was being learnt in missionary schools and in many Christian colleges. Many of them have become leading universities in modern China.

Now around 400 million, about one third of China's population learn English in China. All Chinese society gives a lot of attention to learning the English language. It plays a leading role for people who plan to continue their education and to launch a career. Moreover, the people who speak English are more competitive than their compeers [3].

The aim of our study is to describe the role of learning English in Chinese society. Much attention is given to importance of learning English at schools and universities. We are going to give a short summary of relevant facts about what we know and what we don't know about the unfolding story of the English language in China today.

Until recently at least, the researchers have paid little attention to the historical context of English in China. Chinese, mathematics and foreign languages were taught in schools according to the new national educational program introduced in 1903 [4]. The number of government-funded schools grew very rapidly and soon went faster than the mission schools.

English should be learnt from the age of 8 or 9 since 2001. It has been the official policy of the national education system [4]. The learning of English at school has led to the growing importance of the language in a school system where internal and external examinations play an important role.

Moreover, the need for English does not diminish at university, and all students, are required to study the language in China. Students with excellent English skills have a chance to become English Majors.

It should be noted that hundreds of thousands of Chinese students go to the USA, Great Britain and Australia in order to take degree-level or postgraduate courses in a wide range of university subjects. One 1997 report pointed out that between 1978 and 1997, 270,000 Chinese students had gone abroad to study, 40% of them to the USA [2]. In addition, a 2001 report from the People's Daily affirmed that more than 400,000 Chinese students studied abroad and noticed that some 110,000 have returned to China to start their careers [5].

Chinese education changed policy directives in learning foreign language from the 1950s to the 1990s. After the Cultural Revolution contemporary China announced an 'Open Door' policy, which was accompanied by the recovery of the teaching of English and other foreign languages, including Russian, Japanese and French [1]. The popularity of English grew fast in the international trade, tourism and fashion industry and is required numbers of interpreters and translators.

The fashion industry is very popular in China. Russian models often hold contracts for model agencies in China. It is very important to speak English to have a professional career. Models come in China from different

countries, their common language is English. The knowledge of the English language helps models to be very popular in the fashion industry. If the model goes to China for half a year or more she will have a chance to learn Chinese and it will have a positive effect on her career. I asked the models from our famous model agency «Elite Stars» the following questions: 1. What role does the knowledge of languages play in modeling? 2. Does the knowledge of English help you to communicate freely with the employers of the fashion industry? 3. What language do you speak to models from other countries?

Anna Lerch and Julia Prilepova (famous models in China) said that the role of English in fashion industry is very particular in China. Julia Prilepova said: "The quality of the model in China depends on how she understands English. We always speak English with models from other countries and other workers of the fashion industry". Anna Lerch stated: "At the moment I am in China. Photographers, designers, directors speak English at the castings and photo shoots. Mutual understanding between the models is the key of our productive work and a guarantee not to be lonely, being outside the country".

I asked my Chinese teacher from China, Fang Qiong, about the role English in China`s education. She answered that the number of English learners in China is growing rapidly. Now there are a lot of private English schools where children can learn the language from an early age, and students learn English at the university. It is very important to know English to get a well-paid job.

Nowadays, China has been considered as a large English-learning society, where the most of people (200 million) learn English. According to Wei and Su, 49% had studied one or more foreign languages and around 94% had studied English, 7% Russian, and 2.5% Japanese, which yields a total of some 390 million people who had learnt English [2].

However, one important research comes from the survey. It turns out that the numbers of people who find English useful in their daily lives is 8% answer that they ‘often’ use the language, 23% for ‘sometimes’, and 69% for ‘seldom’ [2].

This sociolinguistic statistics shows that we have information about the spread of English in education, but much less information about the role of English in the everyday lives of Chinese people in China.

China wants to create a free trade zone with Britain. A representative of the Chinese Ministry of Commerce Shen Danyang said that China appreciated the idea of free trade with the Great Britain. China is willing to promote trade, business cooperation, and sign a free trade agreement with Great Britain [6].

This article was aimed to show the role of English in China today. This current research is that the greatest visibility of English as a working language for Chinese people appears in education, both for domestic purposes and for international educational migration and study.

It would be very useful to make a survey among young bilinguals working in international companies, and trading companies to investigate the purposes of using English and in China's growing business sector.

Only a few ranges of statistics are published on many aspects of social development and there are also limits on independent research, especially by foreign organizations.

For these reasons, many things we might wish to know, we do not know, and cannot know, about China.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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УРАЛЬСКИЙ РЕГИОНАЛИЗМ И ВЗАИМООТНОШЕНИЯ МЕЖДУ УРАЛЬСКИМ РЕГИОНОМ И ПОЛИТИЧЕСКИМ ЦЕНТРОМ РОССИЙСКОЙ ФЕДЕРАЦИИ

И.А. Ильин
Новосибирский государственный технический университет,
Новосибирск, Россия
dr.decadance@gmail.com

Аннотация: В статье рассматриваются основные положения уральского регионализма и отношения Уральского Региона с федеральным центром Российской Федерации. Целями исследования являются изучение причин текущих отношений между Уральским Регионом и политическим центром РФ и их дальнейших перспектив.

Ключевые слова: регионализм; Урал; федерализм; автономия

URAL REGIONALISM AND RELATIONSHIPS BETWEEN URAL REGION AND POLITICAL CENTRE OF RUSSIAN FEDERATION

I.A. Ilin
Novosibirsk State Technical University, Novosibirsk, Russia
dr.decadance@gmail.com

Abstract: The article deals with the basic issues of the Ural regionalism and relationships of the Ural Region and the federal center of Russian Federation with. The objective of the study is to investigate the causes of the current relations between the Ural region and political center of Russia and their future prospects.

Keywords: regionalism; Urals; federalism; autonomy

The Urals variant of regionalism was originally based on the tradition of industrial development. At the turn of the XIX–XX centuries mining and metallurgical Urals remained a powerful tool used deliberately to address the urgent challenges of the territory development [1]. It is during this period the Urals regionalism took its roots on the very complicated relationships with the political center. The Ural Region, being highly profitable region in terms of resources, was exploited by the government without having any independence in questions of economy or trade policy

yet it suffered from awful economic crisis. The reason for this was narrow-minded state-centered policy.

The state-centered hierarchical approach has always been pertinent to the Russian historical tradition. During the Soviet period, the political system was even more centralized so that it completely excluded any possibility for regions to perform as independent players not only in international relations but even in developing inter-regional networks. The post-Soviet development of Russian federalism represents a complex ongoing process, where the key objective for state survival has been how to find a balance between territorial and ethno-territorial principles of federalism [3].

After the collapse of the USSR, the federal centre did not have a clear vision of federal development in Russia. Although the 1993 Russian Constitution proclaimed Russia a federal state, it did not include the article defining the powers of the regions (especially financial ones). Another problem which the Constitution could not solve is the issue of the asymmetry of the different constituent units. On the one hand, the Law proclaims the equality of all members of the federation (Article 72, Clause 2), but on the other, in Article 5 it calls national republics ‘states’ (in contrast with other constituents).

In other words, autonomous Republics had more rights and more budget than Regions (oblast) and Territories (krai). People in Regions and Territories considered that this situation was unfair. Main figure in the process of changing this injustice for the Ural Region was Eduard Ergartovich Rossel, governor of Sverdlovsk Region. In 1993, Rossel responded to perceived economic inequality by attempting to create a "Ural Republic." Sverdlovsk led the "Urals Five" (Kurgan Oblast, Orenburg Oblast, Perm Krai, Chelyabinsk Oblast and Sverdlovsk Oblast) in a call for greater regional power. They argued that the oblasts deserved as much power as the ethnic homeland republics.

The Ural Republic Constitution went into effect on October 27, 1993. But Russian President Boris Yeltsin dissolved the Ural Republic and the Sverdlovsk Parliament 10 days later due to the pressure of government elites, such as Chairman of the State Committee on Federation Affairs and Nationalities Sergey Shakhray, Chief of Staff of the Presidential Executive Office Sergey Filatov and Head of the Secretariat of the President Victor

Ilyushin. Why did it happen? Why would somebody want weakening of the regions? First of all, this is the issue of power – it is just not profitable for the central political elites. The fight for political power has always been pretty much nefarious yet at the same time at least understandable. What is less understandable is the second issue that nowadays became the main argument of politics who argue against the Ural Republic, which is the fear of separatism. It is very common belief that giving the Ural Region a status of the republic would lead to its separation from the country. That is it. There is no any economical or industrial element in this position, but only the fear of the centre to lose its power and the fear of separatism. But do these fears really help situation in the country?

In spite of the proclaimed objective to combat asymmetry, the mechanism of centre-regions relations did not really change. The mono-polar system was so deep-rooted that it was not challenged by Putin's reforms. Instead of formal channels of regional participation, such as the Federal Council, the regions with strong bargaining capacity still resort to informal mechanisms of participation through heading the regional branches of the pro-Kremlin party 'United Russia'. In exchange for their loyalty, the regional governments can be supported by the federal centre to prolong their stay in power. The most emblematic piece of evidence for this statement can be the surprising lack of regional resistance when the seemingly anti-regional laws were adopted. For example, the amendment to the 2004 Federal Law on the appointment of the regional executives has been widely supported by regional leaders. The price for loyalty was that many incumbent governors were reappointed, in some cases even before the end of their terms [2].

As a result of these practices, the financial asymmetry between regions actually increased. As the Minister of Regional Development Kozak stated, the differentiation between the most prosperous and the poorest regions in volume of gross regional product was 35 times higher in 2004, whereas in 2006 this indicator increased to 43. The same tendency is pertinent to other indicators such as the unemployment level and fixed investments [4]. The Ural Region was one of those who suffered the most. The fact is that the Ural Federal District is the main donor region in Russia. And yet being the most industrially developed and rich in natural resources it is in awful economic crisis.

Despite the efforts of the Russian federal centre, the mechanisms for stimulating the dynamically developing regions are not efficient at all. The only existing instruments currently employed are the Federal Target Programs for the development of the regions through allocating investments to the nationally important infrastructure projects. However, it is not based on the transparency principle and does not have clear project selection and efficiency criteria. As a result, the recipients of the investments are the projects best lobbied by the regional financial or political elites. For example, some experts have criticized the rationale of supporting the road project in the Polar Ural area, which is clearly beneficial only for the Russian tycoon Gasprom, while the construction of the transportation routes highly needed for boosting intraregional trade, such as connecting well-developed regions of the Middle Volga and Ural, is neglected.

Generally speaking, regions still have much less authority than republics of Russian Federation. And what is important is that the Ural Region has a very huge potential of economic and infrastructure growth, but it just can't fulfill this potential because of the lack of power. It is true that the Urals has the most developed industry in Russian Federation. It has a diverse and complex structure of machinery and metal industries. But it's the shame that this industry is exploited so unsparingly that it is actually dying from overstrain. And cities of the Urals are dying too from awful ecology, which is not really surprising – how can territory, which feeds practically all other regions of such a huge political entity as Russian Federation without even having independence in questions of economy or intraregional trade have a healthy environment? Chelyabinsk Oblast and Sverdlovsk Oblast, according to the Environmental rating of RF subjects, are Russian Federation's most polluted areas. So there is an awful situation in the Ural Region: its people are dying from bad ecology, its industry is dying from overwork, and its economy is dying because of the incapability of the federal centre to deal with very complicated organization of the region properly.

How can the situation be changed? The only answer is by giving the Ural Region autonomy and let the Ural Republic deal with itself. Should political centre fear that it will lead to separatism? Clearly not. Even Rossel, proclaiming the Urals Republic in 1993, said, "We do not want sovereignty, but we very need economic and legislative autonomy". At this moment

there are 22 republics in Russian Federation, and there is no any threat of separatism tendencies whatsoever. In fact, the Urals, being called by Aleksandr Tvardovsky “bearing region of power”, is vitally important for Russia and its other regions. The political centre should finally accept it and stop being so paranoiac about the possibility of separatism, because welfare of all Russia is at stake.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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РАЗВИТИЕ КИТАЙСКО-ФИЛИППИНСКИХ ОТНОШЕНИЙ НА СОВРЕМЕННОМ ЭТАПЕ

Е.А. Мачнев
Новосибирский государственный технический университет,
Новосибирск, Россия
leslyfilips@gmail.com

Аннотация: В статье ставится задача рассмотреть китайско-филиппинские отношения на современном этапе. Целью статьи является продемонстрировать резкие изменения внутренней и внешней политики Филиппин в отношении Китайской Народной Республики. В статье раскрываются причины изменений политики Филиппин и перспективы дальнейшего сотрудничества с Китаем.

Ключевые слова: Филиппины; Китай; США; внутренняя и внешняя политика; изменения

DEVELOPMENT OF CHINA-PHILIPPINES RELATIONS TODAY

E.A. Machnev
Novosibirsk State Technical University, Novosibirsk, Russia
leslyfilips@gmail.com

Abstract: This article seeks to examine the Sino-Philippine relations at the present stage. The aim of the article is to demonstrate the dramatic change of the Philippines internal and foreign policies towards China. The article reveals the reasons for the changes of the Philippines policy and the prospects for further cooperation with China.

Keywords: Philippines; China; USA; internal and foreign policy; changes

China and Philippines established diplomatic relations on 9 June 1975. Over the 34 years, China–Philippines relations in general have attained a smooth development, and also remarkable achievements in all areas of bilateral cooperation. Since the establishment of diplomatic relations, there has been frequent exchange of high-level visits between China and the Philippines. In 1996, leaders of the two countries agreed to establish a cooperative relationship based on good-neighborliness and mutual trust towards the 21st century, and reached important consensus and

understanding of "Shelving disputes and going in for joint development" on the issue of South China Sea. In 2000, China and the Philippines signed the "Joint Statement Between China and the Philippines on the Framework of Bilateral Cooperation in the Twenty-First Century", which confirmed that the two sides will establish a long-term and stable relationship on the basis of good neighborliness, cooperation, mutual trust and benefit.

But over the past few years, the Philippines have emerged as one of the most strident critics of Chinese assertiveness in adjacent waters. After three decades of relatively stable bilateral relations, President Benigno Aquino of the Philippines made the unprecedented decision to take China to international court over maritime disputes in the South China Sea. Rising tensions in the South China Sea led to a virtual collapse in bilateral communication channels as well as a dramatic decrease in Chinese investments in the Philippines. In addition, the Aquino administration stepped up bilateral security cooperation with traditional allies, such as the US, as well as Asia-Pacific powers, such as Japan and Australia.

Today, the Philippines and China have ones among the most toxic bilateral relationships in Asia. Chinese President Xi Jinping hasn't held a single formal summit with his Filipino counterpart, who, in turn, has often adopted pugnacious rhetoric and demurred from deeper economic ties with China. But with the arrival of a new president Rodrigo Roa Duterte (30 June 2016), Philippine politics began to change for the better for China.

Since Duterte was elected, more than 1,900 people have died, including at least 700 in police operations that were part of the President's hard-line war on drugs. White House officials previously said Obama would confront Duterte about his country's handling of drug dealers, including extrajudicial killings, which are government executions without the benefit of judicial proceedings, “I am no American puppet. I am the president of a sovereign country and I am not answerable to anyone except the Filipino people”. Duterte scoffed in a speech [1].

Obama has worked hard to develop the Philippines' partnership with the US and as a regional counterbalance to China. He's visited the country twice in his second term, and announced on a stop there in November the return of a US military presence at a critical naval base on the South China Sea. But Duterte's derogatory comments and a spike in extrajudicial killings of suspected drug dealers put the relationship in stormier waters.

And now unlike the outgoing administration, Duterte has openly called for direct talks with Chinese leadership and joint development agreements in the South China Sea. Duterte, who is a self-proclaimed "socialist" – with long-established ties with Filipino communists – has adopted a more conciliatory language towards China. One of the most consistent themes in his speeches is the necessity to find a common understanding in the South China Sea. For the newly-elected president, when it comes to China, what matters, is development and bilateral diplomacy rather than confrontation and deterrence [3].

Unlike the outgoing administration, Duterte has openly called for direct talks with Chinese leadership and joint development agreements in the South China Sea. He has even cast doubt on the utility of the Philippines' arbitration case against China, which has boycotted the whole proceedings. Interestingly, shortly after the elections, the Chinese ambassador to the Philippines was among the first dignitaries to meet with the presumptive president. Shortly after the meeting, Duterte's camp announced that China would relax restrictions on Filipino fishermen straddling the Scarborough Shoal area.Chinese President Xi Jinping has praised his Philippines counterpart's "milestone" visit to Beijing, as the two countries agreed to restore diplomatic and defense talks. This follows an escalation in the South China Sea.China and the Philippines agreed to resume bilateral dialogue on diplomatic and defense issues, including the South China Sea territorial dispute that has hampered relations between the two nations for years.

Chinese vice foreign minister Liu Zhenmin told reporters: "the South China Sea issue is not the sum total of the bilateral relationship." The two countries have agreed to attempt to reach a settlement through talks, marking a return to the approach that was employed five years ago.

Previous dialogue on the issue was abandoned after China seized control of the Scarborough Shoal, a contested reef, prompting the Philippines to seek legal arbitration in Hague.

The announcement is being cast as a win for Beijing, which refused to abide by a ruling earlier this year in favour of the Philippines' territorial interests in the region [2].

Meanwhile, Duterte has openly questioned the reliability of alliance with the US, vowing to pursue a more "independent" foreign policy. Though it is improbable that Duterte will downgrade ties with the US, he

will most likely adopt an equilateral balancing strategy, whereby the Philippines will not side with any superpower against the other – cooperating with each of them depending on the issue at hand. Nonetheless, much will depend on how China – which has rapidly built a sprawling network of military bases and artificial islands across contested waters – will genuinely reciprocate Duterte's offer of an olive branch. After all, it takes two to tango [4].

Now China-Philippines relations go back to ancient times. China “pursues a neighborhood diplomacy that treats neighbors as friends and partners."

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ АЗИАТСКОЙ И ЗАПАДНОЙ СВАДЕБ

Е.А. Панасовец
Новосибирский государственный технический университет,
Новосибирск, Россия
eunicepanasovets96@mail.ru

Аннотация: Целью этого исследования является изучение свадебных обычаев в европейской и азиатской традиционной свадебной культуре. Форма и содержание свадебной церемонии меняются в течение времени, и это сравнительное исследование покажет различия между Востоком и Западом.

Ключевые слова: свадьба; церемония; традиция; азиатский; западный

COMPARATIVE STUDY OF ASIAN AND WESTERN WEDDING

E.A. Panasovets
Novosibirsk State Technical University, Novosibirsk, Russia
eunicepanasovets96@mail.ru

Abstract: This research aims to study the wedding customs in Western and Asian traditional wedding culture. The form and contents of wedding ceremony change over time; this comparative study will show differences between the East and the West.

Keywords: wedding; ceremony; tradition; Asian; western

Marriage means the physical, spiritual and social unity of a man and a woman [1]. A wedding is a social ceremony by which an adult man and an adult woman publicly bind themselves together as husband and wife. On the individual level, it is a rite of passage through which the man and woman enter adulthood, while on the family level it is a ceremony uniting two families and extending their networks of relationships. Socially, it is a ceremony by which a new family is born.

In Asian culture, Confucian thought exerts a great influence on people's life and value system. This happens because Confucian culture attached importance to social order and mutual respect among classes. Wedding was not just a matter between the two persons, who marry, but between their families, and even between the clans of the families. Asian marriage based

on Confucian thought, which attaches greater importance to groups than to individuals, began to be mixed with modern ideologies from the West, and, as a result, it evolved into a new form. The new concept and culture has reflected and transformed historicity and also influenced the wedding ceremony. In Korea that has imported modern cultures and the concept of nuclear family since the period under the rule of Japanese imperialism, a contradictory and multi-tiered concept of family has been developed, in which both Confucian patrilineal succession and Western couple-centeredness live together [5].

The most popular characteristic of today's new wedding trend is holding an individualized wedding ceremony as an event. Like in Western Wedding, the bride waits in the waiting room. The groom and his family as well as the bride's family shake the guest's hands, bow and thank the guests for coming. It's customary for the guests to bring a white envelope with the guest's name on it. Also, some weddings have a separate area, where a receptionist takes down the name of the person and the amount the person gave, so eventually the bride and groom will find out, who paid and how much. In Korea, an increasing number of brides and bridegrooms are investing money to memorable events like taking good wedding photographs and videos. In the East wedding culture everything changes along with historicity and sociality**.** But some Korean traditions have been preserved. In Korean culture, ducks are the symbols of fidelity; the groom gives his mother-in-law a wooden duck to represent his fidelity. The important part of Korean Wedding Ceremony is sharing of a special white wine which is poured from cups made from two halves. The bride and groom drink from cups, mix the wine, then pour it out and drink again as a wedding vow.

There are four basic meanings to be found in the marriage rituals. First, the bride and groom must carefully adjust to each other's family as the two households are joined together in a blood relationship. Second, the couple will remain faithful forever as they grow old together. Third, the couple is expected to love each other as one flesh. Finally, it is hoped that they will bear many children and their descendants will prosper and multiply [3].

Traditional Western style of marriage, in which the spouse was chosen by a contract between families as in the Eastern marriage culture, was only limited to higher classes, and most young people relied more on love. In this

way, Western marriage attaches greater importance to the union of individuals than to that of groups.

In case of the America, the custom from the European Continent had to be changed in the special situation of the West. The Colonial Law ruled that one was allowed to start relationships with a girl only after getting her father's permission, but parents' influence has gradually weakened over time.

Western modern ideologies have also changed. The bride gets married in a white dress.Western wedding usually begins with wedding ceremony at the church, but some couples choose a wedding ceremony on a beach or in a garden. When the bride arrives to the church, she is accompanied by her father, walks slowly down the aisle. The act of attendants throwing rice at the new couple after their wedding ceremony signifies that they wish the couple happiness and prosperity. One of the characteristics of Western wedding ceremony is having events after the wedding ceremony. The reception can be held in Country Club, hotels, and at church hall. During the meal the bride and groom cut the wedding cake. The closest friends of the bride and the bridegroom tell stories about the couple. When the reception ends, newly-weds drive away. Wedding cars are usually decorated with flowers, or a sign that says *Just Married*.

This history and culture of marriage in the West show that Western wedding culture has not been influenced much by other cultures, but it has created new customs by changing historicity and sociality, and that the main characters in a wedding ceremony are the bride and the bridegroom.

Differences between Western and Asian wedding ceremonies come from differences in their thoughts. Asian wedding was influenced by Confucian thought, and Western wedding is based on Western modern ideologies. It means that religion in the eastern society is given more importance than in the west. The purposes of marriage were to serve ancestors and to produce offspring to continue the family, and group opinions dominated individuals. Western modern ideologies attached greater importance to individuals, and a person's choice could not be changed by force, by other people or groups. Such ideologies brought free dating based on love, and social status became less important in choosing a spouse. Furthermore, modern ideologies proclaim equal relations rather than hierarchical confronting human relations, when parents have a strong

influence on their children. Accordingly, much more freedom was given to individuals in choosing their spouses.

Wedding is possibility for the young people to become one family. The wedding day will be the most memorable day of the couple, their families and friends and it does not matter if it is a Western wedding or an Eastern one.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 328

КОНЦЕПЦИЯ МЯГКОЙ СИЛЫ В ПОЛИТИКЕ КИТАЯ В ЮГО-ВОСТОЧНОЙ АЗИИ

В.Н. Подурару
Сибирский институт международных отношений и регионоведения,
Новосибирск, Россия
poduraruvn@gmail.com

Аннотация: В данной статье рассматривается политика «мягкой силы» Китая в странах юго-восточной Азии. Концепция описывает способность государства притягивать и ассимилировать в большей степени, чем использование силы или денег как средства убеждения. Попытки проведения Китаем данной политики стали возможны благодаря активному использованию помощи, инвестирования и народной дипломатии.

Ключевые слова: Китайская Народная Республика; политика «мягкой силы»; юго-восточная Азия; АСЕАН

THE CONCEPT OF CHINA'S SOFT POWER IN SOUTHEAST ASIA

V.N. Poduraru
Siberian Institute of International Relations and Regional Studies,
Novosibirsk, Russia
poduraruvn@gmail.com

Abstract: This article examines the policy of China's soft power in the countries of Southeast Asia. The concept describes the ability of a state to attract and co-opt rather than to use force, or give money as a means of persuasion. China's soft-power efforts in Southeast Asia are enabled by its active use of aid, investment, and public diplomacy.

Keywords: China; soft power; Southeast Asia; ASEAN

"The practice of soft power has become an attractive policy option for China to help demonstrate its commitment to a "peaceful rise." " [1, p.2]. This has resulted in Beijing's attempt to use an increasing array of foreign policy tools beyond material hard power in its interactions in Southeast Asia, including development contribution, trade and cultural interchanges.

China's rising economic, political, and military power is the most geopolitically meaningful development of this century. At a time when the

largeness of China's growing power is widely understood, a fulsome understanding of the dynamics of this rise requires a more systematic assessment of the depth of China's power. Specifically, the strategic, economic, and political probable consequences of China's soft-power efforts in the region ask for in-depth analysis.

The concept of "soft power" was originally developed by Harvard University professor Joseph Nye to describe the ability of a state to attract and co-opt rather than to coerce, use force, or give money as a means of persuasion. Soft power involves the ability of an actor to set agendas and attract support on the basis of its values, culture, policies, and institutions. Nye considers soft power to often be beyond the control of the state, and generally includes nonmilitary tools of national power – such as diplomacy and state-led economic development programs – as examples of hard power.

China's soft-power efforts in Southeast Asia enabled by its active use of coercive economic and social levers such as aid, investment, and public diplomacy – have already accumulated numerous benefits for the People's Republic of China.

Moreover, China's economic engagement with developing countries in South-East Asia causes significant indignation among local populations due to the insularity of the Chinese entrepreneurs and laborers and the conceived lack of local economic benefit from such cooperation. And by extension, it is ambiguous how China's soft-power endeavors complement its hard-power efforts, and how these efforts compare (in substance and in success) with those of its primary regional competitors – Japan, South Korea, and Australia – as well as globally with those of the United States.

For the recent years, the Chinese government has endeavoured to use an increasing array of foreign policy tools beyond material hard power in its interactions in Southeast Asia. These nonmilitary approaches are quite extensive and include foreign development aid, business activities, trade, and cultural, diplomatic, and economic exchanges, all of which are subjects of the broad notion of soft power. In other words, power and influence go beyond the simple concentration of a state's population, its tangible military prowess, and its economic assets. If a state can make its power seem legitimate in the eyes of others, it will encounter less resistance to its wishes. If its culture and ideology are attractive, others will more willingly follow.

China’s diplomacy has indeed displayed a new face. "If China’s diplomacy before the 1980s stressed safeguarding of national security, and its emphasis from the 1980s to early this century is on the creation of an excellent environment for economic development, then the focus at present is to take a more active part in international affairs and play the role that a responsible power should on the basis of satisfying the security and development interests " [1, p.18-19].

Chinese leaders and policy elites seem to recognize that China’s global image and influence can be enhanced by adopting and actively promoting soft power as a foreign policy strategy. "The various Confucius Institutes, first established in 2004, reflect Beijing’s effort to promote Chinese culture and language and are modeled after British, French, and German cultural and language centers. As of 2010, there were 322 Confucius Institutes in 94 countries, teaching Chinese to an estimated 100 million people overseas, and the Chinese Ministry of Education has announced its intention to expand to 1,000 Confucius Institutes by 2020 " [1, p.8].

Interestingly, Chinese experts see this official push on soft power as an important policy for both foreign affairs and domestic audiences. Soft power has become a key tool for Beijing to rally popular support for the CCP and promote a sense of national pride.

Perhaps the most problematic hurdle for China’s projection of soft power abroad is its record on political reform, particularly on human rights. The Chinese government’s behavior at home and abroad on human rights issues likewise seems to be at odds with emerging trends in the Asia-Pacific. As such, it will be increasingly difficult for China to be accepted as a regional or global power.

As for perceptions of China’s Soft Power in Southeast Asia, cross-national data from the Pew Global Survey and the 2010 BBC World Service poll shows that views in Southeast Asia toward China tend to be more positive than in East Asia. This trend indicates that China’s continued public diplomacy and image-building exercises in recent years are yielding some positive benefits.

For example, Indonesians view the United States and Japan as nearly equal in terms of overall soft power. The two countries are ranked the highest in the survey, with China behind them by a negligible amount. China’s economic soft power is rated highly and seen as comparable to that

of both the United States and Japan, with South Korea ranking last among the regional powers. In terms of human capital soft power, Indonesians rank China behind the United States and Japan, respectively, but significantly ahead of South Korea. China ranks highest in terms of cultural soft power, followed by Japan, South Korea, and the United States.

China's economic attraction is perhaps most acute in the less-developed economies of Southeast Asia, namely Myanmar, Laos, and Cambodia. As one observer puts it, many countries in the region have been looking for a developmental model that works for them.

In Vietnam, another key member of ASEAN, public opinion sees China on par with the United States and Japan in terms of overall soft power. China ranks behind Japan, the United States, and South Korea, respectively, in terms of human capital soft power. In terms of cultural soft power, however, China ranks first, followed by South Korea, Japan, and the United States.

It's also important to ask what soft power is to China. "If we say that China has soft power, that means states and individuals do things China wants without any compulsion or inducement" [4, p.1]. So what is it that China wants them to do? We can safely assume that China's soft-power aims including being given face on the international stage: being shown respect, and being treated like a great country. It wants its policies and actions to be viewed sympathetically, and to conduct its affairs without foreign interference. It wants to draw less criticism and suspicion than it tends to today, and to attract more friendly support on issues it cares about. It wants less bad press. And, of course, it wants to open up overseas markets for Chinese products and have freer access to commercial opportunities abroad.

Finally, it may be concluded that China's authoritarian regime is thus the biggest obstacle to its efforts to construct and project soft power. At the same time, if the government decides to take a different tack – a more constructive approach that embraces multilateralism – Chinese soft power could be a positive force multiplier that contributes to peace and stability in the region.

Also, Chinese policymakers should contemplate about why it remains so difficult for the PRC to generate and sustain soft power commensurate with its remarkable economic strength.

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Research supervisor: O.A. Kolenkova, Assistant Professor, Siberian Institute of International Relations and Regional Studies, Novosibirsk, Russia

УДК 327

ДЕЯТЕЛЬНОСТЬ ЯПОНИИ В ООН ВО ВТОРОЙ ПОЛОВИНЕ 1950-Х ГГ.

Д.А. Шаповалова
Новосибирский государственный технический университет,
Новосибирск, Россия
dasha.shapovalova95@gmail.com

Аннотация: В статье рассмотрены цели Японии в Организации Объединенных Наций непосредственно после ее вступления, а также деятельность, которую осуществляла Япония в рамках организации в указанный период.

Ключевые слова: Япония; ООН; 1950-е гг.; международный мир и безопасность

JAPAN'S ACTIVITIES IN THE UNITED NATIONS ORGANISATION IN THE LATE 1950s

D.A. Shapovalova
Novosibirsk State Technical University,Novosibirsk, Russia
dasha.shapovalova95@gmail.com

Abstract: The article describes the political and economic purpose of Japan in the United Nations after its joining. Besides, the activities Japan carried out within the UN during this period are being researched.

Keywords: Japan; the UN; the 1950s; international peace and security

The year of 2016 marks the 60th Anniversary of Japan's accession to the United Nations. Japan considered became a member of the UN to return to the international community and became a peace-loving nation which contributes to international peace and prosperity.

Participating in peace keeping operations in such states as East Timor, Iraq, etc. is a part of Japan's significant contribution to ensuring peace and stability around the world. At the present time, the most important activity for Japan within the UN is cooperation in the field of preventing and eradicating terrorism.

After World War II, during the US occupation, Japan tried to improve its independence in global affairs. Therefore, Japan made an attempt to join the United Nations in 1952 which was unsuccessful as well as the same

attempt in 1955. However, after Japan and the USSR had signed a joint declaration according to which diplomatic relations between Japan and the USSR were established, Japan became a member of the United Nations.

According to a new peaceful Constitution Japan could not have an army and was not allowed sending Self-Defense Forces abroad. Japan started to make contributions which covered the cost of containing aggression and to assist states which have borders with places of hostilities, within the UN operations in settling international peace and security. The main role for Japan at that time was to solve global problems without using the military force but through power of economics and technologies [3]. Thereby Japan became the second largest contributor after the USA on contributions to the UN's annual budget, its share in this period amounted to 10.84% [2].

In the late 1950s Japan entered a prosperous period for its economic development which became the foundation for starting Japan's activity in the United Nations, by providing a big financial support to the countries in need. The first Japanese assistance in the 1950s was the payment of reparations to neighbor countries. Besides, it provided economic and technical assistance to the underdeveloped countries of South and Southeast Asia as a creditor [1].

After the late 1950s, Japan participated actively in the social and economic activities of the UN's various specialized agencies and other international organizations concerningthe issues of social, cultural and economic improvement. In 1960 Japan contributed 1.34 billion dollars for the official development assistance (ODA) [4]. Active Japanese financial assistance in this period helped to establish political relations between Japan and other UN member states.

Thus, it can be concluded that, on the one hand, Japan's activity in the UN in the 1950s was motivated by its desire to promote goals of the organization but, on the other hand, it was a kind of attempt to "pay the debt to the international community" [5].

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Research supervisor: V.A. Gavrilova, Cand.Sc. (History), Associate Professor, Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: N.V. Loshchilova, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 130.2

ЯПОНСКАЯ АНИМАЦИЯ КАК СПОСОБ ТРАНСЛЯЦИИ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ

Е.С. Щекотова
Уральский федеральный университет имени первого президента России Б.Н. Ельцина, Екатеринбург, Россия
tianmaozuo@gmail.com

Аннотация: Благодаря ключевым характеристикам аниме (синтетичность, эклектичность, заимствование и ассимиляция) происходит популяризация национальной идеи Японии в рамках всего мирового сообщества, трансляция культурных ценностей, реализация функции идентификации и адаптации в условиях глобализации.

Ключевые слова: аниме; манга; национальные ценности; политика «мягкой силы»

JAPANESE ANIMATION AS A TRANSLATION METHOD OF NATIONAL VALUES

E.S. Shchekotova
Ural Federal University named after the first President of Russia B.N. Yeltsin, Yekaterinburg, Russia
tianmaozuo@gmail.com

Abstract: Due to the key characteristics of anime (synthetical, eclectic, borrowing and assimilation) Japanese national idea is popularized all around the world. Japanese animation translates the cultural values, executes the functions of identification and adaptation in the context of globalization.

Keywords: anime; manga; national values; the policy of «soft power»

Anime takes an important place in the culture of modern Japan, as well as widespread throughout the world, a whole subculture formed on the basis of the genre. Anime is a multi-billion dollar industry, an important part of the life of young Japanese. The researchers of this phenomenon recognized that the anime genre being open to any kind of borrowing images from different cultures, yet it most clearly expresses the Japanese national character. All that is taken from the outside is assimilated by this culture as part of their heritage.

There are some of the most illustrative cartoons in anime genre about the history of Japan. Their dramatic complexity of plot, imagery suggests that the anime is not just entertainment genre in modern pop culture, but also a way to transmit, capture historical events from the perspective of the Japanese themselves. «The Tale of Genji» (1987), directed by Sougia Gisaburo; «Hokusai's Daughter» (2015), directed by Keiichi Hara; «Barefoot Gen» (1983), directed by Masaki Mori; «The wind grows stronger» (2013), directed by Hayao Miyazaki; «From Up on Poppy Hill» (2011), directed by Goro Miyazaki; «Difficult Friendship» (1997), directed by Satoshi Dedzaki.

According to Katasonova E.L., «... modern Japanese comics, manga and anime, based on them, are figuratively called the matrix of modern Japanese culture and ranked among the most characteristic products of the postmodern era» [1, p.134]. An important feature of Japanese comics and anime is eclectic, the ability to assimilate the artistic techniques of traditional Japanese art and new technology to create an animated image, borrowed from the experience of world culture. Particular qualities of anime creation have developed under the influence of traditional Japanese and Western culture. «We know that one of the mysteries of Japanese culture lies in the amazing ease with which it took root in a variety of innovations. The ability to assimilate other cultural images while preserving their own traditional base is regarded as one of the unique features of Japanese culture, which provides it with an opportunity to progressive development» [1, p.75]. Japanese animation can be considered as an example of variance of styles, which absorbed the cultural and aesthetic elements of traditional Japanese art, Western European graphics and cartoons, and has transformed them into distinctive artistic phenomenon. In the system of manga and anime approach to innovation as the succession is a bright illustration of the connection of the Japanese cultural tradition and the latest artistic trends.

The Japanese culture is characterized by the principle of the indivisibility of the world; this statement can be attributed to Japanese art in general, where, according to Shinto philosophy, everything is in a close relationship, which in turn, through the system of images and characters is reflected in the manga and anime. At the heart of Japanese culture is the principle of «understanding», the personal involvement and coherence of the world, when the Western mentality is characterized by the principle of

«learning» here the man is the subject, active force of action, in relation to the world as an object [2, p.17].

Anime and especially manga carry social functions, among which, there is the communicative function of culture – it is addressed to a wide audience, covering different age groups and sections of the population. This issue was raised at the international conference «Manga as a cultural heritage» held in March 2012 in the annual Media Arts Festival. In an interview with the vice-president of the International Research Institute of Manga Culture (Kyoto Seika University) Jacqueline Berndt said: «The emphasis was on the importance of rethinking the manga and anime as cultural phenomena rather than focusing on their importance as an export of goods or "soft Japanese forces". We focus on the idea of manga as a medium of interaction between people. <...> Fine arts, literature, and cinema played this role in the past. And now I think that manga and anime are able to play this role» [3].

Also, it is interesting to consider Japanese animation and manga comics in the context of the «soft power» policy of modern Japan. Joseph Nye, an American political scientist, in the early 1990s proposed the theory of «soft power», which is based on the export of cultural and national values and foreign policy. In his view, the world in the XXI century may be subject to two types of influences or changes depending on the strategy of the state foreign policy course. The first strategy assumes «moving force» [4], changing the balance of power relations between states on the world stage, in this case, the priority of the global impact and initiative will be switched from West to East. The second strategy is the «power dissipation», which implies a «transition force, whether in the West or in the East, from the state to non-state institutions» [5]. It is important that the main source, which Japan uses as the part of the «soft power» policy and the expansion of its influence in the world is the popularization of the national idea through manga and anime, export its popular movies, music, fashion, cuisine. The Japanese are positioning and treat such actions as humanitarian, cultural and civilizational activities in the global diplomatic interaction [5].

The Japanese nation mentality is caused by many spheres of Japanese society, such as philosophy, religion, and ethics that’s why any cultural product aimed for export under the policy of «soft power» should reflect the Japanese world view and attitude, transmit national values. This idea

appears in the fact that there are accented national components in the Japanese ideology, in particular native for Japanese culture symbiosis of Shinto and Buddhist world outlook and Confucian ethics. For example, the samurai bushido code of ethics and the idea of religious pluralism as a symbiosis foundations promoted in science fiction anime of the late XX – early XXI century.

Thus, with the help of manga and anime not only populist strategy to expand its cultural influence on the world stage is carried out, but also the function of identification and adaptation of each individual realized owing to cultural products in the modern Japanese ethnicity. By virtue of a specific plot and figurative structure of animation and comics, through the symbolically significant cultural consumption the principles of social hierarchy consolidates, which obtain the stabilization of the social system.

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Research supervisor: T.A. Kruglova, D.Sc. (Philosophy), Professor of Ethics, Aesthetics, Theory and History of Culture, Ural Federal University named after the first President of Russia B.N. Yeltsin, Yekaterinburg, Russia

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ОТНОШЕНИЯ КИТАЯ И ЯПОНИИ НА СОВРЕМЕННОМ ЭТАПЕ

В.С. Шипиленко
Новосибирский государственный технический университет,
Новосибирск, Россия
shipilenko.v@mail.ru

Аннотация: В статье выявлены возможные пути сближения в отношениях между этими странами. В результате, мы может наблюдать, что, несмотря на очень долгое противостояние, на современном этапе существует немало путей взаимодействия в политики и экономике между Китаем и Японией.

Ключевые слова: Китай; Япония; политика; экономика; отношения

CHINA-JAPAN RELATIONS TODAY

V.S. Shipilenko
Novosibirsk State Technical University, Novosibirsk, Russia
shipilenko.v@mail.ru

Abstract: In the article the author reveals possible ways of rapprochement between the two countries. As a result, we can remark that, in spite of a long confrontation, at the present stage, there are many ways of cooperation in politics and economy between China and Japan.

Keywords: China; Japan; politics; economy; relationships

What is the most worrying relationship in Asia today? If we look at history, the longest standing tensions – the area most strewn with competing, and frankly incompatible, visions for the region – is found in the relationship between China and Japan. It is this relationship that poses the most worrying problems for the future.

"A long-term view of this history shows a clear pattern: fractious troughs followed by warm peaks, before the troughs reoccur again. There were warm moments in the 1970s and into the 1980s, with the odd, short sunny period in the 1990s and mid–2000s" [1]. But the recent dip in relations has been a long one, continuing for almost a decade. Such dips and peaks are connected by an internal logic – they are evidence of strategic competition between the two. But the recent downturn occurs in a context in which, for the first time ever, both are modernized, globally significant

economies. The risks arising from their inability to create long term, balanced, sustainable relations with each other have therefore escalated.

Economically, China and Japan are the second and third largest economies in the world. As the first step toward deepening their economic relations, Japan and China established the Regional Comprehensive Economic Partnership (RCEP). "In the Japan-China summit meeting in November 2015, the two leaders agreed to resume the Japan-China High-Level Economic Dialogue, holding a ministerial-level meeting in Japan at an early date in 2016" [2]. If realized, it will mark the first meeting in about five and a half years, and it is strongly hoped that the two countries will take this opportunity to promote economic and industrial cooperation and RCEP–related consultations. This year, Japan will be hosting a trilateral summit of Japan, China, and South Korea. If this serves as an occasion to improve political relations among the three countries, we can expect to see a further acceleration in the moves toward the RCEP and a Japan-China-Korea free trade agreement as well as improvement in the bilateral relationship, including economic relations, between Japan and China.

Relations have gone through "twists and turns in recent years due to reasons best known by Japan" [5]. A sign that China has showed the desire to improve relationship was seen in Chinese media reporting on the visit of a top-level Japanese business delegation to Beijing in November. China's state-owned TV network, CCTV, reported, "Putting aside their countries' diplomatic deadlock, the two sides are seeking better economic ties" [5]. Chinese-Japanese economic relations (but not political ties) are set to get better, not worse. Additionally China desires "healthy and stable relations" with its neighbor and key economic partner.

On the other hand, the US takes great influence in Japan. "The pass of "nation normalization" of Japan must under the agreement of the US. But the US concerns about the controllability of Japan after "normalization". The US needs a stronger Japan to fight against China, but not a uncontrollable one. Let alone the US will just step aside and watch China and Japan build up a partnership. Nowadays the US is losing its influence in Europe" [3]. If the US loses the anchor point in Asia again, he might lost all the way for projecting power on the world island.

Those that blithely counsel the United States to simply withdraw from Asia have to give reassurances that in the vacuum Japan and China won't

immediately fall directly on each other. Such reassurances are impossible to give. Creating a sustainable framework in which, at the very least, they can both manage their problems toward each other without resorting to fighting is the single greatest challenge, and the source of the most worrying instability, in Asia today.

The ancient Greek historian Thucydides showed long ago that the price for peace is perpetual preparation for war. Complacency about China and Japan being able to just muddle along and never clash with each other again would run against the long history where these clashes and fights happened all too often – with disastrous results for the region, and the two countries themselves.

In November 2014, after a hiatus of two years and five months, an ice-breaking Japan-China summit meeting was held in Beijing, which marked the first-ever formal face-to-face talks between Chinese President Xi Jinping and Japanese Prime Minister Shinzo Abe, finally showing signs for improvement. Mr. Abe said it was "the first step for improving ties by returning to mutually beneficial relations based on common strategic interests". Mr. Xi said, in more pointed and certainly less enthusiastic terms, that he hoped for Japan's "peaceful development" of bilateral relations. For the time being, the two countries are expected to boost political, cultural, and personal exchanges. However, the two countries still have a long and tough way to go before achieving an across-the-board progress in the spheres of politics and security"[3].

A senior Japan government official explained that the layers of government below Mr. Xi and Mr. Abe had not been talking to each other until now, including over trade and investment at a time when both economies are struggling. This handshake is a strong signal that work in all areas can resume.

Ultimately, however, what’s past is prologue. "Ten years ago, Japanese and Chinese citizens hold far more favorable impressions of one another. Increased social interactions between the two countries, paired with a Japanese economic recovery, therefore have the capacity to provide the conditions of that relationship"[4]. Easing China-Japan political tensions would not just avert the possibility of military conflict erupting between them. It would also, in turn, benefit other regional Asian economies as well as the world economy – including the United States – by stabilizing

production networks and helping to develop knowledge networks in Asia. But it will be up to Japan and China to recognize this mutual benefit, put their differences aside, reach out, and shake hands.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 327

СОТРУДНИЧЕСТВО КИТАЯ И ОСТАЛЬНОЙ ЧАСТИ ЕВРАЗИИ

А.Р. Зайниева
Новосибирский государственный технический университет,
Новосибирск, Россия
z.z.k67@mail.ru

Аннотация: Экономический пояс шелкового пути, также известный как «Один пояс и один путь» - это стратегия развития, выдвинутая генеральным секретарем Китая Си Цзиньпином, которая фокусируется на взаимосвязи и кооперации между государствами, в первую очередь между Китаем и остальной частью Евразии. Основной целью статьи является представить основную структуру и влияние этой стратегии.

Ключевые слова: один пояс и один путь; шелковый путь; морской шелковый путь; экономический пояс; кооперация

COOPERATION BETWEEN CHINA AND THE REST OF EURASIA

A.R. Zainiyeva
Novosibirsk State Technical University, Novosibirsk, Russia
z.z.k67@mail.ru

Abstract: The Silk Road Economic Belt, also known as One Belt, One Road is a development strategy, proposed by Chinese general secretary Xi Jinping that focuses on connectivity and cooperation among countries primarily between China and the rest of Eurasia. The main purpose of the article is to represent the main structure and impact of this strategy.

Keywords: “One Belt One Road”; Silk Road; Maritime Silk Road; Economic Belt; cooperation

A recent feature published by the state-owned news agency Xinhua has offered the clearest look so far at China’s vision of the new Silk Road. Just like the ancient one, it is to consist of both a land and a maritime route. Accordingly, the former will begin in Xi’an, in central China, before stretching to the border with Kazakhstan. The Silk Road then heads southwest to Iran before passing through Iraq, Syria and Turkey. The new Silk Road then crosses the Bosphorus and heads through Europe, traversing Bulgaria, Romania, the Czech Republic, Germany and Rotterdam in the

Netherlands – from which the path runs south to Venice where it converges with the planned maritime route. The latter, in turn, begins in Quanzhou (Fujian) and hits other southern Chinese ports before heading to the Malacca Strait. From Kuala Lumpur, the maritime Silk Road heads to Kolkata, then crosses the rest of the Indian Ocean to Nairobi and, from there, around the Horn of Africa and into the Mediterranean – with a final stop in Greece before reaching Italy. China envisions the creation of infrastructural networks (especially railway and ports) as well as 'capital convergence and currency integration' in the regions through which the Silk Road runs (the renminbi is ever more widely used in Mongolia, Kazakhstan, Uzbekistan, Vietnam and Thailand). China has already made major investments in what it seems to be 'major ports' leading to the European market. One such example is the 10 billion dollar deep-water port in Crimea, which is aimed to create a transit point for Chinese goods coming to Europe that circumvents Russia. Since the Russian annexation of Crimea, the Russian authorities have stalled this project, purportedly for 'environmental reasons'. However, it is still unclear whether the project will be implemented through.. And equally unclear is its links with other regional projects such as Russia's Eurasian Union or the US's own 'New Silk Road' initiative, launched last year and centered on the construction of the nearly $1 billion Central Asia South Asia electrical transmission line (CASA-1000). This project, which aims to bring hydroelectricity produced in Kyrgyzstan and Tajikistan to electricity-starved Afghanistan and Pakistan, is currently on hold due to a number of political unknowns hanging over the region as a result of post-2014 security concerns [1].

The Maritime Silk Road (MSR) is a general term used to describe Chinese plans to develop the ancient trade routes between China and Europe and deepen economic cooperation with countries situated along the route. In today's ever-more, interdependent world, maritime commerce is the backbone of globalization with huge container ships playing a major role in enhancing commercial exchanges. The MSR initiative thus builds on an existing trend towards greater globalization and seeks to enhance common interests that China shares with participating countries.

If successful the MSR should lead to a considerable increase in China's influence among the states along the route. The plan relies on China's continuing economic growth, its financial diplomacy and ability to oversee

major infrastructure developments. The MSR could thus have a major impact on global trade and international relations, especially EU-China relations [2].

Chinese approach to Central Asia is based on advancing China's own economic and business interests. China sees Central Asia as an important region that will help promote its own economic growth via trade routes that satisfy the Chinese demand for hydrocarbon resources. China gladly makes generous investments in the Central Asian infrastructure if it finds that these investments will benefit the Chinese economy. There have been many significant investments in road and railway constructions, as well as in the energy sector. During a trade expo held in Urumqi in the fall of 2012, Chinese Premier Wen Jiabao proclaimed that, "the ancient Silk Road regained its past vigor and vitality" [4]. Judging by numerous railroad networks being constructed with great speed by China in almost every part of Eurasian region, Jiabao's assertion may be true. Government envisages the creation of a new railroad, motorway and sea networks to distribute their products across Europe, Eurasia and Middle East. China has been involved in construction of numerous railroads on the Eurasian continent. For example, China and Turkey agreed to build a roughly 7000-kilometer rail route connecting the largest cities of Turkey. The construction is well underway and is expected to be completed by 2023 [4].

The US New Silk Road Strategy aims to advance liberalization of trade, foster economic cooperation, increase trade volume, and establish people-to-people connections between and within South and Central Asia. The initiative came to life in 2011 in India when US Secretary of State Hillary Clinton called for the revitalization of the ancient Silk Road: "Let's build an international web and network of economic and transit connections. That means building more rail lines, highways, energy infrastructure, like the proposed pipeline to run from Turkmenistan through Afghanistan through Pakistan into India (TAPI). It means upgrading the facilities at border crossings. And it certainly means removing the bureaucratic barriers and other impediments to the free flow of goods and people" [3].

When China proposed the plan of "One Belt One Road", the EU also announced the European New Silk Road Project, aiming to build a free trade zone from Lisbon to Vladivostok so that partners do not have to choose between Moscow and Brussels. This would make it possible for

intercontinental cooperation between China and Europe to interlink. Both overland and maritime Silk Roads link Central Europe with Central Africa, and connect the Pacific Ocean, Indian Ocean, and Eastern Mediterranean, which would not only drive the joint rise of China and India and consolidate the rising momentum of Asia, but also create a more inclusive globalization.

It is an opportunity for Europe's regional integration: for a long time, the European Union has not made a firm choice between "Eastern partnership" and "Mediterranean partnership" in terms of priority. Both have their respective problems in implementation. Now the Ukraine crisis is tearing Europe apart. It seems that in order to strengthen European integration, actions cannot be confined within Europe. Instead, even within Europe, there have got to be innovative ideas. The implementation of "One Belt One Road" turns Central and Eastern Europe into China's new European portal; in particular, Poland, Greece, the Balkans, Hungary's railway, the port of Piraeus have become competitive products in the "16 plus 1" cooperative projects as well as bridges to link overland and maritime Silk Roads. The inclusive development advocated by "One Belt One Road" can be seen as an opportunity for European integration, urging a dozen of Chinese provinces along the line, especially inland frontier provinces, to establish close economic [5].

At present New Silk Road remains an ambiguous tool of Chinese foreign policy. It could be a powerful example of Chinese soft power if Beijing plays its cards right. But it will certainly be something that the EU watches closely in coming years, both for synergies to participate and to guard against threats to European interests. It is a potentially huge project with considerable implications on the political, security, trade, financial and environmental fronts.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

SOCIAL PROBLEMS OF MODERN SOCIETY

УДК 316.624

ПОДРОСТКОВЫЙ СУИЦИД В СОВРЕМЕННОЙ РОССИИ

Ю.В. Бодрова
Новосибирский государственный технический университет,
Новосибирск, Россия
czezar2010@yandex.ru

Аннотация: С каждым днем на различных Интернет-ресурсах появляется все больше новостей о суициде подростков. Данная тема долгое время была табуирована, об этом говорит тот факт, что в советское время статистика суицида была закрытой. Комплексное исследование проблемы подросткового суицида может сократить рост смертей подростков России и всего мира.

Ключевые слова: суицид; самоубийства подростков; статистика; информационное общество; профилактика суицида

TEEN SUICIDE IN MODERN RUSSIA

Yu.V. Bodrova
Novosibirsk State Technical University, Novosibirsk, Russia
czezar2010@yandex.ru

Abstract: Every day on various web sites appears more and more news about teen suicide. This theme has long been taboo, this is evidenced by the fact that in the Soviet era suicide statistics was closed. A comprehensive study of the problem of teenage suicide can reduce the growth of deaths of teenagers in Russia and around the world.

Keywords: suicide; teen suicide; statistics; information society; prevention

The problem of suicide in modern science is examined from several angles: suicide as a form of deviant behavior is an important theme of psychiatry and psychology; suicide as a social phenomenon – the subject of study by sociologists and philosophers; incitement to suicide – the study area of lawyers. If for psychiatrists and psychologists the problem of suicide is, first of all, the consideration of suicide as a consequence of severe mental illness or personality disorders, learning involves an individual approach to the cases of suicide and analysis of the personality of suicidal, detection of abnormalities, preceding the tragedy, a medical overview of possible drugs negatively affect on patients. The subject of research for sociologists are the reasons through which you can have an impact not on individuals, but on

the whole group, statistics in the sociological study reflect the general tendency to suicide [1].

September 10 is the World Suicide Prevention day, which proves the increasing attention to this problem in the modern world. It should be noted that among the causes of death of young people aged 15-29 years worldwide suicide ranked second. Suicide affects the most vulnerable people in the world and particularly exists in marginalized and discriminated groups in society [2].

Factors influencing the number of suicides can be divided into external and internal. External factors, such as discrimination, feeling of exclusion, violence, conflict can lead to maladjustment of the individual. As argued by Durkheim, the main factor in suicidal behavior is the loss of social ties, the feeling of irrelevance and uselessness in the society [3]. Internal factors that affect the rate of suicide are previous suicide attempts, mental disorders, alcohol abuse, financial loss, chronic pain and suicide in the family.

The existence of the problem of suicide on several levels involves the formation of different strategies for suicide prevention. The World Health organization in its report "Preventing suicide. A global imperative" is considering the introduction of three types of strategies to overcome these risk factors. Universal strategies include increasing access to health services, promoting mental health, reducing alcohol consumption, restriction of access to means of committing suicide and responsibilities of the media. [4] Selective strategies are addressed to vulnerable groups and include training for psychological first aid to possible suicidal, the organization of the hot line – phone of trust. Individual strategy aims at providing assistance at the local level, monitoring of patients, detection and treatment of mental disorders.

The problem of teenage suicide has some distinctive features, which allows analyzing it separately from all suicides. For example, in prosperous regions with high levels of income, the largest percentage of suicides occurs in middle-aged men. It can be associated with serious shock in those who have lost a job, experiencing financial difficulties, cannot adapt to a new social status, etc. However, noteworthy is the fact that "in some countries with high income and in low income (Region of South-East Asia), the suicide amount to 17.6% and 16.6% of deaths of young people from 15 to 29 years, ranking first among causes of death" [5, p.22]. Thus, the welfare

of the region is not a factor that reducing the number of suicides among children and teens. Different origins of teenage suicide and suicide of mature people require different approaches to the study of this problem. The survey of American students, who tried to commit suicide, revealed that in 85% of cases the motive of this act was the realization of the meaninglessness of life ("existential vacuum"), despite the fact that 93% of them were physically and mentally healthy, live in good material conditions, had not conflicts with his family [5]. These data demonstrate the formation of new motives for suicidal behavior among young people, eliminating the problem of disadvantage and social exclusion. By tragic statistics of WHO, suicide in Russia often commits by intellectually developed members of society.

The most dangerous age in completed suicides in Russia is from 14-15 years and above. The researchers argue that girls often commit demonstrative suicide, while boys are true. Comparing suicide statistics of the Soviet time and the present can come to a definite conclusion, over 1985-2002 mortality from suicides among boys increased by 59%. In the 2000s, saw a positive trend reduction in mortality of suicide by 11.8%. Girls' statistics has distinctive features, namely the decrease in suicides for the period 1985-2002 – 23.7%, however, in the recent period, this figure rose by 18% [6].

Based on statistics, it should be noted that gender plays an important role in the number of suicides that should be taken into account for the statistics. Unfortunately, in our country practically, there are no statistics on teenage suicide that does not see the full picture for 2016.This is largely due to the problems of detection of suicide among the many accidents. The death of a teenager only then is recorded as a suicide, when giving the conclusion, not only from forensic medical examination, but also from the investigator in this case. If the number of suicides among adolescents are difficult to register, suicide attempts can`t be registred at all. The growth trend in the number of suicides can be traced thanks to the media and the Internet. Due to the huge proliferation of new information technology and availability of information, child protection policy from the network is expands. In 2016, recommendations for the dissemination of information in the media about the suicide, called up by increasing journalistic responsibility to stop the increase in so-called "cluster" suicides that occur

in people from the immediate environment of suicident or because of coverage of suicides in the media, were issued. These methods of preventing suicide among young people can be effective in combination with other activities.

World Suicide Prevention day in 2016 was held under the auspices of "Connect. Communicate. Care." Organizers stress that neither stigma of the theme of the suicide, nor the silence about this issue in schools and universities are not able to help to overcome the increase of suicides in Russia and in the world among teenagers. Just open communication and discussion of the problem of suicide are able to dispel the myths and give the child the opportunity to think again about the possibility of overcoming difficulties in other ways.

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Research supervisor: V.I. Ignatyev, D.Sc. (Philosophy), Professor, Department of Sociology, Novosibirsk State Technical University, Novosibirsk, Russia

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ПОЛИТИЧЕСКИЙ МИФ КАК ОРУЖИЕ

Я.В. Черненко
Новосибирский государственный технический университет,
Новосибирск, Россия
rebornnecroangel@mail.ru

Аннотация: Окончательной победы науки над мифом не произошло, процесс мифотворчества продолжается и по сей день. Современные технологии лишь революционировали данный процесс и поставили его на службу политическим лидерам и элитам. В статье рассматривается, как и почему миф стал элементом информационной войны и орудием влияния на массы.

Ключевые слова: миф; политический миф; герой; социальная магия; лидер; информационное оружие

POLITICAL MYTH AS A WEAPON

Y.V. Chernenko
Novosibirsk State Technical University, Novosibirsk, Russia
rebornnecroangel@mail.ru

Abstract: There was no final victory of science over myth; the process of myth creation is still ongoing today. Modern technologies revolutionized it and put it in the service of political leaders and elites. In the article we study how and why did myth become an element of an info war and a means to control the masses.

Keywords: myth; political myth; hero; social magic; leader; information weapon

Nowadays, in the era of advanced technologies and science many people may think that myth is virtually dead. The age of gods, fantastic creatures and supernatural beings, which defy the laws of material world by just merely existing, is over, and we do not need them anymore. If you ask a stranger, chances are he will answer that the mythology is widely considered a collection of old fairy tales, used to explain how the world around us works via tales of heroic deeds and bizarre adventures. Who actually believes them, now!? The myth itself seems to embody an incarnation of ancient irrationality, which is said to have been utterly defeated by the cold strict logic of modern science, but let me ask you a

simple, yet important question: “What if these assumptions are wrong, what if a myth is still relevant and lurks in the dark corners of our subconsciousness?”

Quite a big number of different researchers in various fields like philosophy, psychology and mythological studies are positive that the myth lives. Not only is it alive, it also influences peoplethe same way it did centuries ago in the glorious times of ancient Rome, majestic pyramids and forgotten citadels. The influence comes in different forms, but the goal of our work is to talk about only a fraction of sophisticated mythological systems, to be more specific, about the newest addition to the variety of myths – the political myth.

One of the scientists, who actively scrutinized the ephemeral body of the political myth, Ernst Cassirer, a prominent German philosopher, says that if we divide modern political myths into smaller parts and study them, we will discover nothing new. He then states that the soil, from which the seed of the myth of the 20th century sprouted, had been prepared long ago [2]. For example, people used to talk a lot about the so-called theory of the Great Man by Thomas Carlyle. Carlyle lived in the 19th century, and wrote a well-known book, called “On Heroes, Hero-Worship, and the Heroic in History”, in which he explained his belief in the existence of the Great Man. The Great Man as the name goes creates history through his actions, and, as the result, the history is nothing more than his biography. For his research, he compared several historical and mythological characters, such as Odin from the Norse Mythology and Cromwell of the Second English Civil War.

Cassirer considers the above-mentioned works purely academic. To turn old ideas into a mighty weapon one needed a new technique.

The myth of the 20th century was born in the aftermath of the First World War, where most countries, even the winners like England, had a share of sophisticated eternal and external problems. In Germany, though, the situation was much worse. Leaders of Weimar Republic were desperately trying to use diplomatic means, but all was in vain. In the dire times of inflation and unemployment, social and economic life of Germany was facing a dangerous crisis. It seemed that all the realistic measures had already been tried. This was the soil perfect for a political myth to hatch and grow stronger.

To explain this phenomenon in more detail, let us talk about myth in primitive societies, studied by Bronislaw Malinowski, a famous Polish ethnographer, who believed that the goal of ethnographer's work was to realize the native's vision of the native's world [4]. Malinowski lived with the native tribes to learn and understand their culture. He says that the myth becomes the strongest when something unexpected and dangerous happens. Before this the natives usually try to rely on their own abilities without the use of magic or mythology. According to Cassirer, the very same rule can be applied to the modern political life. In crucial moments humans always have a peculiar tendency to seek out the most desperate means to solve the problem. Our modern political myths are a suitable example of such means. When our faith in reason wavers, there invariably remains a reign of mystical and supernatural as "Ultima ratio regis". This actually explains how primitive societies, not controlled by written laws or constitutions, are able to live without chaos and anarchy.

According to Edmond Doutte, an anthropologist, gods and demons of primitive societies are, in fact, personifications of collective wishes of people [3]. This definition is rather short and laconic, but we think it perfectly fits with the modern idea of leadership and dictatorship. People long for a strong leader, when the collective wish of having one overwhelms them. As a result, the wish becomes personified, and comes in the form of an actual individual. In other words, the will and hopes of people become the leader incarnate. During these times the former social relations, including laws, public justice and constitution, are deemed unworthy, and lose their significance. The one thing, which remains, is the mystical rule and authority of the leader. His will attains the status of the most important law.

It is clear that the personification of the will of a primitive tribe differs from the personification of the will of a modern man. Humans of the present day, even amidst a turbulent period of history, are unable to completely forget their rationality. To believe they require a certain proof, a reason, a theory to back up their belief. We cannot call such a theory primitive, because of its extreme intricacy. The archaic mind, on the other hand, thinks that all powers of nature and man can be concentrated and manifested in one particular individual. This wizard, shaman or sorcerer, provided he knows his craft, can control elemental forces, slay enemies and ward off

misfortune. Sounds quite irrational, so the modern man does not practice natural magic anymore. However, he does worship social magic.

In the times of calamity, the collective will of people demands a specialist. Frankly speaking, they need a hero. Thomas Carlyle says that belief in heroes will not die until humanity exists [1]. Nevertheless, Carlyle was fairly romantic, and did not view his work as a concrete political program. Modern politicians have to use stronger means.

Classical myth is treated as a product of free imagination and unconscious activity, but the modern myth is accurately created, according to a specific plan. It does never appear spontaneously. In fact, the rise of the industrial civilization of the 20th century and its technologies changed the game, and, now, myth can be carefully constructed, similar to a colossal variety of conventional weapons in a big factory.

Since 1933, international political powers started to express their anxiety towards militarization of Germany. The genuine German rearmament had begun much earlier, and the key point of this process was the heyday of political myth. The first step they made was to change the function of the language.

If we study the evolution of the human language, we will see that it has a pair of diametrically opposed functions: the semantic use of words and the magical use of words. Language cannot work without the semantic function, because it gives meaning to things and explains their relations. The magical function has no need to describe or depict things. Its aim is to change natural phenomena and to take action. Only a cunning mage possesses the skill to use the illusive magic of words and the ability to turn them into a potent weapon.

The same thing was relevant for the 20th century. Cassirer studied books, written in the period after the First World War, and saw how the German language had changed. The magical function obviously dominated the semantic one. There were a lot of new words, and the old ones had their meanings transformed. The words, people had used to portray or explain things in the semantic sense, began to express, evoke and inspire powerful emotions. While reading the Glossary of Nazi Germany, you could feel passion, hubris, hatred, malice, rage and madness. That was the perfect technique of political propaganda [2].

In addition to the magic of words, for the maximum effect political leaders incorporate brand new rituals. In a totalitarian state, for example, a citizen cannot live a life apart from the politics, so his living is heavily regulated with the help of strict rituals. The rituals are usually performed on a regular base, just like in the primitive societies. Failure to perform these sacred rites is considered to be a terrible sin, and is often punished with death. As we can see, the ritual helps to reinforce the myth.

To summarize, modern political leaders often attain the functions of a mage in an ancient tribe. They explain the will of gods and divine the future. Prophecy has become a pivotal concept of the political propaganda, as the politicians talk about the coming of the new Golden Age in their election campaigns and slogans. This way, the own imagination of people is used to control and influence them en masse.

We think that political myths can be rather dangerous, and potentially give rise to conflicts, racial discrimination, a variety of social problems and wars. We have already had an example of Nazi Germany on the large scale, and the activities of totalitarian sects, such as AumShinrikyo in Japan and former Soviet Union. The myth itself is invulnerable. You cannot fight it with rationality, so Cassirer advised to study modern myths in order to better understand your enemy.

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Research supervisor: K.V. Lugovoi, Cand.Sc. (History), Assistant Professor of the Department of International Affairs and Regional Studies, Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: I.S. Zhuravleva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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БЫТЬ ЖЕНЩИНОЙ В РОССИИ: КАКОВО ЭТО?

Е.А. Дергачева
Новосибирский государственный технический университет,
Новосибирск, Россия
dergachevakaterina@gmail.com

Аннотация: Статья посвящена проблеме положения женщин в России. Показано, как традиционные ценности и дискриминация по половому признаку влияет на уровень жизни части населения. Особое внимание обращается на проблему домашнего насилия, совершаемого над женщинами.

Ключевые слова: сексизм; насилие; женщины; Россия; флэшмоб

BEING A WOMAN IN RUSSIA: HOW DOES IT FEEL?

E.A. Dergacheva
Novosibirsk State Technical University, Novosibirsk, Russia
dergachevakaterina@gmail.com

Abstract: The article is dedicated to the problem of women’s situation in Russia. It is shown how traditional values and discrimination based on sex affects the women’s standard of living. Special attention is paid to the problem of domestic violence.

Keywords: sexism; violence; women; Russia; flash mob

Decades ago in the Soviet Union the conception of woman was clear: she was strong, she worked at the factory and after work she went home to her family. No one could imagine another picture, and everything seemed perfect.

From the times of the Soviet Union Russia has a legacy in which equality between men and women is stated (the Soviet Union Constitution from 1977, article of law #35). Nevertheless, the law is only written, and practically it is not followed by anyone in the country. Employers, teachers, doctors, even government and its citizens never take this ordinance seriously.

Nowadays Russia is an enormously conservative and patriarchal country. In some spheres of life, men and women may be equal, but still there is a huge amount of sexism (prejudice or discrimination based on a person's sex or gender) inside people’s worldview.

Adults are raising boys and girls according to clearly defined social roles.Little girls are expected to love pink, to play with dolls and to dream about their sublime marriage while little boys are expected to love blue, to play with toy soldiers and to be interested in science. In most cases, parents actually do not seem to consider the child's true aspirations. It does not matter if a girl wants to be a mathematician or a boy wants to be a hairdresser, at all accounts their dreams are being pushed down by the words: "It does not suit your nature, this is not who you are supposed to be". It is remarkably how much people love to explain some things with nature. All that is left to do is guess how many geniuses had failed to success because of the sexism and stereotypes.

Domestic violence is a shining example of sexism in Russia. Since Russia is a patriarchal country, man is thought to be the head of the family and other members are expected to obey him. Such tradition affects the man and makes him think that he is better than others that is why he has a right to control his family and do whatever he thinks is needed.

Women in Russia are the most downtrodden stratum of the population. They are not only discriminated in economic and social spheres, they are actually not protected from the violence in their families. Russia does not have a law that would punish men for cruel behavior in family.

"Why expose your dirty laundry to the public gaze" – is one popular proverb that makes women remain silent and feel guilt and shame for the situation in their family. That is why only 12% (according to the Federal State Statistics Service) of women after violence go to the police, the rest 88% think that it was their fault and they do not want to be judged by others.

The statistics of violence is shocking:

1. According to the RIA Novosti research in 2013 [1]:

• 12 000 women die every year because of the domestic violence;

• 40% of serious crimes in Russia are committed in families, mostly be men;

• 2 000 grown-ups see suicide as a salvation from domestic violence.

2. According to Moscow State University research [2]:

• 61.6% of dysfunctional families and 38.4% of wealthy families face domestic violence;

• 58% of asked women were subjected with aggression from men to whom they are acquainted with;

3. According to the “ANNA” organization (the REGIONAL PUBLIC ORGANIZATION OF AID for women and children in crises guidance center “ANNA”):

• Every 3rd woman in Russia is being constantly hit by her partner or husband.

The status of women in Russia is so lamentable, that there are not enough accurate researches about their lives and proper statistics about violence. Nobody in the country wants to notice the problem, and it is needless to say that nobody wants to solve it. People used to close their eyes at the things they do not want to deal with, and Russian government falls in this category.

This summer Ukrainian journalist Anastasia Melnichenko started a flash mob #янебоюсьсказати (eng. #iamnotafraidtosay) on Facebook dedicated to make women not to be afraid to tell the truth about assault and not to feel shame of violence that happened to them. Later the same flash mob took place in Russian internet-community.

Thousands of women appeared to be brave enough to tell stories about their awful experience. They have spoken openly about violence committed by their partners, parents and relatives, and many of such stories were about women’s childhood.

#Iamnotafraidtotell caused different reaction among our society. Many women found this flash mob as a good idea insomuch because it could help with spreading information about miserable situation women are living in. What is more, telling such stories aloud to the public could demolish myths about women’s fault in violence. However, men’s reaction in most cases was negative; they were resenting and denying the fact that this amount of violence is happening to women.

“Man has a right to rape any woman. We are strong and they are weak. We make the laws, this is our world” – a random quote from the Internet.

This quote perfectly demonstrates why sexism should be fought with. In Russia people usually do not take revelations about violence seriously; moreover, they are used to blame the victim instead of the rapist. Phrases like “What was she wearing?” are common within the Russian culture, and alas people rarely ask “Why did he do it?”

In a patriarchal society the man is the center of the world and from the childhood boys and girls absorb this verity. Until this verity is overthrown, the society will suffer from gender inequity. The solution to stop that flout at women is to change the way people think. “Ignorance is bliss” – is the motto of the majority of the population. It is easier not to notice problems and to believe that they will not happen, but the truth is it can happen to anybody.

“Till it happens to you, you don't know how it feels” – Lady Gaga’s song about violence.

The advice is to open the heart for changes and not to be afraid to help others.

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Research supervisor: A.V. Proskurina, Cand.Sc. (Philology), Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ЖИЗНЕДЕЯТЕЛЬНОСТЬ ЧЕЛОВЕКА

А.А. Игнатович[1], М.С. Малютина[2]
[1,2]Новосибирский государственный технический университет, Новосибирск, Россия
[1]aly483@yandex.ru, [2]mmalutina@ngs.ru

Аннотация: В статье ставится задача рассмотреть оказываемое влияние социальных сетей на жизнедеятельность человека. В результате анализа наиболее подробно разобрать самые популярные социальные сети и последствия пользования ими человека. Указать рекомендации по дальнейшему пользованию.

Ключевые слова: социальные сети; влияние; люди; общение; интернет

THE INFLUENCE OF SOCIAL NETWORKS ON HUMAN ACTIVITY

A.A. Ignatovich[1], M.S. Malyutina[2]
[1,2]Novosibirsk State Technical University, Novosibirsk, Russia
[1]aly483@yandex.ru, [2]mmalutina@ngs.ru

Abstract: This article sets a task to examine the influence exerted by social networks on human activity. As a result of analysis analyzed the most popular social networks and the consequences of using them, also recommendations for the use of social networks are given.

Keywords: social networks; influence; people; communication; Internet

Das Phänomen der „sozialen Netzwerke“ im Internet hat in der Öffentlichkeit und im alltäglichen Leben für viele Erwachsene aber vor allem für Jugendliche in den letzten Jahren enorm an Bedeutung gewonnen. Kaum ein Tag vergeht, an dem es nicht über dieses Phänomen vor allem am Beispiel von „Facebook“ oder anderen vergleichbaren Programmen wie „Twitter“ oder „StudiVZ“ in den Medien berichtet wird. Die Themen sind neue Netzwerke, aktuelle Änderungen und scharfe Kritik. Es wurde festgestellt: Soziale Netzwerke im Internet stehen im Fokus der Öffentlichkeit.

Aufgrund der Aktualität und der Beliebtheit , die die soziale Netzwerke im Internet in der heutigen Gesellschaft haben, werden wir uns in der

vorliegenden Arbeit mit diesen Sozialen Netzwerken beschäftigen und werden dabei insbesondere die kritischen Thesen über die Veränderung der sozialen Beziehungen bzw. über den vermeintlichen Verlust sozialer Kompetenzen von Jugendlichen in und durch Netzen genauer betrachten.

Das Ziel ist es zu eruieren, inwiefern bezüglich sozialer Netzwerken die Rede vom sozialen Beziehungsverlust sein kann oder, ob soziale Netzwerke im Gegenteil sogar einen positiven Einfluss auf soziale Beziehungen von Jugendlichen haben können.

Soziale Beziehungen, worunter u.a. die Freundschaft fällt, sind von großer Bedeutung für die Thematik dieser Arbeit. Durch das Bestehen sozialer Beziehungen entstehen soziale Netzwerke (im Internet). Aufgrund der Tatsache, dass sich diese Arbeit mit Jugendlichen beschäftigt, werden zusätzlich soziale Beziehungen unter Jugendlichen, Peer-Groups gesondert angeschaut.

Der Begriff und das Phänomen „soziales Netzwerk“ hat, wie in den vorangegangenen Abschnitten erläutert wurde, eine sehr wichtige Bedeutung. Die vorgestellten Begriffe der sozialen Beziehung, sowie der Freundschaft, bilden die Grundlage für die Entstehung eines „sozialen Netzwerkes“.

Soziales Netzwerk ist ein Online-Dienst, der eine Online-Community beherbergt. Benutzer können über soziale Netzwerke miteinander kommunizieren und teilweise im virtuellen Raum interagieren. Auf der technischen Grundlage eines sozialen Mediums (*Social Media*), das als Plattform zum wechselseitigen Austausch von Meinungen, Erfahrungen und Informationen eingesetzt wird, ergibt sich ein abgrenzbares soziales Netzwerk von Nutzern mit von ihnen erzeugten Inhalten [1].

Die Statistik der beliebtesten Websites in Deutschland [2]:

№	Webseite	Popularitätsquote in Deutschland	Monatebesucherzahl
1	google.de	17	686 400
2	google.com	1	155 100 000
3	youtube.com	3	104 400 000
4	facebook.com	2	124 100 000
5	ebay.de	71	971 200
6	wikipedia.org	6	78 900 000

7	amazon.de	106	694 600
8	yahoo.com	4	122 300 000
9	spiegel.de	141	1 500 000
10	web.de	191	158 800
11	twitter.com	12	27 300 000
12	gmx.net	188	113 300
13	bild.de	219	218 000
14	blogger.com	7	41 100 000
15	xing.com	252	109 900
16	t-online.de	304	234 900
17	leo.org	269	83 000
18	wer-kennt-wen.de	348	123 900
19	live.com	5	80 600 000
20	uimserv.net	380	100 500
21	myspace.com	14	54 800
22	wordpress.com	18	236 600 000

Die Soziale Netze belegen die ersten Positionen in dieser Tabelle. Das weist uns auf die Popularität von der Sozialnetzen unter den Internetbenutzern. Die Leute besuchen «Facebook» (Facebook ist ein soziales Netzwerk, das vom gleichnamigen US-amerikanischen Unternehmen Facebook Inc. betrieben wird) öfter als die größte Enzyklopädie in der Welt «Wikipedia» (Wikipedia ist ein gegründetes Projekt zur Erstellung eines Onlinelexikons in zahlreichen Sprachen) und mehr als 27 Millionen Menschen öffnen «Twitter» (Twitter ist ein Mikrobloggingdienst des Unternehmens Twitter Inc. Auf Twitter können angemeldete Nutzer telegrammartige Kurznachrichten verbreiten) jeden Monat.

Soziale Netzwerke sind ein Trend der Internetentwicklung in Richtung der Integration mit der Funktion Multi-User-Web-basierten Plattformen zu kombinieren. Diese Plattformen ermöglichen es Benutzern mit Freunden zu chatten, Nachrichten zu lesen, sich Filme anzuschauen, Musik zu hören, an den Diskussionen teilzunehmen, Gesellschaften zu schaffen. Und alle diese Funktionen sind auf einer Seite konzentriert.

Zweifellos sind soziale Netzwerke eine große technische Errungenschaft, die viele Möglichkeiten verspricht. Aber es gibt immer ein

Risiko, dass die Arbeit in sozialen Netzwerken die schädlichen Auswirkungen auf unsere Psyche hat.

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Research supervisor: M.N. Osolodchenko, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ЭЛЕКТРОННЫЕ СИГАРЕТЫ

Р.В. Кляузов
Новосибирский государственный технический университет,
Новосибирск, Россия
bisike@yandex.ru

Аннотация: В данной статье рассматривается вэйпинг как метод альтернативного потребления никотина. Цель статьи – проанализировать процесс курения электронных сигарет и сравнить его с традиционными сигаретами.

Ключевые слова: электронные сигареты; курение; вэйпинг; здоровье

E-CIGARETTES

R.V. Klyauzov
Novosibirsk State Technical University, Novosibirsk, Russia
bisike@yandex.ru

Abstract: In this article we are investigating vaping as a method of alternative nicotine consumption. The aim of the article is to analyze vaporizers functioning and compare it with traditional tobacco cigarettes.

Keywords: electronic cigarette; smoking; vaping; health

In recent years, the trend of transition from conventional to electronic cigarettes exponentially develop. More and more people instead of smoking cigarettes, opt for E-cigarettes. According to careful estimates, the industry boomed from $1.7 billion to $3.5 billion, from 2013 to 2015, and is expected to hit the $5 billion mark by the end of this year [1]. Despite the phenomenal growth and thousands of people switching to vaping, many still have no clue. What is vaping? Why has vaping become so popular nowadays?

Vaping is the act of inhaling and exhaling the water vapor produced by an electric device called vaporizer (or e-cigarette). Vaporizers are basically a battery device with an attachment containing an atomizer filled with flavored e-liquid. The battery powers a coil in the attachment vaporizing the liquid allowing the user to inhale it.

Vaping is a tobacco-free, and in some cases even nicotine-free, version of a traditional tobacco cigarette, but we don’t use the word smoking as

there is no smoke. Instead of a pack of cigarette, you use an electronic device which is usually refillable and rechargeable. Vapor usually looks thicker than smoke, but dissipates more quickly into the air and smells much batter, usually like fruit, candy, mint or the flavoring used [2].

Electronic cigarettes have been on the market since 2000 and have gained wider use in recent years.

The first modern-style vaporizer in the history is believed to be created and patented in 1960, by a Korean war veteran Herbert A. Gilbert. It's amazing that the basic anatomy of a vape is still pretty much the same as Gilbert designed it. Towards the end of the 20th century, Bill Amato created a cult at the Sensi Seed Bank's Hash Museum in Amsterdam, Netherlands with his outsized weed vaporizer, which won several awards at the exhibitions. His biggest success is known as the "shake and vape" vaporizer.

Early and mid-2000s mark the modern era of vapes when many manufacturers started creating and selling small, portable vaporizers. Some of the early vapes looked pretty much like a real cigarette and are sometimes referred to cig-a-likes. Nowadays, you can find vaporizers in all shapes and sizes, from giant desktop models to portable ones that are as small as a memory stick.

E-Cigarette statistic [1]

E-Cigarette Statistics	Data
Percent of people who tried e-cigarettes that quit smoking within 6 months	29 %
Total number of smoker in the U.S.	45,000,000
Total number of e-cigarette smokers	2,750,000
Percent of high school students who have tried e-cigarettes	12 %
Percent of U.S. adults who have tried e-cigarettes	3.7 %

Popularity of personal vaporizers are also facilitated by the fact that in comparison with other methods of alternative nicotine consumption (nicotine gum, nicotine patch, etc.) vaping is more acceptable to the smoker. The reasons are simple:

1) preservation of habitual motor skills (hand raised, brought to the mouth, puff);

2) the visual similarity vapour of electronic cigarette with the smoke;

3) preservation of the usual physiological action – tightening [3].

A vape or vaporizer consists of a mouthpiece, battery, cartridge, atomizer or cartomizer, and circuitry with a sensor. A cartomizer is a modern replacement for atomizer that combines an atomizer and the cartridge into one unit. The cartridge contains the e-liquid or e-juice, while atomizer has a heating element, usually a thin metallic coil that is heated by the power generated by the battery. When a user takes a drag on the mouthpiece, the battery heats up the coil, a cotton wick absorbs e-liquid from the cartridge and when it gets in contact with the coil, which is hotter than the boiling point of the e-liquid, it naturally turns into vapor. This vapor is then inhaled by the user that reaches his lungs and is then exhaled. The e-liquid usually consists of PG/VG blend, nicotine, and flavoring.

Today the market offers a variety of devices for vaping (evaporators and power supply) from a variety of manufacturers. They differ in size, appearance, successful constructive solutions in design, material, final treatment, the presence of electronics, price, and other characteristics [4].

There is a never-ending debate on whether vaping is safe or not. There are a million reasons to vape and use electronic cigarettes, so why vaping is better than the traditional smoking?

Nicotine definitely isn’t helpful for health. But the greatest harm is caused by tar and carcinogenic substances formed during combustion tobacco paper and contained in cigarettes contaminants. Except for damage to health of the smoker significant negative aspect of smoking is the unpleasant smell of tobacco smoke.

Personal vaporizers are deprived of the main drawbacks. Contained in the liquid for electronic cigarette nicotine delivered to the lungs in the form of a "vapour, steam". There is no combustion, no tar or carcinogenic substance. E-cigarette vapour usually has more acceptable smell. It quickly disappears when you ventilate the room. Clothing and hands also don’t smell. Also, often the use of electronic cigarettes to satisfy the nicotine addiction is cheaper than traditional smoking.

After analyzing the data, it is concluded that total number of e-cigarette smokers is much smaller than the number of people smoking traditional tobacco cigarettes. Moreover, as figures show, young generation is more interested in vaping than adults due to the fact that they are open to new ideas and ready to change. In the present article we attempted to study

vaping as a method of alternative nicotine consumption. Having examined health risks of tar-laden tobacco cigarettes and vaping we can conclude that personal vaporizers are deprived of the main tobacco cigarettes drawbacks.

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Research supervisor: O.A. Bogatyreva, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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СОЦИАЛЬНЫЕ ПРОБЛЕМЫ: НАРКОТИЧЕСКАЯ ЗАВИСИМОСТЬ

Е.В. Мальчикова
Новосибирский государственный технический университет,
Новосибирск, Россия
malcatya@mail.ru

Аннотация: Тема данной статьи – наркотическая зависимость, причины и последствия ее возникновения. Наркомания рассматривается с точки зрения физиологии человека, анализируется действие различных видов наркотических веществ на организм человека, в частности на нервную систему. Приводится статистика употребления наркотиков в России.

Ключевые слова: наркотики; зависимость; влияние; здоровье; медицина

SOCIAL ISSUES: EFFECTS OF DRUG ABUSE ON THE NERVOUS SYSTEM

E.V. Malchikova
Novosibirsk State Technical University, Novosibirsk, Russia
malcatya@mail.ru

Annotation: The topic considered in this article is drug abuse, its reasons and consequences. The drug addiction is analysed from the point of view of a man`s physiology. The article deals with the effect of various kinds of drugs on the man`s body, particularly on the nervous system. The statistics of the drug taking is presented.

Keywords: drugs; addiction; influence; health; medicine

Nowadays the matter of drugs is not something new or unknown. Evidently, there are some kinds of drugs that are not explored enough. However, in most cases we know that using drugs is bad, isn`t it? In this work I will try to consider various kinds of drugs, how much we know about them and how they affect our mind and body.

Have you ever met a person who used to be successful, who had his/her workplace, a family, a house, and now (s)he does not? Now (s)he has nothing, (s)he is just living from one fix-up to another. (S)he is like a newborn who constantly asks his/her mother to feed him/her. The only difference is that the newborn is not dying.

In my opinion, the most dreadful and dangerous thing considering every addiction is not that a man started to use drugs but when (s)he gets addicted to it and (s)he is no more able to give it up. Usually after several takings the addict stops understanding what dangerous consequences can be caused by this kind of drugs. At each fix these medicines are ruining the man's brain and the nervous system. Such damage can strike certain parts of brains and certain neuronal cells that are responsible for comprehension and memory. A person cannot think of anything except a drug. His performance capability decreases rapidly, a man loses contact with a society.

The drugs are such a substance that has a great influence on person's psyche and health. They are one of the easiest ways to escape from this world, its difficulty and misunderstanding, from your own laziness or the anxiety. After taking a pill a person feels calm and joy. However, this effect is temporary, and in a couple of hours this man will have to look for some money to buy a "magic pill".

The addict loses his previous goals. The only one is to take a drug. The perception of environment becomes different. The person loses interest to his hobbies, work and family. To get one fix-up (s)he is ready to do disgraceful things – (s)he can steal, rob or even murder. His/her relationships with the relatives are going down, but (s)he cannot stop. All the moral foundation and values lose their importance. There might appear suicidal thoughts.

My mother is a neurologist. She works with children having mental disorders, addictions and disruption of brains. Among her patients, there are children addicted to computer games, alcohol and drugs. Their parents are, of course, afraid for their children, but it is always easier to prevent an addiction than to cure it. Parents say to a doctor that their children became rude, unsocial and avoidant. They do not say where they go, they steal money and make friends with suspicious people, sometimes much older than they are. And these are only social presentations of their inwards. But what is happening to their bodies?

Oskolok L.N. and Terentiev A.A. write in their article '*Pathophysiological aspects of chronic alcoholism, drug addiction and toxicomania'* [3], "Alcoholism, drug addiction and toxicomania are the sicknesses of an abnormal addiction. They appear after a systematic taking

of psychoactive substances. These substances can stimulate, smooth down, narcotize or cause delusions".

Drug abuse can be caused by opiates, hemp products, psychostimulants, mind expanders and dormitives. Toxicomania is usually caused by tranquilizers, antihistaminics, antiparkinsonian drugs, caffeine and nicotine. The symptoms and signs of these two addictions may be similar, but they have different pathogenesis and their affect on the central nervous system is also different.

The change of tolerance for the effects of the active principle is illustrative for such sicknesses, i.e. to get the effect a person has to increase the drug dose each time (s)he takes it.

Drugs activate directly or indirectly the structures of the brain that are responsible for a positive reinforcement – frontal lobes, lateral hypothalamus. The structure of the molecules of drugs resemble the molecules of their endogenous analogue, drugs interact with the same receptors and imitate their effects. Nicotine affects the central nervous system activates the release of noradrenaline. The tone of sympathetic nervous system increases; a lot of centres of the central nervous system are activated. Fifty or more milligrams of nicotine cause palpitation, muscle spasms and the stop of the respiratory centre.

Taking LSD can trigger visual hallucinations, damage of the mechanisms of expressing emotions and mentality. Being very emotional, a person can remember the hallucinations and experience them even without using drugs. On the back of psychopathology there can occur mental disorders.

There are no special receptors for ethanol, inhalants and cannabis. Therefore, they get to cells and destroy them. Apersonfeelseuphoria, relaxation and complacence, however, the phenomenon of psychosis is possible. The large quantities of inhalants are able to interrupt consciousness and inhibit the respiratory centre.

All these artificial substances have a larger effect than their endogenous analogues.As a consequence, the receptors are changed and damaged. Their perception of hormones produced by the organism lowers. Even after a couple of opiate introductions a person can become physically dependent.

The physical dependence is a state of body characterised by evident abnormalities, disorders of the central nervous system, body organs, tissues

and systems that occur after the termination of the drug admission. It requires regular or constant injections.

Here the abstinence syndrome appears. It is characterised by the complex of psychic, vegetative and physical abnormalities in the organism. Thechangesofthementalstateinmostcasescan be observed, e.g. anxiety, dissatisfaction, depression, discomfort, and malignity. Moreover, the vegetative and physical disturbance exist, e.g. muscle pain, convulsions, nausea, pain in gastrointestinal tract, and insomnia. The period of this syndrome usually lasts for 4 or 5 weeks.

If not to start using drugs again the symptoms are getting reduced, although several signs can keep existing.

P.F. Litvitskiy in his work "Narcomanias, Toxicomanias, Poisonings" [2] emphasizes 3 main stages of development of an addiction:

- Initial stage
- The stage of physical addiction
- Final stage

Speaking about drug addiction and toxicomania, these stages can have different names and even content. However, there are some common features.

The initial (adaptative) stage of an addiction is characterised by the development of the complex of syndromes. The main of them are:

Neurasthenic and psychasthenic syndromes. They declare themselves by the increased irritability, extravagance, rapid muscle and mental fatigability, deterioration of memory, disturbance of sensibility (paresthesia, hypesthesia, hyperesthesia), sleep disturbance.

The syndrome of mental addiction to psychoactive substances. It is characterised by the psychic discomfort, depression, frustration caused by the insufficient supply of a drug. These feelings are cured after taking the psychoactive substance.

The stage of physical addiction.

The syndrome of physical addiction. Having reached this stage the body accustomed to the presence of a certain amount of drug inside.

The inclusion of the psychoactive substances or their metabolites into the metabolism of the body and the processes of its regulation.

The syndrome of progressive personal degradation.

The syndrome of progressive disorders of organs`and tissues` functions.

These syndromes are, in general, the results of constant repetitions of abstinence episodes, of increasing the dose and of the chronical intoxication of the body.

Thefinal (encephalopathic) stage

The resolution of drug intolerance. The usage of drugs becomes less frequent but obligatory. The amount of a dug taken is reducing. Taking the pill is not satisfying anymore; it is just a way to avoid the abstinence (or withdrawal) syndrome or to reduce its effect.

The syndrome of a multiple organ failure. The main features of it are the severe injuries of metabolism combined with the large structural changes in the organs and tissues, developing in different degrees.

The syndrome of personal degradation. It is evident considering the loss of personal traits, reduction of an intellectual activity, psychic changes.

It is necessary to illustrate this disease by a couple of examples.

The BBC Channel has a good documentary film about the drug addiction [1]. The first person shown in it is the girl named Jenna. Her first time was when she was fifteen. Firstly, it seemed to be a joke, an entertainment, but then everything has changed. “There were just teenage parties. We laughed a lot, everything was fine”, she tells. “Then I invited my friends to my place. Nobody was home. We turned on the music and it began. It was like a warm cloud I was in. I felt entirely relaxed. And I just thought I found it! This is what I love. Why don`t everybody do this?”

Another man, who is now living with the addicts like him, says “I thought I was a strong-will person. But it happens very quickly. I had a normal job, I was getting a thousand per week, I had an apartment, I was married and we had children. Now I lost everything. You know, most people get up in the morning and have breakfast. We get up and hit the pit.” He has been a heroin addict for several years already.

Such people are not able to refuse it even if they realise how harmful it is for their lives. That is how the addiction works. Heroin, for example, makes a person addicted after the first taking. The people who are addicted to drugs become unsociable, unable to interact, fixed on the idea of getting some drug. “All your day is built around this”, says the man. Such people lose their relatives and friends. The world of “chemical pleasure”, so to say, replaces all the rest things that seemed to be important.

Besides, there is an unpromising statistics. According to the data from the International Criminal Police Organization, the annual illegal trade of drugs makes from five to eight hundred billion dollars. As reported by the MIA of the Russian Federation, the drug abuse kills seventy thousand people every year. Approximately eighty five thousand Russians become drug addicts annually. Moreover, the percentage of drug takers who have recovered is not more than ten. In 2009 Russia led the world in the quantity of addicts [4].

There are some data considering the drug-related crimes [5]. During the period of time from January to July 2016 there were 118390 crimes registered, 85950 of them were enormous, 51027 of them were on a large scale. The level of drug production is lower than the level of drugcarriage (44 crimes versus 449 crimes) and much lower than drug dealing (59676 registered crimes). The cases of contraband are about 534.

The State Research Centre of Psychiatrics and Narcology of the Russian Federation provides regular social researches, and the latest data is the following [4]:

- among the teenagers in the age of 14-18 years 88% of boys and 20% of girls are taking drugs;
- 56% of boys and 20% of girls took drugs at least once in their life;
- 45% of boys and 18% of girls are drug addicts at the moment.

Nowadays, the average age of drug addicts declines progressively and the number of addicted women is increasing, unfortunately.

After providing these examplesand statistic data it is possible to say that the drug abuse has negative consequences considering both physical and mental states. Such person becomes excluded from the system called society and is destroying the system called the human body. Despite the fact, it seems to us that the children nowadays are warn against the harm of drugs there are still a lot of cases of addictions and broken lives. In this article I tried to attract attention to this actual problem. The mankind is looking for the simple pleasures. But do you realise the probable consequences?

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Research supervisor: A.V. Proskurina, Cand.Sc. (Philology), Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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СТРАТЕГИИ ВОСПРИЯТИЯ МУЗЫКАЛЬНЫХ ЖАНРОВ ЛЮДЬМИ С РАЗНЫМИ ТИПОЛОГИЧЕСКИМИ ОСОБЕННОСТЯМИ

О.И. Маневская
Новосибирский государственный технический университет,
Новосибирск, Россия
manya-olya@mail.ru

Аннотация: В данной статье представлен обзор существующих взглядов в литературе на процесс восприятия музыки, рассматриваются стадии и особенности восприятия музыки. Рассматриваются основные психологические особенности восприятия музыки, связанные с наличием музыкального образования или его отсутствием. Предлагается использовать закономерности восприятия музыки в целях влияния на людей в различных ситуациях.

Ключевые слова: типологические особенности; музыка; музыкальные жанры; восприятие

STRATEGIES OF MUSICAL GENRE PERCEPTION BY PEOPLE WITH DIFFERENT TYPOLOGICAL PECULIARITIES

O.I. Manevskaya
Novosibirsk State Technical University, Novosibirsk, Russia
manya-olya@mail.ru

Abstract: In the article, the review of different views and positions about process of music perception found in literature is represented. The stages and peculiarities of music perception as well as psychological peculiarities of music perception depend on availability of musical education or its absence. Also, regularities of music perception aimed at influencing people in different situations are considered.

Keywords: typological peculiarities; music; musical genre; perception

The importance of this theme is explained by the fact that today musical industry, especially musical art, is very popular.We can hear music everywhere – in public places as background music, in movies, advertising, computer games as a background music too. Music is used in audiobranding

to form image for some organizations, places, cities and so on. Music is used as a therapy, which helps to treat different diseases. But most people using music for different goals do not think about what kind of music to use, which music consumers like. It might happen because music can hurt some people, because all people percept music according to their own peculiarities – mood, interests, typological peculiarities, the availability/ lack of musical education, etc. That is why using music requires considering different peculiarities of people. There are a lot of theoretical and empirical studies about music perception by people with different typological peculiarities.

The analysis of theoretical research by different specialists such as B. Vickhoff, B. Tillman, E.S. Borisova, N.L. Nagibina, V.M. Behterev, N.N. Holopova etc. makes it possible to discover the properties of music perception [1, 2, 3, 4, 5, 6, 9]. Music perception is a process, which can allow to pay attention to such kind of elements as musical style, tempo, timbre, rhythm, text, tonality and other elements. It can help to form some images during listening to music, and to form your own position toward musical composition. Main peculiarities of music perception are as follows: the availability / lack of music education, typological peculiarities of music perception, the peculiarities of each person (mood, interests etc.), belonging to culture, some groups, popularity of some musical genres, etc.

Strategies of music perception is a process, which allow to use some methods, that can help listeners to remember musical compositions. They can be some figures, diagrams, associations, pictures, one's own thoughts and others.

The analysis of empirical research by different specialists such as E.S. Borisova, N.L. Nagibina, T. Adorno, C.H. Osgood and other specialists allowed to define the music perception [4, 6, 7, 8]. The authors in their research used such kind of methods as semantic differential, method of free associations, method of color relationships, interview, content analysis and other methods. Researchers have found that music perception depends on different factors: the availability / lack of music education (people with different levels of musical education percept music in different ways. People, who have music education, estimate musical composition, paying attention to such elements as complexity of composition, tempo, rhythm, timbre, tonality, etc. People who do not have music education estimate

musical composition paying attention to their mood, interest, their emotional state, on the popularity of musical composition, and if they like this composition or not. Also, musical preferences of listeners play the biggest role in music perception.

Cultural and national characteristics influence music perception as well. People percept music of their native culture easier than music from other cultures. But if the listeners live in other culture for a long time or learn about other cultures, they percept music from these cultures easier as well. The music will be clear for the listener.

Strategies and stages of music perception, personal and typological peculiarities of listeners influence music perception as well. Based on empirical research and through conducting research in the future we can identify how typological peculiarities of listeners can define strategies of musical genre perception. We will use the following hypotheses:

1. Typological peculiarities determine the choice of musical genre
2. Typological peculiarities determine the choice of strategies of musical genre perception
3. The availability / lack of music education influence music perception
4. Typological and personal peculiarities determine the choice of musical genre and style, during listening tomusic

Using such methods as Keirsey Temperament Sorter, test of color relations (by E.F. Bazhin and A.M. Atkins), musical semantic differential (by E.U. Artemyeva), and method of color relations (by I.L. Solomin) can help to prove these hypotheses.

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Research supervisor: O.S. Shemelina, Cand.Sc. (Physics and Mathematics), Associate Professor, Department of Psychology and Pedagogy, Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: E.A. Melekhina, Cand.Sc. (Pedagogy), Associate Professor, Head of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ВЛИЯНИЕ ИНТЕРНЕТА НА ЭМОЦИОНАЛЬНОЕ СОСТОЯНИЕ ПОДРОСТКОВ

И.Д. Рудич
Новосибирский государственный технический университет,
Новосибирск, Россия
igorrud98@mail.ru

Аннотация: В статье рассматривается проблема негативного влияния Интернета на эмоциональное состояние подростков. Сделан анализ конкретных видов угроз. Проанализированы угрозы для подростков трех стран: США, Казахстана и РФ. Выявлено, что самые негативные угрозы одинаковы для этих стран. Описаны меры по уменьшению угроз.

Ключевые слова: Интернет; угрозы; подростки; психология; киберзапугивание

THE IMPACT OF THE INTERNET ON TEENAGERS' EMOTIONAL STATE

I.D. Rudich
Novosibirsk State Technical University, Novosibirsk, Russia
igorrud98@mail.ru

Abstract: The article deals with the problem of Internet threats for teenagers' emotional state. The analysis of particular threats for teenagers from the USA, Kazakhstan and Russia is made. The results showed that these threats are similar in different countries. The measures taken by some governments to avoid negative impact of the Internet on teenagers are described.

Keywords: Internet; threats; teenagers; psychology; cyberbullying

The Internet has unlimited resources of information, but, at the same time, this global system of interconnected computer networks has serious impacts that can be harmful for teenagers' health in the sphere of mentality [1]. Some specialists, like M. Javaid [2], claim that the Internet negatively affects on teenagers by causing dependence, but Alex Remington [3] proves that there are many advantages of the Internet, and the global network does not influence lustiness. On the one hand, the Internet resources as social media consist of cyberbullying, digital divide and relationship abuse. On the other hand, the Internet provides useful resources. In the USA, there are

such resources as Hookup, Teensource, Mobile Action lab, Tune etc. that were made to improve adolescent health. In Russia, these include Ligainternet, Tvoyaterritoria and many others [4]. However, despite utility opportunities, the Internet carries pernicious consequences, which affects the adolescent health and emotional state in negative ways and over the last ten years, the impact grows with a high rate.

One of the most harmful and dangerous consequences of the Internet use is a strong addiction. The World Wide Web resources suggest various services to satisfy people's needs and wants. For example, according to M. Javaid's research [2] if teenagers suffer from anxiety they can use the Internet to divert themselves from their worries and fears. If adolescents are unhappy, they might be wondering where they fit in and the Internet could feel more convenient and pleasant than real-life friends. Furthermore, kids, who lack social support, often use social networking sites, instant messaging, or online gaming as a safe way of establishing new relationships and more confidently relating to other users. However, despite the opportunities of the network the Internet dependence only strengthens the depression and loneliness of teenagers. For example, according to "California adolescent health collaborative" [5], 21% of teens surveyed in California were found to be at risk for depression in 2005. Unfortunately, the amount of teenagers with depression increased to approximately 33% in 2016. Therefore, one of the serious impacts of the Internet is an emergence of addiction in teenagers, which negatively affects the adolescents' mental health.

In addition, another impact of the Internet is a "cyberbullying". Cyberbullying is the use of technology to pursue, confuse and threaten other users. It is obvious, that usually it occurs among youth [1]. Cyberbullying has been shown to cause higher percentages of depression and concern for teenagers than real bullying and has been connected to cases of teens' suicide with kids who read harmful comments on their own web-page days before their attempts to commit suicide [6]. In accordance with the Cyberbullying Research Center, the number of teenagers, who have experienced cyberbullying, rose from 18.8% in 2007 to 33.6% in 2016 [7]. Those most at risk for cyberbullying include nonconformists, people who have unusual appearance or different religious views and allied youth. A 2010 research found that 54% of these teenagers report being cyberbullied

within the last 30 days. Thus, based on the facts another negative side of the Internet is a cyberbullying, which negatively affects on adolescent psychological health.

The aim of my research was to define how significant was the impact of the Internet on a teenagers' emotional state in the USA, Kazakhstan and Russia during the last 10 years. The following sub-tasks appeared in my research process: to define general impacts of the global network which negatively affect on adolescents mental health; to find out what are the main causes of increasing the level of depression and loneliness among teenagers; to define the reasons of sudden extension of suicides amongst adolescents; to compare the results and percentages of teenagers who have the Internet addiction, who suffer from the Internet abusing and cyberbullying in the USA, Kazakhstan and the Russian Federation.

In my research, I could not use primary sources for the studying of impacts of the Internet on adolescents' health in the USA, because of the lack of possibilities; I have used only secondary sources. To get an accurate and reliable information about the impacts of the Internet, I have found various sources, which provide data, facts, and different perspectives. Some of the sites, which I have considered for the research are journalistsresource.org, kidshealth.org, childmind.org, phi.org, edinyuroc.rf. Most of these websites have the "org" domain; therefore, I can be sure that the information which is provided by the sources is true, because the data is prepared by organizations and high quality experts.

At the same time, I have used the primary method of getting the information for the research in Kazakhstan and Russia. It was a questionnaire, which was prepared for teenagers from Nazarbayev Intellectual schools and for students from Novosibirsk State Technology University respectively. I did not hold a personal interview because it takes much time to ask all people. The main purpose of the survey was to define to what extend the Internet influences on adolescents' mental health in Kazakhstan and Russia and compare the results with data about American teenagers. Due to the lack of time and opportunities to interview the large amount of teens across the whole country, I surveyed only the NIS students from different cities of Kazakhstan. The same situation occurred, when I started to study the impacts of the Internet in Russia, I interviewed only NSTU students. The number of interrogated teenagers from NIS and NSTU

were 120 and 72 respectively. This survey consisted of five multiple-choice questions (Yes/No/Another answer). The questionnaire was made by using the simple vocabulary and phrases; therefore, it was easy to understand the meaning and to give the answer. Most of participants answered definitely just choosing "Yes/No", but some of them wrote their own answers, that helped me to analyze and consider different impacts of the Internet. Besides, the survey took about four minutes for students to complete the questions. Moreover, it was not hard for me to process the data and make a conclusion. Thus, the survey was conducted to organize the primary information from different persons about the impacts of the Internet.

The results of the research with the use of secondary sources showed that in the USA 29% of teens report being threatened in the Internet by peers. Cyberbullying appears similar in prevalence to offline bullying, which leads to increasing the amount of suicides [7].

Females are also the most likely group to be cyberbullied, with 21% of female teens reporting cyberbullying [7].

Cell phones and social networking websites are all increasingly being used to threaten, control and harass relationship partners. For example, one in three teenagers in relationships has been text messaged about 20-50 times an hour by a partner to track all steps, which they did [5].

47% of girls report having a negative experience on social websites. Some of them have reported that social networking as Facebook and Twitter can provoke conflicts, especially with registering of "burn" pages created for the purpose of teasing or mocking others [5].

The results of the survey

Questions	Yes	No	Another answer
Do you often feel depressed?	31%	63%	6% It depends on mood
Do you suffer from the Internet addiction?	50%	38%	12% Sometimes, but rarely
Do you feel an anxiety, competitiveness or the pressure on your mind in the Internet?	44%	56%	
Do you think that the Internet negatively affect on teenagers'	53%	38%	9% The Internet has advantages and disadvantages;

mentality?			The Internet does not influence on mentality; Generally, the Internet is a useful service and the impacts and consequences depend only on the teenagers' use.
Are you being bullied in the Internet?	32%	68%	

I have studied the impacts of the Internet on emotional state of teenagers from three different countries. It was predicted that the Internet negatively influences teenagers' mentality and the rates of the Internet use by adolescents have quickly increased. In the end of the research, the hypothesis was accepted that in spite of possibilities and advantages of the World Wide Web, the Internet carries terrible and huge consequences, which affects on the teenagers mentality health and psychology in negative ways and over the last ten years, the impact grows with a high rate. The progress of the Internet development is proportional to increasing the impacts of the Internet on adolescent mental health. The main reason of increasing the level of loneliness, depression and anxiety among adolescents is an Internet addiction. Defining the causes of sudden increasing the number of suicides amongst teenagers, I have found that the general cause is a cyberbullying.

Having compared the results of percentages of teenagers who are cyberbullied, have addiction and abused in Kazakhstan, the USA and RF I have found that 33% of teens in California and 31% of NIS and NSTU students were found to be at risk for depression. About 29% of the teenagers in the USA and 32% of interrogated students were the victims of the cyberbullying in the Internet. Actually, the results cannot be compared to each other, because the number of interviewed teenagers in the survey was too small in comparison with the USA teens. However, if to consider that teenagers are almost equal, then we can decide that the statistics for the whole country would be approximately the same. Therefore, it is found that the impact of the Internet on adolescents' health in Russia, Kazakhstan and the USA is similar.

In Russia, the threat is recognized officially [8]. All-Russia Lesson “How to make safe Internet for children” is held in all schools every year in October [9]. It is controlled by the Ministry of Education and Government.

These evidences show that the Internet using and the impacts of the Internet rise with a high rate in different countries. Actually, in the process of the investigation it was not hard to reveal and to determine the impacts of the Internet because all the information I have found on websites was presented in open access. To sum it up, the use of the Internet harmfully affects on adolescents mental health and emotional state, which lead to pernicious consequences, and over the last ten years due to the growth and development of the Internet, the impact rapidly increased; therefore, the global networks plays a significant role in teenagers’ mentality.

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Research supervisor: E.T. Kitova, Cand.Sc. (Pedagogy), Associate Professor, Foreign Languages Department, Novosibirsk State Technical University, Novosibirsk, Russia

УДК 31

НОВОСИБИРСК КАК КОМФОРТНАЯ СРЕДА ПРОЖИВАНИЯ ДЛЯ СТУДЕНЧЕСКОЙ МОЛОДЁЖИ

М.Ю. Рязанова
Новосибирский государственный технический университет,
Новосибирск, Россия
Ps1970_2010@mail.ru

Аннотация: В статье рассматривается городская среда как сложная структура взаимосвязанных элементов. Прежде всего, представление городской среды анализируется по воспринимающему представлению субъекта. Студенческая молодежь города Новосибирска выступает, как носитель внутреннего представления, жителей данной городской среды.

Ключевые слова: студенческая молодежь; комфортность; городская среда

NOVOSIBIRSK AS A COMFORTABLE LIVING ENVIRONMENT FOR THE STUDENT YOUTH

M.U. Ryazanova
Novosibirsk State Technical University, Novosibirsk, Russia
Ps1970_2010@mail.ru

Abstract: The article deals with the urban environment as a complex structure of interrelated elements. It is a set of rules, attitudes, stereotypes, beliefs, habits, and customs, realized in students within the limited space activities. Firstly, the representation of the urban environment considered by the subject's perceiving - we are especially considering students as bearers of the internal representation, the residents of this urban environment.

Keywords: students; comfort; urban environment

Novosibirsk is a relatively young city with high rates of population mobility. A large part of population growth is due to the migrants, including young nonresident students. Novosibirsk is an educational center (there are 16 universities and more than 50 other educational institutions), it attracts young people from both the local region and the neighboring regions, and from the more remote, as well as the CIS, to get an education. However, despite the region's attractiveness for applicants in terms of education, there is the problem of retention of skilled and educated young

people, and above all it is connected with the level of comfort of Novosibirsk as a living environment for them.

Subjective quality indicators of urban environment are used, as also indicators of students' social well-being and health. Hence, to obtain objective data of the urban environment is an actual scientific and applied problem for sociology.

In sociological studies, there is no comprehensive evaluation of comfort of the urban environment. They are mainly used by environmental protection authorities to assess the damage to the environment and for environmental planning, but not to solve the social problems of society as a whole and including specific social groups, in particular students. The study of the urban environment structure is complex, it consists of many aspects. Each city is as a complex body, consisting of a variety of elements with a greater or lesser degree of influence on the people perception of the area in their minds. Every aspect of the city life from the streets cleanliness to the work mode of the enterprises and companies has an impact on the representation of the urban environment (including both comfortable) [1]. Urban environment, in turn, is a separate sphere of the city, forming it as a social field. The city as a living environment provides a different level of comfort living conditions. Can the city provide more comfortable living environment for the young and adventurous [2]?

Comfortable living environment as concept is broader than the purely material well-being (i.e., the standard of living) and assumes participation in the evaluation not only objective factors (not involved in the assessment of the standard of living) such as the quality of water or air, the distance to the recreation areas, resorts and the availability, accessibility of cultural institutions, but also deeply subjective factors, such as, for example, the satisfaction of individuals with their lives or living conditions.

Comfortable living environment is often regarded by researchers as an indicator of quality of life. "Great Dictionary defines quality of life as the contents and the conditions of people's lives, social groups in society, describing the qualitative aspect, as opposed to quantitative, level indicators and standards" [3].

Most studies determined indicators in terms of safety. To achieve a comfortable living environment for students, it is necessary to obtain the

amount of factors affecting them, including spaces in which young students exist.

Comfortable environment parameters are allocated based on the functional state of students' youth, considering the terms necessary to work, leisure time, etc. The optimal combination of these factors provides a normal comfortable state of students in urban environment.

Comfort is a set of positive psychological and physiological sensations of the individual sunder their contacts with the urban environment as a whole or its elements [4]. Comfort requirements from students may be very different, depending on their needs, derived from the nature of their lifestyle.

We carried out a study where empirical objects were college students of 3-4 years of study, the following universities of the city of Novosibirsk: State University of Architecture and Building, Novosibirsk State University , Medical University, Tomsk Sate University and its branch in Novosibirsk Law Institute, Russian Academy of National Economy and Civil Service.

Subjective indicators reveal the idea of Novosibirsk city as a comfortable living environment, in our case they were expressed in terms of the following variables: evaluation of attractive and unattractive features of Novosibirsk Region by student youth; evaluation of living conditions in Novosibirsk and in comparison regions with other by student youth; evaluation of air pollution in Novosibirsk; evaluation of public Health in the enterprise of Novosibirsk by student youth.

Considering what kind of feelings respondents have to Novosibirsk, it is clear that the majority of them responded, «on the whole I am satisfied», but there are many things «which are not satisfying» with 35% of respondents, as 27% said that they «were happy to be living here», 18.8% do not experience any particular feelings about this, 11.7% respondents chose to answer that «they would like to leave Russia», and 3.5% prefer to go to another region. Mainly, it can be concluded that the majority of respondents feel positive feelings to Novosibirsk.

On the question of attractive and unattractive features of Novosibirsk, the respondents' answers can be seen that there are more unattractive traits in Novosibirsk. 45.9% respondents noted that it the climate there is too harsh for living, and 37.6% said that there are a lot of unfriendly people. But, also 38.7% of respondents estimated Novosibirsk as promising for life,

29.5% of respondents said that there are a lot of opportunities for entrepreneurs. Also, 22.3% of respondents highlighted the beautiful nature of Novosibirsk. And a small percentage of respondents said that living in Novosibirsk has stalled. From the answers of the respondents, one can draw an conclusion that Novosibirsk has harsh climate, but still Novosibirsk is a promising city for student life for not a small percentage of respondents.

Among the possible measures to improve life, the Novosibirsk young students name: firstly, improvement of health services 17%; secondly, fight against crime and corruption, 14.6%; thirdly, affordable housing 12.6%; and, finally, recovery of nature 10.6 %. They were also bothered by the problem of improving of education – 8.1%, as well as with the creation of new jobs, and working places. That points at the serious problems in health care, the environment and the unavailability of housing for young professionals.

We have found that disturbing factors reduced the level of comfort for students. But, in spite of the whole range of outlined problems, the respondents expressed a high enough level of comfort in Novosibirsk and joy over to place where they live.

However, despite the attractiveness of the region for young people in terms of education, there is the problem of retention of skilled and educated youth in Novosibirsk.

For many young people, the city becomes a transit point, here come educated and qualified people, and then leave it (for Moscow, St. Petersburg, abroad or at their birthplace), and again newcomers arrive, they are younger but less competent and educated. However, it is necessary for growth and full development of the city of Novosibirsk that talented young people not only come to learn, but remain in Novosibirsk to live, considering it as the final destination for their attractive life. One of the factors increasing such attractiveness is Novosibirsk acting as a comfortable environment and the possibility to improve it.

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Research supervisor: T.A. Ryazanova, Senior Lecturer of the Sociology Department, Novosibirsk State Technical University, Novosibirsk, Russia.

УДК 304.2

СОЦИАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОГО ОБЩЕСТВА

А.Б. Шарпф
Новосибирский государственный технический университет,
Новосибирск, Россия
alisa.sharpf@gmail.com

Аннотация: В данной статье рассматриваются социальные проблемы современности, которые на данный момент являются наиболее актуальными. Цель – привлечь внимание к столь важным вопросам нашего мира. Автор попытался показать, насколько в действительности серьезны проблемы современности.

Ключевые слова: социальные проблемы; бедность; самоубийство; подростковый суицид; государственная поддержка

SOCIAL PROBLEMS OF MODERN WORLD

A.B. Sharpf
Novosibirsk State Technical University, Novosibirsk, Russia
alisa.sharpf@gmail.com

Abstract: This article considers the social problems of the modern world which are the most actual at present time. The aim is to attract attention to these important issues of our world. Using the world statistics, the author tried to show how serious these problems are in reality.

Keywords: social problems; poverty; suicide; teens' suicide; state support

Nowadays, there is a huge amount of social problems in our world. We have to face many of them every day. Giving a definition to this notion, we can say that social or community difficulties are such problems and conditions that affect a person directly or indirectly and, according to the majority opinion of the population, they are really big and need to be overcome only by the shared and combined efforts.

Like many other, social problems have existed since the time of the society formation. Initially, they were considered to appear only because of an unequal distribution of community wealth [2]. Unfortunately, this list had to be extended.

Generally, this kind of instability is divided into objective and subjective. It is difficult to speak only about the personal problems of the individual without pointing out the connection to the common problems. In fact, all his life a person exists in the society, and therefore he is influenced by it [1].

The human psyche is a very complicated system, which has not been studied by experts to sufficiently enough. In our unpredictable world, it can react very differently. Uncertainty always attracted the attention of scientists and experts of different fields; that is why a great number of the articles and research papers were devoted to the social issues.

For example, in the work “The main social problems of the last decade of Russia” Doctor of History N. P. Popov put forward an interesting idea that there is no clarity in the issue of designation of the most pressing problems in the way of solving the social instability [6]. Some individuals are susceptible to the influence of the media. That means that their thoughts and ideas on this subject can be considered as subjective. Consequently, it can be said that the authorities are often or even always determine the importance of any social question.

The most urgent, in my opinion, is the problem of social inequality, which also entails a lot of difficulties in the society, such as poverty and suicide. That's why I want to focus on these vexed problems of our time which are in urgent need of finding solutions.

Nowadays, due to the ongoing global financial crisis these concerns exacerbated with renewed vigor. According to the OECD, during only the first three years of the economic instability, the income difference between the rich and the poor inhabitants of 34 developed countries has increased much more than in the previous 12 years [5]. The statistics is horrifying. According to the report prepared by the British Charity Oxfam for the World Economic Forum in Davos (Switzerland), only 1% of the world's richest people own more wealth than all the rest population of the planet [4].

Nevertheless, social inequality is a prerequisite of a healthy society but within reasonable limits. People differ in their perception of life. Even if we build a "City of the Sun" where everyone will equally have all the benefits, there will be those who are satisfied and those who want more or something different. The identity of the subjective assessments of their living standards is utopian [3].

Poverty is another urgent social problem of the modern world, the solution of which is of great importance for the society. It arises as a result of social stratification, social inequality, as discussed above. Every year more and more people live rough.

The results of the surveys conducted by the RAS sociologists show that people are considered «poor» if they are saving on food (85% respondents). Further, there are poor living conditions, inability to purchase medicines, clothes and shoes (52-55% respondents), and no opportunities to go on holiday or to have a cultural rest as well (about 30% respondents) [6].

The problem of poverty is the result of the market economy. And, apparently, by removing the conditions of market economy, the state could avoid such a serious situation. But it is the conditions of the market economy that force the society to move forward and make progress. Despite this, many people do not show any initiative and prefer to remain in poverty.

Talking about this issue in general, we can say that it was and still is very relevant, and the way to solve it has not found yet. And, although I think that eradicating of poverty is very unlikely to succeed, I believe it can be reduced.

The next social problem I'd like to highlight is suicide which is the result of the mentioned above social inequality and poverty. Suicide is a conscious voluntary termination of a person’s life. There is a great variety of reasons for this social phenomenon.The World Health Organization (WHO) experts have identified about 800. In general, according to statistics, each year about 1,100,000 people end their lives by suicide. Since the official statistics of suicides consists only of clear cases of suicide - the actual number of them is much greater than the official figures. It is estimated that annually more than 4,000,000 people in the world commit suicide [7].

19 million people a year have the failed attempts of suicide. And only 24% of those who attempted and survived are in contact with the professional health care centers [7].

The fact that teenagers aged 15 to 19 often decide to end their life is rather depressing. The number of teen suicides has put Russia on the 1st place in the world statistics. Since the beginning of the 1990s the rate of teenagers’ suicide has nearly doubled. Boys are much more likely to commit

suicide than girls (32.8 per 100 thousand people compared to 7,6 – in 2004). Adolescents' suicides were 19.8 cases per 100 thousand people in 2005; 19.3 cases – in 2006; 20,1 – in 2007; 19,4 – in 2008;19,8 – in 2009.This phenomenon has been scrutinizing by sociologists of many countries for many years[8]. At the same time, we can see that in some countries, such as Japan, the suicide was even encouraged, whereas in the others it was persecuted by the law. Today in Russia there is no law prohibiting the person making such a decision.

The scientists who studied this problem identified specific features to each suicide: gender, age, time of day, even the season when it occurs more frequently. According to WHO, most suicides are committed during the spring and summer when there is flourishing of nature. At the same time, people start having the intrusive feeling of their worthlessness and uselessness [9].

Like many other social problems, suicides have a great impact on the country demographic indicators. According to the WHO study, every 40 seconds someone in the world's population commits a suicide [10]. This statistics is shocking.

I believe that it is important to monitor this problem more closely.

Thus we can say that all social problems are interrelated.

At the present time, when comparing with the previous centuries, the state policy stepped forward in the searching for the decisions on public issues. Many laws reinforcing the social base were passed; a large amount of money was invested in the research of this topic. It is the interest of the government that may allow the society to eradicate or significantly reduce some social problems.

But we must be responsive and active in this matter, too. The inequality will exist always or at least for a long time, but it can be treated not as a verdict but contrariwise. In order to improve ones' lives everyone should be engaged in self-improvement and achieving success in business. Speaking of the poor, it should be noticed that there is always a risk to become poor, from which no one is protected. But having a positive attitude and being hard-working, we can minimize this risk. As for a suicide, one needs to have a strong self-control. It is also important not to neglect such things because it can happen to anyone in our unstable world. Nowadays medicine is a

highly developed structure of the state and there are a lot of experts who can help with almost any problem.

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Language advisor: M.A. Lukhmanova, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 304+ 339.9

СВОБОДНОЕ РАСПРОСТРАНЕНИЕ ИНФОРМАЦИИ И ПРЕСТУПНОСТЬ В ЭПОХУ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ

Е.С. Щекотова
Уральский федеральный университет имени первого президента России Б.Н. Ельцина, Екатеринбург, Россия
tianmaozuo@gmail.com

Аннотация**:** В статье исследуется проблема позиционирования сообщества хакеров в современной системе экономических отношений. Являются ли они положительной социальной силой или же преступными элементами в мире высоких технологий?

Ключевые слова: хакеры; компьютерные взломщики; информационные технологии; пиратство

SPREADING FREE INFORMATION AND CRIMINALITY IN THE ERA OF COMPUTER TECHNOLOGY

E.S. Shchekotova
Ural Federal University named after the first President of Russia B.N. Yeltsin, Yekaterinburg, Russia
tianmaozuo@gmail.com

Abstract: This article examines the problem of positioning the hacker community in the modern system of economic relations. Are they positive social force or criminal elements in the high-tech world?

Keywords: hackers; computer crackers; information technology; piracy

Recently, there are frequent reports of virus attacks on computer systems created by computer hackers all over the world. The mass media claimed that the time and energy required to remove the damage caused by malicious software, is becoming more expensive for corporations. The seriousness of the threat posed by fraudulent computer programs for the economic system is confirmed by the actions which computer companies undertake to deal with them. For example, in November 2003 Microsoft offered $ 250,000 for information leading to the capture Sobig and MSBlast virus authors.

In our networked world, it seems, there is nothing more destructive than

hacking globally important information flows by such electronic sabotage. «Hackers» are usually divided into law-abiding and law-breaking programmers. For both categories of programmers is common a commitment to autonomy, i.e. the freedom of access to information without limitation.

There is a conventional belief that the legitimate hackers are a positive social force, which unjustly equated with computer «hackers» to eliminate the threat of free software for the dominant economic system. Many hackers may think that they are really opposed to the dominant norms and values, but is it possible to determine how the economic and social order can adapt and possibly even assimilate this opposition.

Are any real hackers involved in the activities of organized crime? At first glance, the hackers who break the law, and organized crime is not so very different. The hacker community has less organized internal structure than criminal organizations, but nevertheless, an underground hacker activity committed by their own rules; they do not trust the outsiders and reluctantly show their work secrets to the world. The same can be said about many mafia groups. Where, in this case, the intersection of their interests can happen? Successfully operated criminal organization should be located in a place where state power is weakened. When the state cannot guarantee law and order, it induces activity of other labor market regulation. In Russia, for example, after the Soviet Union breakdown appeared kleptocratic system. The lack of effective state regulation and control has led to the establishment of relations between the newly formed sector of private business and criminal networks. Business, which used the patronage of the criminal authorities, had connections with politicians at the local, regional and state level, so, in the end, the political structure, business and criminal networks was intertwined [1, p.190].

At the same time, traditional for Russia high educational level of mathematics specialists and depressed economic situation became suitable conditions for the emergence of a large number of potential hackers, also known as «crackers» [2, p.1]. The main consequence of this situation can be observed in the field of software piracy. According to the Business Software Alliance, group of computer industry supervision, Russia and Ukraine in 2000 had the highest level of software piracy in Europe [3, p.3]. Russian hackers have also been involved in several court cases about information

security violation. The mathematician Vladimir Levin in 1998 was caught and sentenced to three years in prison in Florida for the removal of $ 12 million from one bank account and transfer them to his own account. In 2000, an unsuccessful Russian network entrepreneur Vasily Gorshkov with the help of programmer Alexey Ivanov, began to search weak links in the Internet databases. When they founded one, they stole the information and contacted the system administrator for extorting money in exchange for «solving the problem». Gorshkov and Ivanov also used PayPal payment system for cashing money from stolen credit card numbers and created accounts under false names [4].

Except these examples, the fact that talented hackers and organized crime exist in the same environment is not a proof of direct cooperation between them. But competent programmers can facilitate criminal elements or conduct criminal activity on their own, because the transnational nature of the Internet complicates the law prosecution, internet also provides numerous opportunities for fraud and extortion, it is conducive to anonymity and secrecy.

On the other hand, all global space is covered with a variety of information and computer networks that are used for the delivery of essential services and basic necessities - electricity, water, fuel, food and things. These networks are commonly available, therefore they are vulnerable for breaking in, but however, virtually computer attacks does not occur [5]. According to this, what is the reason behind the fact, that we are constantly notified of the possible danger from hackers that can be expected in our everyday life? Inevitably we can suggest that the danger of cyberterrorist or hacker attacks is extremely exaggerated. The mass media portray hackers as monsters with unpredictable motives. It creates the image of hackers similar to dangerous criminals, who strike the unprotected systems, and this image is reinforced by public trials. For example, the trial of a super-hacker Kevin Mitnick, who hacked the Pentagon computer network in the 90s and stole confidential information from home computer Tsutomu Shimomura, a leading US computer security expert. Conducting the investigation and sentencing had great public resonance; it was widely reported by the media. The trial lasted 4 years. In the public information environment Mitnick was positioned as a «public safety threat».

Creating the sinister image of hackers can serve several purposes. For example, it is one of the ways of producing the social discipline, defining the standards of socially acceptable behavior and legitimating the actions of state power. It looks like a ritual of confirmation the virtues of the state structures, which opposed cunning violators of law and order. This is especially useful tool in the context of justification for the increasing spent of resources on the security agencies functioning. If in the employer company nothing wrong happens, there is no real threat to the computer security and hired specialists can perform only prevention of possible threats, they risk becoming unnecessary. Hence there is a necessity to give maximum publicity to real or perceived threats, to create the fiction of constant danger from the criminal programmers [6, p.19].

Propagandized image of hackers as destructive and dangerous criminal elements was designed to discredit the potential social benefit, the epitome of which the legitimate programmers actually are. The hacker ethic is based on the free flow of information and unlimited access to computer sources; it is totally unacceptable for commercial use of the Internet. Since copying and distributing data from computer memory is the basis of the digital technology, hackers have no choice but to violate the sanctity of property rights and obtain illegal access to information. In the age of computer technology they constantly generate new enhanced codes, this program codes is replacing old at a high speed, accordingly outdated code quickly devalued as a property, this implies that the accumulation principle in this case is non-functional [7]. The tenets of self-organization, cooperation and ideological unity of the hacker community, in this case, embody alternative public intellectual force, which is not focused on the storage of financial capital. Hackers actions based on the free manipulation and exchange of inexhaustible digital information challenge the basis of the market economy process.

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Research supervisor: T.A. Kruglova, D.Sc. (Philosophy), Professor of Ethics, Aesthetics, Theory and History of Culture, Ural Federal University named after the first President of Russia B.N. Yeltsin, Yekaterinburg, Russia

УДК 364.2

ГОЛОД ВО ВСЁМ МИРЕ ИЛИ ВЕГАНСТВО РАДИ ОБЩЕГО БЛАГА

Д.О. Шевницына
Новосибирский государственный технический университет,
Новосибирск, Россия
obliviote@inbox.ru

Аннотация: Население Земли растёт, но ресурсов для того, чтобы обеспечить всех людей продуктами питания недостаточно. Целью данного исследования является изучение веганизма как одного из самых перспективных вариантов решения данной проблемы.

Ключевые слова: веганизм; мясные и молочные продукты; мировой голод; пищевые продукты растительного происхождения

WORLD HUNGER OR GOING VEGAN FOR THE GREATER GOOD

D.O. Shevnitsyna
Novosibirsk State Technical University, Novosibirsk, Russia
obliviote@inbox.ru

Abstract: World population is increasing rapidly, but there is not enough food to feed all. The aim of this report is to study veganism as one of the most promising solutions to this problem.

Keywords: veganism; meat and dairy products; world hunger; plant-based foods

This study is devoted to the problem of world hunger and its specifications. The aim is to identify one of the causes of world hunger, to characterise it and to find a solution to this problem. The object of the study is veganism as one of the ways to change the case of world hunger.

The world population is the total number of humans currently living, and right now there is 7.3 billion of us. And what do we, as humans, need to survive? The basics are air, water and food. The world produces enough to feed the entire global population [9]. The United Nations Food and Agriculture Organization claims that about 795 million people in the world, or one in nine, were suffering from chronic undernourishment in 2014-2016 [10].

According to the UNO and their Priority Products and Materials Report of 2010 under the United Nations Environmental Programme, more of us will come to this world – and due to the rapid growth of the world population, already promised to reach 9.1 billion people by 2050. Under such circumstance, Western diet based on the use of meat and dairy products, is unsustainable from the point of view of food security [6].

According to Worldwatch Institute, the only way to produce enough food is “to cut back sharply on meat consumption, because conversion of grazing land to food crops will increase the amount of food produced” [3].

Using meat and dairy products as food is directly and strongly connected to the global economic crisis. The general secretary of the UNO said that the main cause of poverty and hunger in the world is the food industry which is highly developed and distributed in the rich countries. As meat production increases, wealthy countries purchase more and more grain (wheat or any other cultivated cereal crop used as food) to feed up and fatten pigs and cattle, as a result of that sentencing millions of people, and not only them, to death. Although brutal powerful capitalistic world market claims that the lack of foodstuff all around the world is barely a problem of not producing enough. It is a fact that we could provide substance for much more people using far less land resources if the population of the entire planet decided on moving towards a vegan diet. If all people decided to go vegan, the world's global sustenance supply would be increased by 70%.

Using grain in order to produce meat is crazy extravagance. Meat is a luxury, and the poorest people in the world generally eat plant-based. The only reason it is not seen as a luxury in the western world is because we heavily subsidise it with taxpayers' money. A full 63% of all food subsidies goes to meat and dairy, compared to less than 1% towards fruits and vegetables. If full ecological costs – including fossil fuel use, groundwater depletion and agricultural-chemical pollution were factored in, the price of meat would double or triple. The rest is paid for in tax dollars in most Western countries.

Even though there are enough plant-based foods grown to feed the entire human population, the majority of crops (including those grown in countries where people are starving) are fed to livestock for affluent nations, and since the amount of animal-based food produced by the farming industry is much less than the amount of plant food put into it, there is a

“diminished return on the investment”, the food supply dwindles, and humans end up going hungry. Land, water, and other resources are wasted on growing plants to feed animals who are then used for food, instead of more efficiently feeding humans directly with plants. Farmed animals consume significantly more calories to get them to slaughter weight than they will ever produce in meat, meaning that they are actually detracting from the global food supply. For every pound of food that farmed animals are fed, only a fraction of the calories is returned in the form of edible flesh. The rest of those calories are burned away raising the animal to slaughter weight or contributing to feathers, bone, skin, blood, and other parts of the animal that aren’t eaten by humans. This is why animals raised for food have to eat up to 10 pounds of grain to produce just 1 pound of meat [5].

According to the leading specialist in nutrition, Lester Brown, the average person in underdeveloped countries consumes about 200 kg of grain per year, with most of it going to food. Then, the average European or American consumes 1000 kg of grain per year, 90% of which goes to feed livestock. Thus, a resident of Europe or America, who consumes meat, takes five times more food than the inhabitants of India, Colombia and Nigeria.

Despite popular opinion, a plant-based eating regimen and vegan lifestyle are not expensive at all and can regularly be outstandingly less expensive. This is mind-blowing for many people, since they associate veganism with faux meat and soy products, though these are still practically identical in cost to the items they imitate. However, a healthy plant-based diet does not have to include any of these items. Vegan staple foods are pastas, rice, noodles, beans, quinoa, lentils, chickpeas, breads, nut spreads, oats, grains, solidified products of the soil vegetables, and so on. These can be considered some of the cheapest, most filling and most nutritious foods in many general stores and they are broadly accessible. Many of these items additionally have the upside of a long shelf life, meaning that it is conceivable to make them even cheaper by purchasing in bulk. The fact that plant foods are cheaper should make perfect sense economically because the lower on the food chain you eat, the less effort has been put into the final item and along these lines the cheaper it is.

If you have finally decided to go vegan, the most important step for any transitioning or potential vegan is to get educated. This will give the motivation you require, and will help dispel some of the propaganda

perpetuated by the meat and dairy industries. There are numerous vegan documentaries you could watch; an awesome place to begin would be “Earthlings” (dir. Shaun Monson, 2005), “Cowspiracy” (dir. Kip Andersen, Keegan Kuhn, 2014) and “Forks Over Knives” (dir. Lee Fulkerson, 2011). There are also several books you could read, especially “Eating Animals” [2] and “Why We Love Dogs, Eat Pigs and Wear Cows” [4]. There are also many great online resources, for example, “Vegankit” [8], “Veganeasy” [1] and “the Vegan Society” [7] websites.

With regard to how you should begin transitioning, there are a couple of various methods you could choose. Which one you run with will be based on your own situation, and what you think will end up in a perpetual move to veganism.

“By Product” method is one of the easiest, and essentially includes dispensing animal products one at a time. You might start with something easier like beef, or perhaps milk, and eliminate this one product from your diet while not trying to cut on anything else. It is important that you substitute these items with something vegan which you enjoy, so that you don’t feel like you are missing out.

“By Meal” method is a somewhat different strategy but it works better for some people, and includes going vegan one meal at a time rather than one item. Under this method, you might begin with something like breakfast, and you would make your breakfast vegan every day. Once you have mastered this and have several breakfast options you like, you would then include lunch, followed by dinner and snacks in between. This has the advantage of slowly lowering your consumption of all animal products, rather than just one at a time, and you don’t get that initial body shock when you stop eating a product your body is used to.

“A Day for a Day” method. For the initial two weeks, be a vegan three days a week, making simple substitutions for animal products in your favourite meals. For example, substitute meat in tacos with refried beans, peppers, and onions, etc. Instead of sausage in your spaghetti sauce, try veggie sausage or sautéed mushrooms. For the following two weeks, try to be vegetarian five days a week. Test some new recipes and products – your taste buds will be surprised at the new assortment. The wide variety of foods you can eat on a plant-based diet will surprise you. If you find yourself

being tired of the same foods, try one new food a week and pick a recipe to make with it.

"Cold Turkey" method is frequently viewed as the most troublesome, yet it has advantages. This method basically includes taking out every single animal product at once. This can be thumping and will shock your body and mind, but it has the advantage of immediately reducing the harm, and will typically mean you feel the beneficial outcomes of a vegan diet sooner.

Similarly, it is great to examine the dietary parts of a vegan diet. There are numerous books out there now with information to help guide you. You will have to teach yourself how to prepare almost all of the foods you enjoy. Do a lot of reading, Googling, watching cooking shows, devouring cookbooks, and searching YouTube for how-to videos. If you are like most people, you'll find that you feel lighter and more alert on your vegan days, and soon you'll be eating all vegan, all the time.

The results of the analysis allow making some partial conclusions of interest for the research. The case for continuing to eat animal products is too hard to swallow. Dairy animals, pigs, and chickens raised for sustenance endure each day of their lives before they bear an excruciating and startling passing. When we consume their flesh, milk, and eggs, we suffer, too, because eating animal products has been indisputably connected to everything from coronary illness and diabetes to malignancy and obesity. And feeding these animals with vast amounts of grain and other crops is taking food out of the mouths of children. The absolute best thing that anybody can do for themselves is to go vegan. In the light of this study – vegan eating might not just be the best way to go. It might be the only way to live.

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Research supervisor: A.K. Tarabakina, Cand.Sc. (Philology), Assistant Professor of the Department of the Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 811

СТРАТЕГИИ АККУЛЬТУРАЦИИ ИММИГРАНТОВ

Е.А. Шембергер[1], Р.Ф. Ахатов[2]
[1,2]Новосибирский военный институт внутренних войск имени генерала армии И.К. Яковлева Министерства внутренних дел России, Новосибирск, Россия
shem-box@mail.ru[1], ahatov95@mail.ru[2]

Аннотация: Целью данной работы является определение основных аспектов проблемы аккультурации иммигрантов, актуальность которой в Российской Федерации в последнее время возросла. В статье, в первую очередь, раскрывается используемая методология, после чего подвергаются анализу необходимые термины, в заключение подводятся итоги в виде диаграмм согласно проведенным исследованиям. Работа включает в себя анализ отношения к проблеме опрошенных курсантов в рамках исследования.

Ключевые слова: глобализация, аккультурация, культура, иммигранты, стратегии

IMMIGRANTS' ACCULTURATION STRATEGIES

E.A. Shemberger[1], R.F. Akhatov[2]
[1,2]Novosibirsk Military Institute of Internal Troops named after General of the Army I.K.Yakovlev, Ministry of Internal Affairs, Novosibirsk, Russia
shem-box@mail.ru[1], ahatov95@mail.ru[2]

Abstract: The objective of this report is to define the aspects of the immigrants' acculturation problems that become crucial in the globalized world with the specific reference to the Russian Federation. First, it explains the methodology used, after that the definitions of the terms are analyzed, and, finally, the results of the carried out survey are considered and represented as diagrams. This work includes the analysis of cadets' perception of the issue under study.

Keywords: globalization; acculturation; culture; immigrants; strategies

Nowadays countries all over the world try to handle the challenges and aftereffects of globalization. It is obvious that globalization gives room for cooperation of states carrying out so-called "open-door policy". In fact, behind the interaction of countries this policy has already caused influx of refugees. For many months, Europe has struggled to find a solution to the massive refugee crisis, with millions of immigrants fleeing conflict-torn countries in the Middle East and North Africa. The EU border agency

Frontex detected over 1.83 million illegal border crossings in 2015. That is six times the number of arrivals in 2014.

The increasing flood of asylum seekers has altered the secure life of the European society. Immigrants have changed the state of affairs in society, which became anxious. Individuals grouped themselves together and terrorized whole villages and towns and their committing acts injurious to innocent citizens. Violent and lawless acts were committed everywhere by cruel and reckless men. This state of affairs causes great sorrow and acute anxiety to whole communities and everyone lives in constant fear, uncertain about their immediate future.

The relevance of our research required the appropriate development of purpose, objectives, methods and a proper selection of the sample of cadets from the Novosibirsk Military Institute of Internal Troops, Reconnaissance Faculty so that the results be accurate, meaningful and realistic.

The *purpose* of the investigation was to brush up such terms as "culture", "assimilation" and to disclose the cadets' understanding of the terms.

Objectives were to define the terms "*assimilation strategy*" and "*separation alternative*", "*integration"* and "*marginalization",* to distinguish their characteristics, to carry out the survey and to analyze the results.

The method and research tools used – the literature review and the questionnaire – provide opportunities to reveal cadets' opinions objectively. We believe that, the questionnaires used give relevant opinions of cadets in order to analyze their views in an objective and realistic manner.

Firstly, it is necessary to study the term "culture" as it touches upon national features of different people. There are many definitions of culture, but in our research we support Geert Hofstede's approach to this term, and it is so-called "Culture two". "Culture two" is always a collective phenomenon, because it is at least partly shared with people who live or lived within the same social environment, which is where it was learned. It is the collective programming of the mind, which distinguishes the members of one group or category of people from another" [2, p. 15].

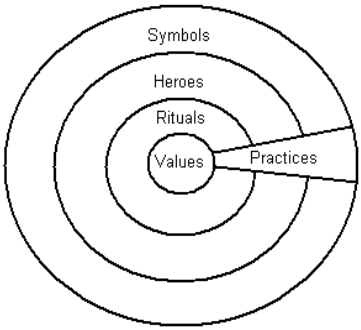

Fig. 1 The “onion diagram”: manifestations of culture at different levels of depth

1. Symbols are different things, which are essential for each nation. So it may be state symbols (national flag, coat of arms and anthem) or informal (like double-decker bus and red telephone booth for England).

2. Heroes also are very important for each nation. Those persons can be dead or alive, real or imaginary but they all are models for behavior.

3. Rituals are national collective activities often without practical benefit, but they reflect the national traditions and customs due to historical development.

4. Values are feelings of people, which are established with upbringing from the childhood implicitly. They reflect the attitude of people to different things and values almost always determine the behavior in various situations [2, p. 198-202].

For example, what things the person will save in case of fire? Money and expensive appliances or pets and photo albums? It depends of humans’ values that he got in the childhood. To sum it up, we would like to say that culture of each person in each nation is varied a lot and depends on different factors. It is very important to know it and take it into consideration, because the behavior of representatives of various nations in different situations is based on national features.

In our research, the main place is occupied by the concept of acculturation. According to John Berry, “acculturation is the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members”. It is important that at the group level, it involves changes in social structures and

institutions and in cultural practices. At the individual level, it involves changes in a person's behavioral repertoire.

In another words, it is the process that immigrants have to pass when they change their place of living. It's fundamentally to say that acculturation comes differently and not always, as we would like. There are four main strategies of acculturation [1, p. 4].

1. From the point of view of non-dominant groups (on the left of figure), when individuals do not wish to maintain their cultural identity and seek daily interaction with other cultures, the *assimilation strategy* is defined.

2. Here, individuals prefer to shed their heritage culture, and become absorbed into the dominant society. In contrast, when individuals place a value on holding on to their original culture, and at the same time wish to avoid interaction with others, then the *separation alternative* is defined.

3. Here, individuals turn their back on involvement with other cultural groups, and turn inward toward their heritage culture. When there is an interest in both maintaining one's heritage culture while in daily interactions with other groups, integration is the option. In this case, there is some degree of cultural integrity maintained, and at the same time seeking, as a member of an ethnocultural group, to participate as an *integral* part of the larger social network.

4. Finally, when there is little possibility or interest in heritage cultural maintenance (often for reasons of enforced cultural loss), and little interest in having relations with others (often for reasons of exclusion or discrimination) then *marginalization* is defined.

It is important to note here that assimilation and integration are distinct concepts, involving differing attitudes and behaviors. In some societies, and among some researchers [1, p. 4], this distinction is not maintained, leading to confusion in the conception and assessment of acculturation strategies.

Having analyzed the problem on the theoretical level, we have checked the attitude of cadets to immigration and conducted the research by interviewing cadets of the Military Institute. We have interviewed one hundred respondents and got such results presented on the diagram (Fig.2

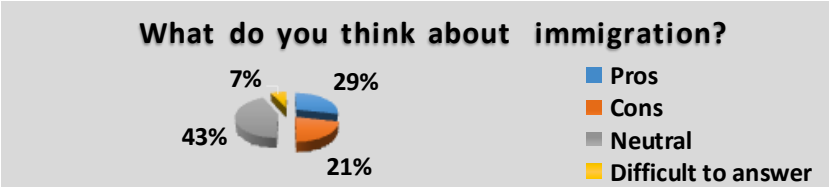

Fig.2 The results of the cadets' survey

According to these results, it was motivating to know what make respondents be pitted against global immigration. For this reason, we have to reveal the reasons of such views.

The obtained results make obvious that despite of its importance not everyone is thinking about that issue. However, some of cadets are really musing about it and consider it as a problem. They believe that immigrants, who pass the process of acculturation successfully, are culturally adopted to our society. The acquire norms and traditions accepted in our country. So with such representatives of immigrants cannot be various conflicts on the national basis.

There are some of the most thought-provoking answers:

- There is the loss of national features because of the cultural integration.
- There are possible conflicts between representatives of various nations.
- It may be the cultural inequality and prejudice as the result of globalization.
- Cultural globalization is followed by the economic instability.

Changes in political and economic situation in the world and technological advances have a dramatic effect on certain job sectors, the most obvious of these being military sector. The applicants of different ethnocultural groups are eager to devote their life to the career. Therefore, we have conducted the research to know the number of members of other ethnocultural groups in our company and which strategies they use in the process of acculturation. To clarify cadets' experience of assimilation we have interviewed them.

Considering cadets' behavior of other ethnocultural groups according to John Berry's approach, we have pointed out the following strategies of assimilation. The results prove that some of them are quite comfortable, for

example, the Byelorussians (5%) According to Geert Hofstede's approach, it is almost impossible to distinguish them from Russians, because of closeness our cultures. [2, p. 223] Studying their answers, we have concluded that our "brothers-Slavs" practice the strategy of assimilation and they can call themselves as Russians without any doubts.

At the same time, acculturation is the most difficult for representatives of the Caucasus national groups. There are the Daghestanians (24%), the Chechens (15%) and the Ingush (12%) in our company. Firstly, according to Geert Hofstede's theory, the language barrier causes misunderstanding and breaks in communication. Secondly, there are strict differences in values and religions as Muslims have certain customs and rituals. In that case, we can see examples of separation strategy.

Besides, the results of our study have revealed that the Tatars (28%) and the Buryats (16%) have experienced complete ***"integration"***, because they don't use their native languages (some of the even don't know it), rituals and customs.

Summing up previous considerations it should be mentioned that we cannot name only one strategy of acculturation which all the immigrants must follow. It is principal to state that acculturation comes differently. Thus, the example of the Byelorussians, the Tatars and the Buryats illustrate the fact, that the strategies assimilation and integration are really fruitful. Nevertheless, we suppose that not everyone can forget about native culture and be totally adsorbed by the new one as in the case of Muslim nations. Thus, the problem of cultural assimilation is closely intertwined with the feelings of national self-identity, which is really burning in our multicultural world nowadays.

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Research supervisor: O.V. Shmakova, Cand.Sc. (Pedagogy), Faculty Professor, Novosibirsk Military Institute of Interior Troops of the Ministry of Internal Affairs, Department of Translation and Interpreting, Novosibirsk, Russia

УДК 31.008. 004

ЧЕЛОВЕК И ОБЩЕСТВО В УСЛОВИЯХ ПРОГРЕССА ЭЛЕКТРОНИЗАЦИИ

Т.О. Силаева[1], К.О. Силаев[2], А.Н. Силаева[3]
[1] Карагандинский индустриальный университет, Темиртау, Казахстан
[2,3] Томский университет систем управления и радиоэлектроники, Томск, Россия
silaevatanya@inbox.ru[1], kossil@inbox.ru[2], annita-bb@yandex.ru[3]

Аннотация: В статье обосновывается актуальность осмысления понятия прогресса электронизации. Анализируется посредством SWOT анализа влияние электронизации на человека и общество. Выявляются проблемы прогресса электронизации и приводятся пути решения некоторых проблем.

Ключевые слова: человек; общество; прогресс электронизации; эффективность электронизации

HUMAN AND SOCIETY IN THE PROGRESS OF ELECTRONIZATION

T.O. Silaeva[1], K.O. Silaev[2], A.N. Silaeva[3]
[1] Industrial University of Karaganda, Temirtau, Kazakhstan
[2,3] Tomsk University of Control Systems and Radioelectronics, Tomsk, Russia
silaevatanya@inbox.ru[1], kossil@inbox.ru[2], annita-bb@yandex.ru[3]

Abstract: In the article understanding of the relevance of the concept of progress digitalization is given. The impact of digitalization on man and society is analyzed by means of SWOT analysis. Identify The problems of progress of digitalization are identified, and the solutions to some problems are given.

Keywords: human; society; progress of digitalization; efficiency digitalization

С целью возможности ориентироваться в поиске направлений дальнейшей эффективной деятельности попытаемся проанализировать влияние прогресса электронизации на человека и человеческое общество.

Под прогрессом электронизации, в данном случае, понимаем ускоренное расширение и углубление использования совершенствующихся электронных технологий в сферы интересов и деятельности человека и общества. Под электронными технологиями (ЭТ) в данном случае будем понимать совокупность информационных

и информационно-коммуникационных технологий и электронно-вычислительных машин (ЭВМ) [1 – 3]. Совершенствование и повышение эффективности используемых электронных технологий можно осуществлять как по их форме, так и по их содержанию. Форма и содержание электронной технологии представлены на рисунке 1.

ЭЛЕКТРОННАЯ ТЕХНОЛОГИЯ	
Форма (инструментарий)	Содержание
- техническая оснащённость (аппаратное обеспечение - электронная техника) -архитектура -программное обеспечение	- данные - информация

Рис.1 Электронная технология

С использованием методики SWOT анализа нами сделана попытка проанализировать результаты использования ЭТ. Выявлены, систематизированы и представлены на рис.2 в виде таблицы сильные и слабые стороны, применения ЭТ с целью определения путей дальнейшего развития, совершенствования и оптимизации их использования.

Сильные стороны	**Слабые стороны**
- расширение возможностей человека, имеющего ограничения в силу обособленности своего конкретного вида живой природы; - повышение скорости, производительности труда, и в первую очередь, умственного; - сокращение общественно необходимых затрат на фиксацию, хранение, размножение и передачу информации.	- высокая норма морального износа всех без исключения видов электронной техники; - не оправданно высока рыночная цена электронной техники, технологий; - не на должном уровне качество предоставляемых электронных услуг; - Не достаточно высокая культура и грамотность в области ЭТ у подавляющего большинства людей.

Рис. 2 Сильные и слабые стороны электронизации

В аналогичных целях выявлены, систематизированы и представлены на рис.3 возможности и угрозы электронизации.

Возможности	Угрозы
- способствование развитию практически всех традиционных отраслей экономики и науки; - способствование прогрессу мировоззрения человека в осознании себя как части человечества планеты; - способствование демократизации общества; - повышение качества образования молодёжи и подготовки специалистов; - возможность дать личности инструмент для самостоятельного получения знаний, инструмент, облегчающий «учиться всю жизнь»; - активизация развития творческой активности граждан.	- отрицательное влияние на здоровье при не соблюдении правил безопасности; - рост степени замены реального мира виртуальным; - электронный шпионаж; - электронные корыстные преступления хакеров против интересов физических, юридических лиц и даже государств; - бесполезно растраченные финансовые ресурсы в связи с «модой компьютеризироваться» во что бы то ни стало.

Рис. 3 Возможности и угрозы электронизации

Сферами интересов человека и общества являются производство, бизнес, обучение, общение, развлечение людей, создание и хранение необходимой информации и другие. Предполагается, что в ближайшем будущем широко распространится ввод информации в ЭВМ с помощью голоса. Общение с машиной будет на естественном человеческом языке. Создадут машинное зрение, машинное осязание, создадут интеллектуальных роботов и робототехнические устройства.

Как известно, типы обществ людей классифицируются в философии и в социологии по целому ряду признаков [4], [5]. В одной из классификаций делят общество на «доиндустриальное», или «традиционное», «индустриальное» и «постиндустриальное», или

«современное». По мере прогресса электронизации и роста его влияния на общество, на развитие направлений науки и автоматизации, возможно определяющим станет признак электронизации. Тогда общество по типам будут делить на доиндустриальное, индустриальное и электронизированное.

Не так давно, на пороге электронизации, уже появились и довольно широко распространились мысли и высказывания о необходимости создания и использования общечеловеческого языка для накопления, обработки и, в первую очередь, систематизации информации. Такой язык было решено назвать эсперанто. Предлагалось за основу его взять английский язык. Думается, что потребности прогресса электронизации в будущем приведут к созданию некоего «эсперанто». Для разработки эсперанто, как мы предполагаем, необходимо исследовать все известные науке носители информации – языковые символы, знаки, буквы (кириллица, латиница, арабские), иероглифы, клинопись и другие. Возможно, такой универсальный язык станет основой революционного преобразования и по форме, и по содержанию технологии фиксирования и считывания информации.

Следует отметить, что сегодня развитие электронной техники и программного обеспечения опережают развитие способов для систематизации и оптимизации информатизации. Такое положение несколько затрудняет улучшение качества труда и условий жизни в обществе. При создании ряда предметных информационных баз в вузе, к примеру, баз экономических дисциплин, возникают затруднения из-за отсутствия, или не достаточной степени стандартизации используемых терминов и их обозначений. Дальнейший процесс электронизации и необходимость повышения её эффективности требуют продолжение работы по совершенствованию стандартизации используемых терминов и их обозначений [6]. Требуется дальнейшая систематизация наработанного теоретического материала. Необходимо приложить усилия для повышения электронной культуры и грамотности граждан. Нашему поколению предстоит освоить именно эффективное применение электроники. Поэтому для достижения этой цели в Карагандинском государственном индустриальном университете нами в рамках студенческой научной работы разработаны электронные мобильные модули «Личный кабинет

школьника» и «Личный кабинет студента» [7], [8]. Думается, пришло время ухода, по возможности, от бумажных носителей информации. До настоящего времени

не до конца решена и проблема некой общечеловеческой стандартизации этических, моральных, правовых норм регулирования отношений в системе производства и использования электронных технологий. В открытой печати помещено немало результатов исследований о вреде здоровью человека, приносимому электронизацией. В первую очередь, уязвимы, конечно, дети. Учёными доказано, что при несоблюдении человеком при общении с электронной техникой правил ограничений и техники безопасности пострадать могут, практически, все системы жизнеобеспечения человека. Следует отметить, что создатели ЭТ с каждым новым поколением и даже видом что-то предпринимают для повышения степени их безопасности, но проблема вредного влияния на человека окончательно не решена.

Из всего вышесказанного можно сделать вывод о том, что дальнейший прогресс электронизации для человека и общества неизбежен и необходим. Каждый человек индивидуален по физиологическим, биологическим, духовным, нравственным, моральным критериям, но мутация человека, как человека разумного, как биологического вида, в конечном счёте, при дальнейшем прогрессировании электронизации неизбежна. Человек эволюционирует значительно медленнее, чем приспосабливает к своим расширяющимся и усложняющимся потребностям окружающую среду при помощи технологии. Не исключено и реформирование, а возможно, и революционное преобразование общества по мере процесса электронизации.

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Научный руководитель: О.В. Силаева, канд. экон. наук, заведующая кафедрой «Экономика и финансы», e-mail: oliviy@inbox.ru, Карагандинский государственный индустриальный университет, Темиртау, Республика Казахстан

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ПРОБЛЕМЫ РЕАЛИЗАЦИИ ОСНОВНЫХ ПРАВ БЕЖЕНЦЕВ В РОССИЙСКОЙ ФЕДЕРАЦИИ НА ПРИМЕРЕ НОВОСИБИРСКОЙ ОБЛАСТИ

Н.В. Стерлядева
Новосибирский национальный исследовательский государственный университет, Новосибирск, Россия
sterlyadeva.natali@mail.ru

Аннотация: В статье рассмотрены проблемы реализации основных прав беженцев в РФ. Анализ федерального законодательства, нормативно-правовых актов области, а также правоприменительной практики свидетельствует об ограничении в правах данной группы населения.

Ключевые слова: беженец; реализация права; проблемы; законодательство

PROBLEMS OF REALIZATION OF REFUGEES' BASIC RIGHTS IN THE RUSSIAN FEDERATION ON THE EXAMPLE OF THE NOVOSIBIRSK REGION

N.V. Sterlyadeva
Novosibirsk State University, Novosibirsk, Russia
sterlyadeva.natali@mail.ru

Abstract: The current article deals with the problems of realization of basic rights of refugees in the Russian Federation. The analysis of the federal legislation, laws of the subject of the Russian Federation and law-enforcement practice confirms the restriction of fugitives' rights.

Keywords: refugee; realization of the right; problem; legislation

The legislation of the Russian Federation rather fully affirms the rights of refugees. However there are some problems of their realization.

There are a lot of difficulties arising during the obtaining of citizenship of the Russian Federation by the personswhowere recognized as refugees on the territory of Russia. As court practiceshows, refugeeswho live in the Russian Federation for a number of years cannot be registered in the place of residence because they are not owners of dwelling place or because the owner of the living space rented by them does not wish to sign the tenancy agreement or to register the tenant on this living space. One of possible

ways to resolve this problem is to establish in a judicial proceeding the facts which have legal value. Moreover court practice across the Novosibirsk region (from 2010 till2016) demonstrates that obtaining the status of the refugee is complicated – as a rule, it is refused in satisfaction to the majority of claims.

The persons whohave received the status of the refugee enjoy the right to the public assistance from the state. So, according to the Federal law "About welfare payments to the citizens having children" such welfare payments are provided to refugees: maternity allowance, a monthly allowance on the child, etc. [3]. In respect of reception of refugees'children in state or municipal educational institutions there are none distinctions with children of citizens of the Russian Federation, proceeding from the fact that provisions of Art. 43 of the Constitution of the Russian Federation guarantee everyone the right to education [1]. However, to create the best conditions for adaptation of refugees' children, it is necessary to provide the organization of preliminary courses which will be free of charge. It will help refugees' children to enter a university, where they can study basis of the Russian legislation, Russian at the level of the preschool and school program.

Realization of the rights is influenced significantly by a condition of the legislation. Separate provisions of federal laws are not fully coordinated with regulations of the Russian Constitution. So, the Federal Law "About Refugees" contains provisions, under which it is obligatory for refugees to stay in the place determined by executive authority of migratory service [2]. However this norm contradicts the Art. 27 of the Constitution which says that everyone who lawfully is in the territory of the Russian Federation has the right to free movement, the right to choose the place of stay and a residence [1]. That leads to the actual reduction of the guarantees provided by the constitution.

Certain problems are caused by lack of the particular mechanism for distribution of the arriving refugees in and for territorial subjects of the Russian Federation. The law "About Refugees" establishes that distribution of the persons (except for a case of the emergency mass arrival on the territory of the Russian Federation) recognized as refugees or who were granted provisional asylum is carried out according to the quota of

distribution of these persons which is annually established by the Government of the Russian Federation for each subject (Art. 14) [2].

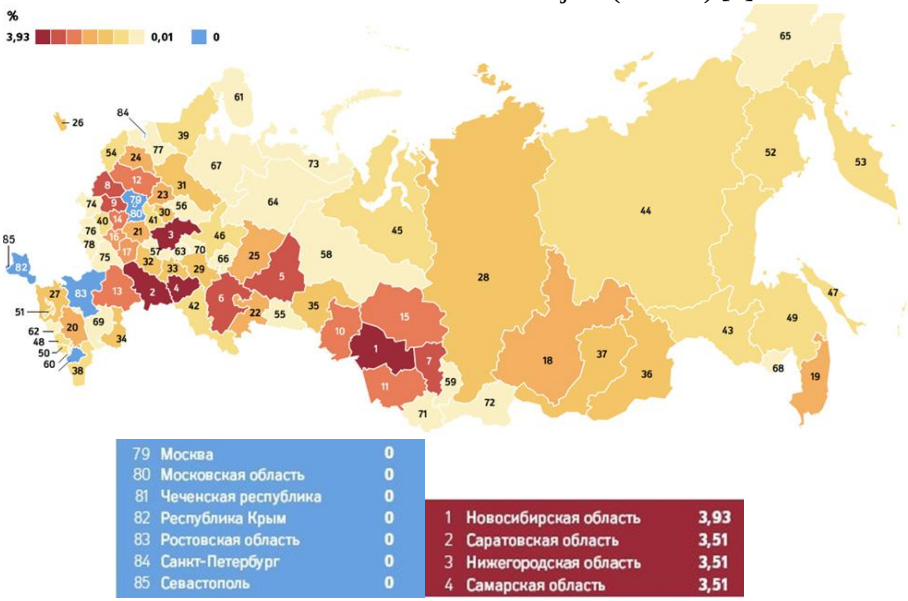

Fig.1. The governmental plan of distribution immigrants from the southeast of Ukraine in and for regions of Russia

In practice, the greatest number of refugees is registered in only in certain territorial subjects of the Russian Federation that creates unequal load on subjects [7].

Fig.2.Real distribution of the refugees and citizens of Ukraine who were granted provisional asylum in and for the federal districts of Russia

In this regard it is necessary to develop legislatively the mechanism of the staying refugees' distribution on territorial subjects of the Russian Federation which would promote more even sharing of the burden of expenses among all subjects of the Russian Federation and municipalities on their participation in financing the refugees' location in their territory.

The question of employment in regions of Russia is urgent as «the foreign citizens who are temporarily living in the territory of the Russian Federation can carry out work only within that subject in the territory of which temporary residence is authorized to them» [8, p.177].

About 5,3 thousand citizens of Ukrainearrivedin the Novosibirsk region from June, 2014 till July, 2015according to Management of FMS. About 3 thousand from them are working-age persons [9].

The person recognized in an official order as a refugee has the right to be assisted in professional skills training or employment or to hired labor or an entrepreneurial activity on an equal basis with citizens of the Russian Federation with some exceptions. Lawful exceptions include the vacancies enshrined in Art. 14 of the Federal Law "About a Legal Status of Foreign Citizens in the Russian Federation" 115-FZ. They are as follows: employment with the strategic military enterprises; positions of the public or municipal service; positions and the organizations connected with the state secret and safety [4].

However the legislation of the Russian Federation'sterritorial subjects considerably limits the rights granted by the federal legislation. The Resolution of the Novosibirsk region's Governor No. 176 of 15.08.2016 plays as an example in this area. It is prohibited for foreign citizens to be employed in the following spheres: 1) hunting and cultivation of wild animals, including rendering of services in these branches; 2) fishery; 3) mining; 4) activity of agents on wholesale forest products'trade; 5) wholesale trade of forest products; 6) baby food and dietary foodstuff production; 7) children's camps'activity for the period of vacation; 8) preschool and primary general education; 9) main general and secondary (full) general education; 10) activity of the motor (bus) passenger transport submitting to the schedule; 11) activity of a taxi; 12) activity of other land passenger transport; 13) financial activity; 14) activity in the field of the right, accounting and audit; consultation on questions of commercial activity and business management; 15) hiring of labor and staff recruitment;

16) providing secretarial, editorial services and services of the translation [6].

The Act of the Russian Federation "About employment of the population" emphasizes that public policy in the field of the population employment assistance is directed to creation the conditions providing worthy life and free person's development; implementation of the actions promoting employment of the citizens experiencing difficulties in job search [5]. However this situation does not find the reflection in policy of the Novosibirsk region.

Therefore, it is possible to consider the statement reasonable that the rights of refugees granted to them by federal laws often do not find the practical implementation, the most oftenit is because of a contradiction between the federal legislation and the legislation of subjects. Thus, the help to refugees has to include not only providing compensations, but also lifting the restrictions in the choice of the residence, employment.

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Research supervisor: Y.A. Kupchenko, Lecturer at Department of International Law, Novosibirsk State University, Novosibirsk, Russia

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ЭКСТРЕМИЗМ В РОССИИ

Д.О. Тарабара
Новосибирский Государственный Университет,
Новосибирск, Россия
tarabara@list.ru

Аннотация: Эта статья касается проблемы экстремизма в российском обществе. Рассматриваются причины экстремизма, виды экстремизма, предупреждение экстремистской деятельности в России и т.д. Приведены данные об экстремистских преступлениях в России.

Ключевые слова: экстремизм; противодействие экстремизму

EXTREMISM IN RUSSIA

D.O. Tarabara
Novosibirsk State University, Novosibirsk, Russia
tarabara@list.ru

Abstract: The article deals with the problem of extremism in Russian society. It is dealt with causes of extremism, kinds of extremism, prevention of extremist activity in Russia etc. Data are given about extremists crimes in Russia.

Key words: extremism; contrariety extremism

Extremism is an advocacy of extreme measures or views (generally in policy). Extremism is also a kind of social pathology. Extremism is a perfect example of the antisocial behavior. The word "extremism" is derived from Latin «extremus», which is translated as "extreme". Nowadays extremist ideas are more and more popular among population of Russia, what’s why extremism is one of the most important social issues of modern Russian society, which demands efficient solution.

So, let’s take a look at the main causes of extremism. They can be classified into four large groups [1], which are correlated with the spheres of life of society:

- Economic causes, such as economic recession, production decline, declining living standards, rising unemployment and inflation rate, rising economic disparity, etc.
- Social causes, such as intensifying religious, racial and other contradictions in the society.

- Political causes, such as tenuous and illegitimacy government, totalitarianism, political crisis, etc.
- Cultural causes, such as destruction of historical, cultural and moral traditions and values of the society, criminalization of mass culture, crisis of the education system, etc.

There are three main kinds of extremism, which may influence one another: ethno-national (or national) extremism, religious extremism and political extremism.

- National extremism is intolerance towards people of other nationalities. The main source for this type of extremism are xenophobia ideas. The main purpose of national extremists is the protection "of their nationality", its economic interests and cultural values to the detriment of other nationalities.
- Religious extremism is intolerance towards people of other faiths. The main purpose of religious extremists is the recognition of its religion as the only true one and the suppression of other religions, through the system of enforcement.
- Political extremism is illegal activity of political parties, officials and citizens aimed at forcible changing of state system and government institution.

There is close affinity between extremism and terrorism, because extremism in all its kinds is the ideological source of terrorism.

So, it was general description of extremism as a kind of social pathology. Now let’s look at this phenomenon in more detail and with regard to Russian reality.

Terrorism and extremism for the first time appeared in the Russian Empire in the second half of the XIX century, where they had strong ideological basis and socio-political goals. Increase of terrorism in Russian Empire and the Russian Soviet Federated Socialist Republic was observable through to 1920’s. New increase of these social issues made appearance in 1990’s – early 2000’s, that’s why active contention to extremism began in 2000 with the beginning of Vladimir Putin's rule.

Unfortunately, there has been observed increase of extremists crimes for the last years. There were only 548 of them in 2009, 622 – in 2011, 696 – in 2012, 896 – in 2013, 1024 – in 2014, 1308 – in 2015 [3].

Also let's take a look on the main socio-demographic characteristics of convicts under articles 274 – 285 of the Criminal Code of the Russian Federation (because there are not individual characteristics of the convicts under articles 280, 282, 282.1, 282.2 of the Criminal Code). Most of them were extremists-convicts. (data of 2013) [2]:

- High level of education among convicts. 31% of these convicts were graduate or undergraduate. For example, among all convicts in 2013 only 8% had higher education.
- Low level of female convicts. Only 5% of these convicts were women. For example, among all convicts in 2013 there was 15% of women.
- Low level of foreigners. Only 4 convicts out of 309 weren't Russian citizens.
- More than half of these convicts committed their crimes in the capitals of the Russian Federation subjects.
- 80% of convicts hadn't previous conviction. For example, 45% among all convicts in 2013 had criminal record.
- Almost all convicts (308 out of 309) committed a crime being sober.

These characteristics seriously distinguish extremist crimes from other crime types.

In terms of previously mentioned statistic it is possible to say, that extremism is a very important and unusual social issue. That's why there are enough government agencies and regulatory legal enactments focused on counteraction of extremist activity.

So, let's take a look at government authorities, which are the subjects of the system of combating extremism. These state organs are Federal Security Service, Border Service of the Federal Security Service, General Prosecutor, Foreign Intelligence Service, Ministry of Internal Affairs and Ministry of Defense.

The main role in the legal regulation of extremism and extremist crimes belongs to the Federal law "On the counteraction of extremist activity". Prosecution of this type of crimes is provided by 280, 282, 282.1, 282.2 articles of the Criminal Code of the Russian Federation. Citizens of the Russian Federation, foreign citizens and stateless persons incur criminal, administrative and civil liability for carrying out extremist activity under the statutory procedure of the Russian Federation.

In order to contrariety the extremism government agencies, government agencies of Russian federation subjects and self-governing authorities within the scope of their competence take preventional, educational, promotional measures aimed at the prevention of extremist activity. Contrariety extremist activity in Russia is carried out in the next two directions:

- adoption of preventive measures, which are focused on prevention of extremist activity and identification and elimination of conditions and causes conductive to extremist activity.
- detection, prevention and suppression of extremist activity of different organizations and individuals.

From what has been said, inference should be drawn that there are plenty different extremism prevention measures in Russia, according to the directions of the contrariety extremist activity [4]. Let us highlight the following:

- Creation of university places and college places for talented youth and consolidation of role of patriotic education.
- Development of the long-term program in the youth policy field.
- Education and reeducation of professionals working with young people regarding the prevention of extremism and xenophobia.
- Increasing the level of legal culture among youth and overcoming the legal nihilism.
- Cooperation with the different religious denominations.
- Renewal forms of educational work with young people.
- Improvement of law-enforcement practice in the field of prevention of terrorism and extremism.
- Improving the issues of youth leisure.

In conclusion I want to say, that extremism in all forms is extremely dangerous, illegal activity, threatening not only the society but also national security. In this regard, one of the main functions of our state is to protect Russian citizens against extremism; our government should stop and prevent this social issue.

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Research supervisor: Y.A. Kupchenko, Lecturer at the Department of International Law, Novosibirsk State University, Novosibirsk, Russia

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ВЗАИМОСВЯЗЬ ЦЕННОСТЕЙ СО СТИЛЕМ МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЙ У КИТАЙСКИХ СТУДЕНТОВ

У И
Новосибирский государственный технический университет,
Новосибирск, Россия
wyvernraja1@yandex.ru

Аннотация: Проблема межличностных отношений всегда остается актуальной. Данная статья посвящена изучению особенностей межличностных отношений китайских студентов, которые учатся в России, в зависимости от их системы ценностей.

Ключевые слова: межличностные отношения; китайские студенты; ценности

RELATIONSHIP BETWEEN VALUES AND INTERPERSONAL RELATIONS' STYLES OF CHINESE STUDENTS

Wu Yi
Novosibirsk State Technical University, Novosibirsk, Russia
wyvernraja1@yandex.ru

Abstract: interpersonal problems are always currently. This study examines the characteristics of interpersonal relationships of Chinese students, who are studying in Russia, according to their value system.

Keywords: interpersonal relationships; Chinese students; values

Актуальность исследования определяется тем, что в настоящее время в связи с быстрым развитием науки и социума межличностные отношения людей стали более сложными, в частности, среди студентов. Это особенно актуально для китайских студентов, которые живут и учатся за рубежом, а именно в России. "Студенты являются будущим страны и надеждой наций, их ценности намного влияют направление развития социума нашей страны" [1]. Возникает вопрос: есть ли взаимопонимание между китайскими и русскими студентами? Важно понять, какие факторы влияют на межличностные отношения? Одним из таких факторов может быть система ценностей. Есть ли

взаимосвязь между ценностями и типом межличностных отношений? Насколько они влияют друг друга?

Объект исследования – ценности китайских студентов. Предмет исследования – взаимосвязь ценностей с особенностями межличностных отношений. Цель исследования– проверить правильность поставленных гипотез, чтобы помочь студентам наладить хорошие отношения друг другом.

Методы исследования – теоретический анализ литературы, психологическое тестирование и методы математической статистики (коэффициент ранговой корреляции -Спирмена). Методики исследования: 1) Тест Лири (Диагностика межличностных отношений); 2) Методика Ш. Шварца.

Перед началом, мы создали 4 гипотезы:

1. Существует взаимосвязь между ценностью "доброта" и выраженностью дружелюбного стиля межличностных отношений, а именно: чем выше оценка ценности "доброта", тем более выражен дружелюбный стиль.

2. Существует взаимосвязь между ценностью "власть" и выраженностью авторитарного стиля межличностных отношений: чем выше оценка ценности "власть", тем более выражен авторитарный стиль.

3. Существует взаимосвязь между ценностью "самостоятельность" и выраженностью зависимого стиля межличностных отношений: чем ниже оценка ценности "самостоятельность", тем менее выражен зависимый стиль.

4. Существует взаимосвязь между ценностью "конформность" и выраженностью альтруистического стиля межличностных отношений: чем выше оценка ценности "конформность", тем более выражен альтруистический стиль.

Выборку составили 32 студента из Китая, говорящие по-русски и живущие в Новосибирске.

Значимые связи между ценностями и стилями межличностныхотношений

	Valid	Spearman	p-level
Конформность (Ц) & Дружелюбный (Я_ид)	32	0,36	0,04
Конформность (Ц) & Альтруистический (Я_ид)	32	0,40	0,02
Конформность (П) & Авторитарный(Я_акт)	32	0,49	0,00
Конформность (П) & Авторитарный (Я_ид)	32	0,35	0,05
Доброта (Ц) & Авторитарный (Я_акт)	32	0,46	0,01
Доброта(Ц) & Авторитарный(Я_ид)	32	0,40	0,02
Доброта (Ц) & Зависимый (Я_ид)	32	0,36	0,05
Доброта (Ц) & Дружелюбный (Я_акт)	32	0,48	0,01
Доброта (Ц) & Дружелюбный (Я_ид)	32	0,49	0,00
Доброта (Ц) & Альтруистический (Я_ид)	32	0,47	0,01
Самостоятельность (Ц) & Авторитарный (Я_акт)	32	0,37	0,04
Самостоятельность (Ц) & Зависимый (Я_ид)	32	0,37	0,04
Самостоятельность (Ц) & Дружелюбный (Я_ид)	32	0,49	0,00
Самостоятельность(Ц) & Альтруистический(Я_ид)	32	0,46	0,01
Самостоятельность (П) & Авторитарный (Я_акт)	32	0,41	0,02
Самостоятельность (П) & Авторитарный (Я_ид)	32	0,39	0,03
Самостоятельность (П) & Дружелюбный (Я_ид)	32	0,43	0,01
Самостоятельность(П) & Альтруистический(Я_ид)	32	0,45	0,01
Власть (Ц) & Дружелюбный (Я_ид)	32	0,38	0,03
Власть (Ц) & Альтруистический (Я_ид)	32	0,39	0,03
Власть (П) & Дружелюбный (Я_акт)	32	0,37	0,04

Из таблицы видно, что некоторые гипотезы подтвердились. Так, ценность «доброта» взаимосвязана с дружелюбным стилем межличностных отношений: чем больше человек ценит благополучие своих близких, тем более человек склонен к сотрудничеству, кооперации, компромиссам при решении проблем и в конфликтных ситуациях. Ценность «конформность» связана с альтруистическим стилем межличностных отношений: чем больше человек сдерживает действия и побуждения, которые могут навредить другим и не соответствуют социальным ожиданиям, тем более он ответственный по отношению к людям, деликатный, мягкий, добрый. При этом

китайские студенты считают, что если человек добрый, то он дружелюбен по отношению к другим людям. Они так думают, и так делают. А вот связь конформности с альтруистическим стилем есть только на уровне ценностей. В реальном поведении это не проявляется.

Выявлен и ряд неожиданных результатов. Например, конформность оказалась связанной с авторитарным стилем как на уровне идеальных представлений, так и на уровне поведения. Доброта оказалась связана и с авторитарным, и с зависимым, и с дружелюбным, и с альтруистическим стилями, но только на уровне ценностей. В реальном поведении таких связей не было выявлено.

С помощью нашего исследования мы выявили, что у китайских студентов существует ряд взаимосвязей между ценностями и стилями межличностных отношений. И конечно не только у китайских студентов, но ещё у студентов разных стран. Теперь мы нашли еще одно объяснение тому, почему у студента складываются разные отношения с одногруппниками: это зависит не только от его характера или личности, а ещё и от его ценностей. Это подтверждает важность создания системы ценностей у человека, когда он ещё маленький. “Понять взаимосвязь между межличностными отношениями и личными ценностями хорошо помогает студентам получить положительные межличностные отношения в обществе” [2].

В Китае в последние годы мы часто видим на улице рекламу или бюллетени, в которых распространятся «Китайские социалистические основные ценности». Это действия руководителей страны, которые помогают нашей молодёжи создать хорошие ценности, и когда они вырастают, эти ценности влияют на их межличностные отношения.

Кроме того, когда психолог встречается с новым клиентом, клиент рассказывает о своей жизни и своих отношениях с другими людьми. Понимание того, какие у этого человека ценности, как он видит мир, и знание о том, как связаны ценности и стили межличностных отношений, может помочь в решении психологических проблем клиента, – этим определяется практическая значимость нашего исследования.

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Научный руководитель: Л.В. Кавун, канд. психол. наук, доцент кафедры психологии и педагогики, Новосибирский государственный технический университет, Новосибирск, Россия

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ФЕМИНИЗМ ПРОТИВ ГЕНДЕРНОГО НАСИЛИЯ

А.А.Уварова
Новосибирский государственный технический университет,
Новосибирск, Россия
jerrylina2.0@gmail.com

Аннотация: Данная статья рассматривает актуальность проблемы гендерного насилия. Основным источником аргументации являются статистические данные. После проведённого исследования предложены возможные пути решения проблемы.

Ключевые слова: феминизм; равноправие; насилие; гендер

HOW FEMINISM CAN PREVENT GENDER VIOLENCE

A.A. Uvarova
Novosibirsk state technical university, Novosibirsk, Russia
jerrylina2.0@gmail.com

Abstract: This article points out urgent problem of gender violence. The research is based on statistic data. After the research and statistics analysis several solutions are offered.

Keywords: feminism; equality; violence; gender

Feminism is a range of political movements, ideologies, and social movements that share a common goal: to define, establish, and achieve political, economic, personal, and social rights for women that are equal to those of men [2].When it comes to the topic of feminism, it always causes a loud discussion between men and women blaming each other for all sins. And the main argument of pointlessness of these discussions is that our way of life is already progressive and fair. And if somebody says that there are still plenty of problems based on inequality that women (and men) face every day, they will be acknowledged as not relevant, strained and contradictory. I cannot agree with that. Yes, we all know that men and women are not the same, but we are not talking about sameness, the question is about equality.

We both have a right to make our own life choices, travel, wear, and love whatever and whoever we want. Women must not be put under pressure about their bodies and reproductive abilities; they must have easy

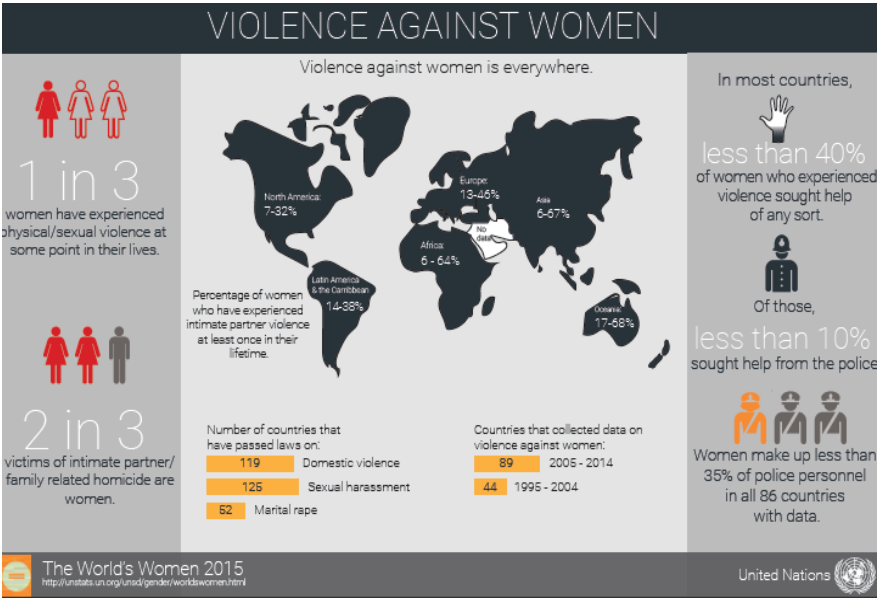
affordable access to the birth control. We deserve to get education and reasonable pay for work. All kinds of people must have a choice to be represented in government agencies and have equal career options. We all have a right for respect.

All I mentioned above are issues that women of Western world and Russia have, but they seem to be less urgent in comparison with situation in third world countries. That is why we tend to diminish their importance. However, there is a gender problem that happens everywhere and with everyone, no matter race, faiths, class background or body type a person has. It is the issue of gender violence – domestic violence, relationship abuse, sexual harassment, sexual assault, sexual abuse of children and much more.

According to the statistics, it is estimated that 35 per cent of women worldwide have experienced either physical and/or sexual partner violence or sexual violence by a non-partner at some point in their lives. However, some national studies show that up to 70 per cent of women have experienced physical and/or sexual violence from a partner in their lifetime [3].

In 2012, a study conducted in New Delhi found that 92 per cent of women reported experiencing some form of sexual violence in public spaces in their lifetime, and 88 per cent of women reported experiencing some form of verbal sexual harassment (including unwelcome comments of a sexual nature, whistling, leering or making obscene gestures) in their lifetime [4].

Around 120 million girls worldwide (slightly more than 1 in 10) have experienced forced intercourse or other forced sexual acts at some point in their lives. By far the most common perpetrators of sexual violence against girls are current or former husbands, partners or boyfriends [5].



Infographic of the statistics

That statistics shows how big this problem is. And what we are doing to prevent these acts of violence? We tell our daughters, sisters and all women not to walk alone at night, not to wear revealing clothes, stay quiet and obedient in marriage. And if an accident happens we blame women for breaching these rules. This tendency is supported by growth of the misogyny among women. Misogyny is the hatred of or prejudice against women or girls. Misogyny can be manifested in numerous ways, including social exclusion, sex discrimination, hostility, androcentrism, patriarchy, ideas of male privilege, belittling of women, violence against women, and sexual objectification [1]. It is very common when also women blame each other for being stupid, boring, and jealous, and prefer to spend more time with men. Therefore even women do not support each other anymore.

That is called victim-blaming and it is a wrong way of fighting gender violence. That is an unconscious process. Society is focused on women and women's choices and what they are doing, thinking and wearing. But the problem is that we will not go anywhere in terms of preventing acts of violence. According to statistics in Russia 39% of gender violence victims

did not ask for help. Victims of domestic and sexual violence prefer to be silent. Disbelief in a justice system and mechanisms of protection increased by fear of blame forces the victims of violence to conceal it. If the victims of pocket thefts cause the sympathy and understanding, those who have experienced gender violence can face criticism of their own behavior. This attitude is extremely dangerous and cause recurrence of these cases [6].

What if we look at the problem from the other side? Why men are so inclined to assault women, other men and children? We should start with the upbringing. In traditional society, being grown up as boys, men are taught to be tough, strong, courageous and dominating. They have to hide their pain, fear, tears. The only emotion that is welcomed for men is anger. In comparison to women they are in charge, they lead, they are superior and strong. Women in this worldview are weak, they are of less value; they are property of men, like objects, namely sexual objects. And men are hostages of these stereotypes. Consequently this way of man collective socialization brings lots of problems.

To prevent and decrease number of acts of gender violence women and man have to work together. Here the idea of feminism – equality of genders is really helpful. Firstly, we have to narrow the gap between strategies of girls and boys upbringing. Secondly, reduce spreading ideas of misogyny among women and men. And, finally, speak up every time when we hear sexist or degrading or harassing things about women, speak up every time when we or our friends and relatives face gender violence.

To conclude, I would like to highlight the importance of ideas of feminism one more time. Even though some problems of gender equality sometimes seem not so urgent, ignorance of them cause dangerously high level of gender violence. That is why we have to rethink our attitude to feminism and bring this concept to our everyday live.

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Research supervisor: M.A. Ivleva, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ПРОБЛЕМА ДЕГРАДАЦИИ СОВРЕМЕННОГО ОБЩЕСТВА

Е.А. Злобина
Новосибирский национальный исследовательский государственный университет, Новосибирск, Россия
catherine_z1@mail.ru

Аннотация: В данной статье рассмотрена проблема деградации современного общества. Проанализированы причины и последствия деградации. Выявлена и обоснована необходимость привлечения к этой проблеме большего внимания со стороны общества.

Ключевые слова: деградация; общество; нормы морали

THE DEGRADATION OF MODERN SOCIETY

E.A. Zlobina
National Research University Novosibirsk State University, Novosibirsk, Russia
catherine_z1@mail.ru

Annotation: This article deals with the problem of modern society's degradation. Causes and consequences of degradation are analyzed. The necessity of society participation is determined and proven.

Keywords: degradation; society; moral standards

Nowadays, social degradation is one of the most important social problems. More and more people forget about moral standards. They do not want to accept the societal order, customary principles and codes of conduct which control the society's stability. The above-mentioned causes mass disturbances and lawlessness. The young generation stops to respect not only the rules of morality and law, but also previous generations, so it tends to loss of traditions and cultural heritage.

To begin with, we should understand what degradation means and how people come across it. Degradation is person's loss of physical or moral qualities which is followed by loss of judgments, talents and feelings. Interests of such kind of persons begin to narrow sweepingly, the life's antipathy appears. In other words degradation is a descending motion.

But how to understand that the society begin to degrade? The factors of this event are well-known. Every day in some way or another we notice that

society slowly and surely slide down and things that seemed to be absurd earlier, nowadays are rather admissible. Let us consider some of the most important attributes.

The first that should be mentioned is usage of swear by not only teenagers, who have not become independent and developed personalities yet, but also by adults, who thereby are a bad role model for rising generation. It is no secret to anyone that swear words have a bad influence on a person, namely they lower human intelligence, increase the aggression and cause permissiveness in actions, that leads to personal degradation.

Already accepted in society alcohol and smoking also merit attention. Everyone knows about the harm of smoking and alcohol. Alcoholism and nicotine addiction take the leading positions not only for the reason of damaging of a normal brain activity, but also for the mortality reason.

The third important fact is that disregard for the elementary rules of decency and the etiquette becomes more an exception than everyday occurrence. A man lives in socio-cultural environment throughout his life, where rules of behavior play one of the main roles. However, previous values and rules of morality give way to spirit of frivolity and permissiveness. Forgetting about age-old traditions and honor, people establish their own moral standards and moral values.

From these arguments, it is now much easier to understand the reasons of progressive degradation of our society. Due to the fact that consumer's attitude unfortunately dominates in our minds, we do not think seriously about the future of our next generation.

Even Mark Twain wrote, "Everybody talks about the weather, but nobody does anything about it". This quote is very suitable to this topic. Currently we just talk about problems of degradation, but nobody tries to change anything in a serious way. If a person ceases to develop themselves intellectually, ceases to set goals and achieve them, ceases to waste time and energy for constant satisfaction of their spiritual needs, they simply lapse. Such person is not interested in global problems of mankind. That is why there is a huge problem of a low moral development.

Spiritual degradation, intellectual simplification, growth of abnormalities and selfishness gradually stagger the foundation of society, and as a result, there is a breakdown in social structure [4]. Such principle as "Everybody for himself" becomes the life's motto of each human in this

society. Some scientists accuse the technical progress of providing people a wide range of opportunities actually without their participation. Consequently, sooner or later computers will completely overshadow human capabilities.

The fascination with social nets leads to mind's and personality's degradation. According to research of Susan Greenfield, professor of The University of Oxford, fans of Facebook and Twitter will face to «the crisis of identity», decrease of concentration, loss of many nonverbal skills such as the ability to look in the eye during the conversation.

On the one hand, scientific and technological progress makes our life more comfortable. On the other, we feel that it impoverishes us morally and spiritually. However, one should note here that nowadays competition with high developing technologies plays no role. Studies show, that the doubling of the microprocessors' complexity occurs almost every year.

Moreover, the fact that the rhythm of our lives changes day by day is undeniable. It makes people grab the information in the blink of an eye and absorb it instantly. This model of perception covers all spheres of life. The same thing goes for politics. People do not understand that they do not perceive the news, they just hearinformation, the information that is considered to be necessarily known. People handle with a small amount of information, but jump to conclusions without any doubt. So the amount of information increases, but people do notlearn how to deal with it because of their laziness, weariness and nihilism in some ways. They do not look for confirmation and arguments. The principle is "I have heard that they are guilty, so they are."

According to the sociological studies, the Candidate of Psychological Sciences O. Drozdov, 58% of young people tend to copy the behavior of the television heroes, mostly from foreign films, and 37.3% of young people are ready to commit unlawful acts, taking television heroes as an example [2].

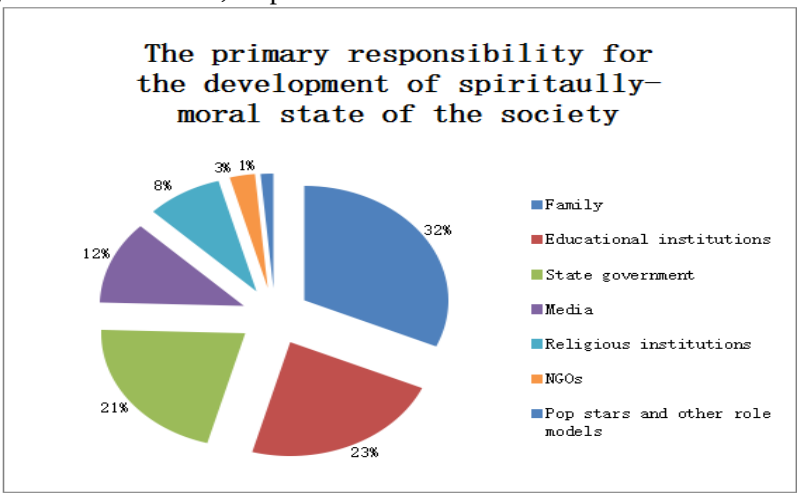
The authors of the sociological research conducted among convicted criminals in the 1980's in the United States, unveiled the following facts: 63% of sentenced offenders stated that they committed the crime because of copying of television characters, while 22% adopted the "technology" of crime from films.

If even adults trust the media easily, children and adolescents do the same because of absence formed consciousness. We cannot ignore the fact

that more and more children are influenced by the TV and the Internet. They do not see the threat posed by global network. Statistics reveals that 9 out of 10 children aged 8 to 15 years are faced with pornography, about 17% regularly look at the forbidden resources, about 5.5% are ready to turn it into reality [3]. As a result, children and adolescents by the inexperience, value systems are confronted exposed to "adult information" that threatens physical and mental health.

A few years ago a sociological survey of Muscovites on the topic "Spiritually-moral state of modern Russian society" was made. The survey polled 1,000 residents of Moscow [1].

Among those state and public institutions which should bear the primary responsibility for the development of spiritually-moral state of society in modern Russia, respondents most often named.



State and public institutions which should bear the primary responsibility for the development of spiritually-moral state of society in modern Russia

To slow the progression of degradation, we should think seriously about the representation of the ideal. Society should control and protect moral standards, culture and values as much as possible. Government should attract scientists and psychologists because they attack the structure of the problem in some of the most accurate way.

In conclusion, I would like to mention that until people are unaware of the full scope of problems, nothing will be changed. While there is not a huge amount of quite exceptional cases people will not begin to think about the disaster. The most terrible fact is that we are wasting time and losing the generation that will be dependent not only on alcohol and drugs, will be inseparably connected with the Internet, will be not developed spiritually and morally and even more it can become despiritualized at all.

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Research supervisor: Y.A. Kupchenko, Lecturer at the Department of International Law, Novosibirsk State University, Novosibirsk, Russia

ECONOMIC PROBLEMS OF MODERN SOCIETY

УДК330

ПРОБЛЕМЫ ПРИВЛЕЧЕНИЯ ИНОСТРАННЫХ ИНВЕСТИЦИЙ В РОССИЙСКУЮ ЭКОНОМИКУ

Д.В.Чеботарева[1], Е.А. Первушина[2]
[1,2]Новосибирский государственный университет экономики и управления, Новосибирск, Россия
Chebotareva95@icloud.com[1], Pervak95@gmail.com[2]

Аннотация**:** В данной статье рассматриваются особенности иностранных инвестиций в российской экономике. Дается характеристика современного состояния, как отечественных, так и иностранных инвестиций страны, с целью определить специфику политики привлечения иностранных инвестиций и содержание иностранных инвестиций. Освещены проблемы, возникающие на нормативном и стратегическом уровнях.

Ключевые слова**:** инвестиции; экономика; иностранные инвестиции; экономическая политика

THE CHALLENGES OF ATTRACTING FOREIGN INVESTMENTS IN THE RUSSIAN ECONOMY

D. Chebotareva[1], Ye. Pervushina[2]
[1,2]Novosibirsk State University of Economics and Management, Novosibirsk, Russia
Chebotareva95@icloud.com[1], Pervak95@gmail.com[2]

Abstract: This article discusses the features of foreign investment in the Russian economy. The characteristic of the modern state, both domestic and foreign investment in the state of the country, in order to determine the specifics of the policy of attracting foreign investment and foreign investment content. The problems arising in the regulatory and strategic levels**.**

Keywords**:** investment; economy; foreign investment; economic policy

Foreign investments have become one of the enabling conditions to reform the Russian economy successfully. At the same time, it is obvious that foreign investments can serve only as an additional investment factor for the national economy against the main source – internal investments. Therefore, achieving the effect of gearing capital from internal sources remains an indispensible prerequisite for safe foreign investments in the domestic markets. If a positive trend of growing state and private

investments from internal sources takes shape in Russia, it will be possible to talk about effective use of foreign investments.

Nevertheless, the pressing need to accelerate economic development in the Russian Federation cannot be achieved without intensified investments. For example, it is worth mentioning the share of investments into GNP in economically successful countries in the mid-nineties of the XX century. In the USA, this indicator constituted 18.0%, in Germany – 21.7%, in Canada – 17.5%, in Italy – 17.0%, in Great Britain – 15.0%, in Japan – 28.5%, South Korea – 3.6%, and the People's Republic of China – 42.0%.

The state is the main actor that determines success of inviting foreign investments. Some features of the Russian economy force to admit the fact of specific conditions for making foreign investments attractive. The relevant policy should be built up, factoring in the interests of the host country in the economic sphere and priorities of its social-and-economic development as well as in view of the limited government budget for financing the stimulating mechanisms. Therefore, the tool kit for attracting foreign investments in a particular national economy takes a special, unique "coloring" dictated by the internal economic conditions and the purposes of the state development. The policy of inviting foreign investments is based on two important economic aspects:

- Attracting foreign investments for developing the national financial system
- Attracting foreign investments to build-up the potential of domestic production.

Financial foreign investments to Russia prevail significantly over the direct ones. Therefore, the size of capital investments in the real sector of the economy has a marginal dependence on the size of foreign investments. Financial foreign investments are closely related to the foreign debt servicing.

The Russian stock market still has not become an effective instrument of investment attraction (both internal and external) in the real sector of the economy. The small number of issuers on the Russian securities market, as before, remains a serious investment development challenge. At the same time in all part of the worldit is the stock market that serves as one of the most important instrumentsfor transforming savings into real investment assets. An exit from this stagnation would allow the Russian economy to not

only strengthenthe inflow of investments but also to significantly constrain the capital outflow abroad.

The ongoing aging of fixed capitalis one of the major vital prerequisites to intensify the investment processes in real sector of the Russian economy.

Large-scale investments in the real sector of the economy are required. Internal sources do not suffice for structural adjustment of the national economy and here the role of foreign investments as an additional source of funds, namely, direct foreign investments is especially important. The state, first of all, should determine accurately the list of strategic industries where direct foreign investments must be limited, and the industries, attraction of foreign investments in which needs to be stimulated [1]. Inviting foreign finances to fill investment shortage, it is capable to generate growth not only in the industries where they are allocated, but also in the adjacent industries owing to the multiplier effect. The main share of foreign investments goes to the energy industry, the food industry, transport, trade and public catering; while less than 6% of the total amount of foreign funds are directed to the investment industries.

The raw sectors and short production cycle segments maintain their attractiveness. In contrast, the industries enabling technological breakthroughs do not come in the focus of interest for domestic and, especially, foreign investors [2].

The state regulation machinery of cross-industry capital movement in Russia is not based on the priority of Russian national interests.

The most of direct foreign investments are channelled to the Russian economy through Ireland, the Virgin Islands and the British Isles. Foreign investors regard Russia as a large consumer market where it is possible to export technologies and products, without caring for its technological breakthrough. Now, under the established import structure, Russia simply invests in foreign manufacturers. The strategic objectives of developing the Russian economy are a prerogative, first of all, for the host state and, to some extent, domestic investors in the context of their national consciousness. In view of the above, the problem of attracting foreign investments should be considered in terms of economic development, a growth of savings and an increased level of investments to maintain economic growth.

A positive aspect of the influence of foreign investments on the accepting economy is facilitating the national economic growth due to strengthening of investment processes, stepping up the national capital and introduction of qualitatively new aspects into economic development: transfer of new technologies and market relations in their advanced forms, and a fuller employment use of themanpower. It is necessary, however, to remember that multinational corporations, large international financial and industrial groups are capable to deform significantly the local markets, the structure of the economy if the state won't counter these processes with timely, well-balanced measures. On the other hand, international organizations emphasize that until Russia creates conditions for developing the market economy oriented towards enhancing investment efficiency, investments per se will not generate economic growth. There are no ready recipes here. Due to different rate of development, different economies have specific features of their policies and methods of attracting foreign investments. Therefore, to adopt the accumulated experience is not very easy, and a case-by-case approach and strategy of attracting foreign investments are required. Lately multinational corporations have pursued a more weighed line in relation to development of the new technological mode, accounting for not only financial and raw components but also preserving human and intellectual potential.

In recent years, the state has been focusing its efforts on resolving the above-mentioned issues. Amendments are made to the Tax and Land Codes of the Russian Federation that change the procedural-and-institutional rules; the work on establishing the legal framework for investment activities continues.

The laws that determine directly the conditions of foreign investor activities are being enforced.

Unfortunately, the institutional structure for large-scale influx of foreign capitalin Russia in its various forms has not been created yet. Objectively, a solution to the problem of attracting foreign capital to the economies in transition depends on efficient coordination of their transformational goals and the strategic development tasks.

Changes in the tax legislation designed to decrease the tax pressure (for example, the profit tax reduction from 35% to 10%, decreasing social taxes from 36.5% to 28%, etc.) facilitated attracting foreign capital. The bulk of

the investments in the Russian economy are made by the USA, Germany, France, and Hong Kong.

Under the modern conditions, the authorities of the host country should focus on such questions as introducing simplified procedures for registration of economic entities, including the minimum set of common requirements for all companies.

The mechanism of attracting foreign investments is being shaped up in the environment when many countries have abolished a considerable part of restrictions for inviting foreign investments and tend to transfer the centre of gravity on the measures to stimulate them. In many industries of a number of the countries open for investments, restrictions are abolished for foreign investors on acquiring shares of national companies and the obligations to form joint ventures; as well as restrictions on control over corporate activities, except acquisitions of the controlling interest or golden shares in case of large investments in the strategic industries for the host country and privatization of state-owned property.

Thus, attraction of foreign investments occurs amidst intensive and large-scale international competition that creates additional difficulties for establishing a mechanism of attracting investments in the Russian economy from foreign sources.

In Russia, price liberalization, which outstripped enterprise privatization, washed up small and medium property owners from the domestic market, as well as a real collective property. Therefore, it is extremely important to avoid mistakes concerning the emerging domestic property owners and to support them in competitive rivalry with strong foreign producers.

Foreign investments coupled with technologies, which often do not have analogues in Russia, bring innovations, the modern management and marketing methods, and the associated intellectual property rights. The value of foreign investments is also in mediating relations arising between participants of innovative processes with regard to development and use of innovative resources. At the macro-level, investments, irrespective of their origin, are the instruments of the policy towards expanded reproduction, acceleration of scientific-and-technical progress, quality improvement and product competitiveness, structural adjustment of the economy and balanced

development of all its sectors, advancements in the social sphere and environmental protection.

For the host country foreign investments, if attracted and employed rationally, typically add a "specific" value comprising, for example:

- Acquiring managerial innovations – positive management and marketing experiences; modern techniques and methodologies of economic analysis, estimates, accounting and control
- Acquiring technological innovations – technologies of construction, health care, culture, education, solutions to economic and social issues in other fields
- Improving protection of the environment (innovations in modern environmental safety tools).

In any economic system, investments create additional conditions for developing fixed capital, which, being a form of manifesting the results of scientific-and-technical progress, predetermines possibilities of economic growth and transition of the economy to an innovation-based development.

Thus, considering the importance of strengthening state regulation in the sphere of attracting foreign investments in the economy of Russia, we believe there should be a thorough approach to modernising the established mechanism of attracting foreign capital. As a result, an increased inflow of foreign receipts would expand the opportunities of internal saving and the tax base of the economy of Russia, leading to a growth of investments into the real sector of the economy and development of the national industrial and innovative capacity.

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Research supervisor and language advisor: O.A. Lukashenko, Cand.Sc. (Economics), Associate Professor, DipTrans (UK), DPSI (UK), Novosibirsk State University of Economics and Management, Novosibirsk, Russia

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ЭКОНОМИЧЕСКИЙ ЭФФЕКТ ОТ ВНЕДРЕНИЯ НОВОГО СПОСОБА ЗАЗЕМЛЕНИЯ НЕЙТРАЛИ В РАСПРЕДЕЛИТЕЛЬНЫХ СЕТЯХ СРЕДНЕГО НАПРЯЖЕНИЯ

Р.А. Финашин
Новосибирский государственный технический университет,
Новосибирск, Россия
romanfinashindoc@mail.ru

Аннотация: Внедрение новой техники импульсного резистивного заземления в распределительные сети среднего напряжения, позволяет уменьшить экономический ущерб от однофазных замыканий и как следствие прерывания электроснабжения предприятий и повысить безопасность сети.

Ключевые слова: затраты; срок службы; безопасность; заземление нейтрали

ECONOMIC EFFECT OF IMPLEMENTING A NEW METHOD OF NEUTRAL GROUNDING IN MEDIUM VOLTAGE DISTRIBUTION NETWORKS

R.A. Finashin
Novosibirsk State Technical University, Novosibirsk, Russia
romanfinashindoc@mail.ru

Abstract: Implementation of new technology of pulse-resistive grounding in the medium voltage distribution network allows reduce economic damage from single-phase fault resulting in interruption of power supply to consumers. The proposed method is supposed to increase the electrical network safety.

Keywords: costs; service life; safety; grounding of neutral

The share of medium-voltage electricity distribution networks in the Russian Federation is more than 70% of all networks. The most common damage in such networks is a single-phase (arc) ground fault. This is an emergency in network operation, which can result in interruption of power supply to consumers, as well as equipment failure. Interruption in power supply for companies with continuous production cycle leads to great economic losses, as well as to the life-threatening conditions in fault location.

Eliminating of a single-phase fault consequences may reduce material and time loss. Therefore, reducing the harm caused by a single-phase fault is a very actual task. Pulse-resistive grounding device (PRG) was developed by the Department of High Voltage Engineering and Electrophysics at Novosibirsk State Technical University [1]. This device can reduce the damage from single-phase ground fault and increase the electrical safety of the network.

The PRG is designed to be used in the distribution network with high-ohm resistance neutral grounding. It consists of semiconductor based commutator switch and resistor connecting the substation ground circuit to the neutral of the power transformer. The task of the switch is connecting the resistor to the ground circuit only at the moment of unstable (arc) fault thus limiting the dangerous arc overvoltage. In case of stable (metallic) single-phase circuit fault the resistor is disconnected from the ground circuit to prevent the increased steady-state current in the fault place. This will reduce a negative impact of overcurrent on the equipment, increase its durability, reduce maintenance and repair costs.

Economic efficiency is characterized by a ratio of yearly economic benefit to costs of new equipment and technology. However, in case of innovations lower costs may be accompanied by not only low quality of innovation but also by higher specific investments.

The aim of this article is to evaluate the costs and economic benefits from the introduction of a new method of pulse resistive grounding.

By the example of the Murmansk networks we estimated the damage caused by a single-phase ground fault in cable and overhead lines.

According to some researches [2], cable line is the most commonly used in city networks. The cable lines (CL) built before 1990s were protected by oil paper insulation and lead or aluminum cable sheath. The insulation of this type is not durable, in addition there were also factory defects. Since the CL have been used for 30 - 60 years the main reason of their failure is short-circuit phase to phase and single-phase ground fault accompanied by insulation natural wear and tear. In addition, during the laying and repair work there are frequent failures in cable lines due to short circuits fault. In case of single-phase ground fault with the resistive grounding an industrial current in the location of grounding is two times larger than in the

grounding using pulse resistive grounding (PRG). Let us estimate the damage for the lines and equipment caused by ground fault current.

First it is necessary to estimate the approximate number of circuit faults in the lines and the cost of their repair. According to previous researches [1], the average number of accidents caused by faults in 6 kV networks of "Murmansk Gorelektroset" is n = 9 per year.

It should be noted that in some cases the circuit can become phase to phase circuit. We calculated the cost of cable replacement in the place of circuit fault.

This value is the sum of the price of the cable itself and its excavation. To replace we need 10 meters of 6kV cable. Its price is 1,000 rubles/m (2016), 10 m trench excavation costs 2000 rubles.

Then the costs will be:

$$C_{rep} = (C_{cab} + C_{tr}) \cdot n = 12000 \cdot 9 = 108\,\text{th.r/year},$$

where C_{rep} - the CL repair costs for grounding through a resistor; C_{cab} - cable price; C_{tr} – costs for trenching, n – number of accidents per year.

It is also necessary to take into account the company production losses due to interruption of power supply during the replacement of damaged cable lines and equipment. For example, we can calculate the losses in oil and gas exploration company for 1 hour/ pump in case of 1 hour power interruption.

As a result, long arc overvoltage may cause the pump motor insulation damage. This in its turn will cause phase-to-phase short circuit and result in pump failure.

The cost of the engine according to the "Electric Motor" (as of date 12.10.2016) is 29 thousand rubles. The time needed for the replacement is from 30 minutes to 2 months. Pump capacity is about 160m^3 of crude oil per hour. Taking into account the price of crude oil 164 \$ /m^3 = 10,5 thousand rubles. The cost of oil loss for the period of 1 hour will be:

$$C_{loss} = (C_{motor} + V_{oil} \cdot C_{oil}) = (29 + 160 \cdot 10.5) = 1709\,\text{th.r},$$

where C_{loss} - the cost of production delay; C_{motor} - the price of the electric motor; C_{oil} - the price of a cubic meter of oil; V_{oil} - the amount of oil loss.

When the PRG is used the damage will occur less frequently and the losses will be reduced. Therefore, introduction of the PRG in the networks of oil and gas companies will reduce the economic impact of accidents. Another important effect from the introduction of the device will be improving of the electrical safety of power network.

In case of single-phase ground fault the current flows in a fault place. This results in dangerous zone for people and animals. They may be affected by the step voltage and get electric shock. The radius of the danger zone depends on the current flowing in the fault place and a soil resistance. PRG device can reduce the value of current in fault place 1.41 times, twice reducing the dangerous area. Let us estimate the cost of installing the device to the distribution network.

Time for technical design of the device operational scheme according to approximate data is t_{des} = 96 man/hour.

Calculation time including testing is t_{calc} = 4 man/hour. The average man/ hour cost per month according to the Federal State Statistics Service for 2014 is:

W = 32 600 rubles. Then the total cost of design and calculations is:

$$C_{des} = (t_{calc} + t_{des}) \cdot \frac{W}{t_{work} \cdot t_{mon}} = (4 + 96) \cdot \frac{32600}{8 \cdot 22} = 18 \text{ th.r},$$

where C_{des} - the design costs; W - wage; t_{mon}, t_{work} - working days per month and working hours per working day.

The process of manufacture of the device requires time. For the manufacture of prototype and pre-installation works for one person it is 7 days. Then t_{mf} = 56 man/hours. The cost of manufacturing the device will be:

$$C_{mf} = t_{mf} \cdot \frac{W}{t_{work} \cdot t_{mon}} = 56 \cdot \frac{32600}{8 \cdot 22} = \text{th.r},$$

where C_{mf} - the cost of production; t_{mf} - time for manufacturing.

It should be noted that these costs are calculated for experimental period, and in mass production costs will be lower. One advantage of the device is its simplicity and compactness, therefore the installation of the device into a neutral will take no more than one working day. The costs will be:

$$C_{\text{ins}} = t_{\text{ins}} \cdot \frac{W}{t_{work} \cdot t_{mon}} = 8 \cdot \frac{32600}{8 \cdot 22} = 1{,}4 \text{ th.r},$$

where C_{ins} - installation costs; t_{ins} - time spent on installation.

In case of installation of pulse resistive grounding there may be additional costs connected with the staff training, materials and assembly of the device. The average cost of the components and materials required for the manufacture of PRG will be C_{comp} = 13,4 thousand rubles. So, the replacement of traditional grounding devices by the pulse resistive grounding devices will cost:

$$C_{\text{PRG}} = C_{\text{ins}} + C_{mf} + C_{des} + C_{\text{comp}} = 13{,}4 + 1{,}4 + 10 + 18 = 42{,}8 \text{ th.r}$$

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PRG device is at the design phase, and after a series of experiments it will be possible to test it in a real distribution network.

The use of PRG will reduce probability of interruptions of power supply, will increase the electrical network safety and reduce the equipment damage caused by single-phase arc to earth faults. The cost of the device is lower compared to the damage from the power supply interruption.

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Research supervisor: V.E. Kachesov, D.Sc. (Engineering), Associate Professor, Professor of the Department of High Voltage Engineering and Electrophysics, Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: E.T. Kitova, Cand.Sc. (Pedagogy), Associate Professor, Department of Foreign Languages, Novosibirsk State Technical University, Novosibirsk, Russia

УДК 33

ОСОБЕННОСТИ МЕЖДУНАРОДНОГО БИЗНЕСА В ЕВРАЗИЙСКОМ ЭКОНОМИЧЕСКОМ СОЮЗЕ

Ганзаяа Ганзориг
Новосибирский государственный технический университет,
Новосибирск, Россия
Ganzaya_0102@yahoo.com

Аннотация: В настоящей работе речь пойдет о Евразийском Экономическом сообществе (ЕАЭС), этот союз подразумевает под собой единые таможенные правила. В статье представлено сопоставление основных, теоретических концепций и практики создания ЕАЭС а также правил и реалий в торговле стран ЕАЭС, особенно торговли наукоёмкими и высокотехнологическими товарами.

Ключевые слова: Евразийский экономический союз (ЕАЭС); интеграции; процесс; инновационные технологии; экономические отношения

FEATURES OF THE INTERNATIONAL BUSINESS IN THE EURASIAN ECONOMIC UNION

Ganzaya Ganzorig
Novosibirsk State Technical University, Novosibirsk, Russia
Ganzaya_0102@yahoo.com

Abstract: In this paper, we will focus on the Eurasian Economic Community (EAEC), the Union implies a unified customs rules. The article presents a comparison of basic, theoretical concepts and practice of establishing the EAEC and the rules and realities in the trade of the EAEC, especially high technology trade and high-tech goods.

Keywords: Eurasian Economic Union (EAEC); the integration process; innovative technologies; economic relations

The purpose of paper is to explore how integration has affected countries in the EAEC, their development of trade and relations between them, scientific and technological cooperation, and the growth of trade in high technology products.

Among the theoretical foundations of global economic integration, it should be noted, that specialists dedicated prerequisites for successful integration, the conditions, the presence of which is necessary for a successful integration process. In addition to the integration, prerequisites

must be met in a certain sequence of development and deepening of economic relations between the integrating countries [3].

The agreement on the formation of the Eurasian Economic Community (EAEC) was signed on January 1, 2015. In this union, the members are Armenia, Belarus, Kazakhstan, Kyrgyz Republic and the Russian Federation. The agreement marked the transition of the Eurasian economic project to a new, deeper level of integration. The EAEC is to ensure freedom of movement of goods, services, capital and labor, as well as a coordinated and unified policy in the sectors of the economy. In this paper we will try to answer the question whether there can be an obstacle to the integration of non-compliance with the theoretical foundations of the integration process.

To begin with, for the effective integration, the member states must not only work together, but agree on many issues, including the increase in the volume of mutual trade and harmonize its structure. However, the data of the Eurasian Economic Commission indicate the dominant influence of Russia on the volume of mutual trade, and with each other EAEU countries interact poorly: in 2015 Russia accounted for 64.5%, the share of Armenia was 0.9%, the Republic of Belarus – 25, 2% , Kazakhstan – 9.7%, Kyrgyzstan – 0.7%. Eurasian Economic Commission data indicate the dominant influence of Russia in the volume of mutual trade, and with each other EAEC countries interact poorly: in 2015 Russia accounted for 63.5%, Armenia's share was 0.9%, Belarus – 25, 2% Republic of Kazakhstan - 9.7%, Kyrgyzstan - 0.7%.The turnover of mutual trade has been reduced: in January – April 2015 it was 14 626 million US $, while in January - April 2016 it decreased to 11 931 million US $ [2].

Another confirmation of the uncoordinated actions of the EAEC countries is the failure of standard deviations from the lowest inflation in the countries members of the association by no more than 5 percentage points (see the table below).

Consumer price index in EEU countries, %

Country	**2014**	**2015**
Armenia	3	3,7
Belarus	16,2	12
Kazakhstan	7,54	13,53
Kyrgyzstan	10,5	3,4

Russian	11,36	12,9
others	13,2	10,13

Theoretically, the integration processes are designed to solve the problems of modernization, including the innovative nature. However, the structure of their mutual trade is not sign of this. In the mutual trade between members of EAEC, dominates products there 29.5% – energy products, 34.5% – other intermediate goods, 23.9% – consumer goods of mutual trade turnover and only 7.6% share are for investment products purpose, which are more likely relate to innovation [1].

Value of known integration theories are that they help to better understanding the results of the practical activities of the countries and to identify ways of improving the integration process.

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Research supervisor: V.V. Krupchatnikova, Cand.Sc. (Economics), Associate Professor, Department of Economic Theory, Novosibirsk State Technical University, Novosibirsk, Russia

УДК 332

АНАЛИЗ ГОСУДАРСТВЕННОЙ ПОДДЕРЖКИ ИНВЕСТИЦИОННОГО КЛИМАТА В НОВОСИБИРСКОЙ ОБЛАСТИ

Л Р. Гильфанова[1], К.А. Крисанкова[2]
[1,2]Новосибирский государственный университет экономики и управления «НИНХ», Новосибирск, Россия
lellika70@gmail.com[1], kristinakrisankova@mail.ru[2]

Аннотация: Анализируется инвестиционный климат НСО, рассматриваются методы государственной поддержки, разработанные для привлечения инвестиций. Авторами определяются ключевые проблемы деятельности органов государственной власти, которые препятствуют созданию благоприятного инвестиционного климата.

Ключевые слова: инвестиционный климат; инвестиционная деятельность; государственная поддержка

ANALYSIS OF THE STATE SUPPORT OF INVESTMENT ENVIRONMENT IN THE NOVOSIBIRSK REGION

L. Gilfanova[1], K. Krisankova[2]
[1,2]Novosibirsk State University of Economics and Management, Novosibirsk, Russia
lellika70@gmail.com[1], kristinakrisankova@mail.ru[2]

Abstract: The investment climate in the Novosibirsk region is analyzed, and the methods of state support designed to attract investments are explored. The authors determine the key issues of successful performance of a state agency in terms of creating a positive investment climate.

Keywords: investment climate; investment activities; state support

Under the conditions of forming a new technological paradigm of the international economy and an increased competition between the regions of the Russian Federation, aggravated by limited financial resources due to the world crisis and an adverse demographic situation, a sustainable progress of the region requires stimulating investment activities and transition to an innovative model of economic developing.

Nowadays, instrumentation of the resource, labor, research and innovative potential of the region is impossible without state support.

Adequate state support presumes developing an effective investment strategy based on the competitive advantages of a particular region. It is certainly a pressing issue for the Novosibirsk region, which was on the 15th position among 85 regions of the Russian Federation in terms of investment potential in 2015, while the investment risk in the region was estimated the lowest among the subjects of the Siberian Federal District (according to the Expert RA rating agency). There are some aspects, however, with a negative impact upon development of investment activities. To analyze targeted state support towards an investment-attractive climate, first of all, it is necessary to consider the main regulatory and planning-and-forecast documents currently adopted in the region.

The Novosibirsk regional investment portal contains 16 basic documents. The fundamental regional law regulating investment activities in the region is No. 75-OZ Law of the Novosibirsk region "On Particular Questions of State Regulation of the Investment Activities Exercised in the Form of Capital Investments in the Novosibirsk Region"of 29.06.2016. The State Programme on "Stimulating investment and innovative activities in the Novosibirsk region in 2015-2021" is aimed at identifying the most effective investment projects, stimulating investment activity and attracting investors' financial resources to advance the regional economy. Under the frame of the Programme, state support is rendered as dictated by the perspective directions of investment activities and is provided on a competitive basis. The conditions for bids filing and drawing-up are specified in the Order of the Government of the Novosibirsk region "On the state support of the investment activities exercised in the form of capital investments in the Novosibirsk region". Other priority documents are the Order of the Government "On the perspective directions of investment activities and the statutory values of budget efficiency indices", "On approving the Procedure for control over efficiency of the state support measures towards investment activities in the Novosibirsk region and the progress of investment project implementation" [1].

The regional system for provision of various subsidies and tax benefits for investment project implementationis established. For example, the rate of the corporate property tax to be paid to the regional budgeton the property used for project implementation constitutes 0% instead of the

generally established 2.2%; accordingly, the rate of the corporate income tax is 13.5% against the standard 18%. The total amount of the state support provided to investors in the form of tax benefits and subsidies from the regional budget is determined taking into account the indicators of the budget efficiency established by the Government of the Novosibirsk region for the perspective directions of investment activities.

It should be noted that state support in the Novosibirsk region cannot exceed 25% of the investment costs specified in the business plan of an investment project; the state support is provided during the payback period of an investment project, but no longer than 7 years; the scope of state guarantees constitutes 100% of the funds raised to implement an investment project.

In addition to financial measures, it should be noted that non-financial state support should also be factored in. For instance, to attract investments to the Novosibirsk region and create new infrastructure and production facilities, a necessary condition is interaction with investment funds, private and state institutions of development (the Investment Promotion Agency of the Novosibirsk region,"ARIS" Innovative ProjectBuild UpAgency, the "Venture Investments Development Fund" Non-Profit Organization, the Center for coordinating support to export-oriented subjects small and medium companies entrepreneurship in the Novosibirsk region, the "Regional Development Centre" Governmental Agency). Detailed information about investment support is provided on the investment portal, the website of the Chamber of Commerce and Industry and the Ministry of Economics, which that is rather convenient for investors.

Nevertheless, according to the national rating compiled by the Strategic Initiatives Agency, in 2016 the Novosibirsk region is on the 46th place (in comparison with the Tomsk region –the 12th position, the Kemerovo region – 27th, and the Krasnoyarsk region (*krai*)– 40th), although Novosibirsk has moved 11 points up from the last year. The national rating of investment climate conditions evaluates efforts of the regional authorities towards creating a favorable business environment and identifies the best practices. It is obvious that the rank of the Novosibirsk region is unsatisfactory; therefore, efforts should be undertaken to intensify and improve the investment environment in the region. Our study has revealed some weak

pointsin investment support offered across the Novosibirsk region, the most important of which are as follows:

- The average registration period for companies extends to 12.5 days (in contrast with the regions – the ranking leaders where legal entities can be registered within nine days);

- The average number of procedures in the Novosibirsk region makes 5.24 (against four in a number of other regions);

- Satisfaction of representatives from the business community with the work of the authorities in the field of the state registration in the Novosibirsk region is extremely low. (For example, the average time of construction licensing in the region extends to 179 days to undergo 16 procedures. In the best regions it takes 79 days with twice less procedures).

- The property rights registration period is 13 days as specified by the Office of the Federal Service for State Registration, Cadastre and Cartographyin the Novosibirsk region. A survey showed that the actual time required in our region would be 23 days (which is much higher than on average in other regions of Russia and considerably higher than in the leader-regions).

- According to a survey, the share of the companies which faced corruption from the authorities in the Novosibirsk region constitutes 20%. The best regional practices go toonly 13% [2].

Our analysis proves that the main shortcomings preventing development of a favorable investment environment are rooted in the quality and terms of provision of the state services. It should be emphasized that the so-called benchmarking can serve as an optimal solution for this problem: considering the best practices of the regions – the ranking leaders and adapting their methods of carrying out the state investment policy in the Novosibirsk region, taking into account specific local features. Moreover, a working group has already been formed in the Novosibirsk region, which is focused on devising a "Road Map" to improve the regional indicators in the national rating and subsequently the investment climate in the region.

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Research supervisor and language advisor: O.A. Lukashenko, Cand.Sc. (Economics), Associate Professor, DipTrans (UK), DPSI (UK), Novosibirsk State University of Economics and Management, Novosibirsk, Russia

УДК 33

ФРАНЧАЙЗИНГ КАК СОВРЕМЕННЫЙ СПОСОБ ВЕДЕНИЯ БИЗНЕСА

М.А. Летунова
Новосибирский государственный технический университет,
Новосибирск, Россия
Letunchic@mail.ru

Аннотация: Статья посвящена одному из способов ведения бизнеса, который в последнее время набирает популярность на территории России – франчайзингу. Автор дает обобщенную характеристику франчайзинга, рассматривает статистику франчайзинга как в мире, так и на территории России, представляет структуру российского франчайзинга. На основе данных журнала Forbs составлена таблица пяти наиболее выгодных российских франшиз 2015 года.

Ключевые слова: франчайзинг; франчайзи; франчайзер

FRANCHISING AS A MODERN WAY OF DOING BUSINESS

M.A. Letunova
Novosibirsk State Technical University, Novosibirsk, Russia
Letunchic@mail.ru

Abstract: The article is devoted to one of the ways of doing business, which has recently been getting popularity in Russia – franchising. The author gives a generalized description of the franchizing, considers statistics of franchizing both in the world, and in the territory of Russia, represents structure of the Russian franchizing. Based on the Forbes magazine compiled a table of the five most profitable Russian franchises in 2015.

Keywords: franchizing; franchisee; franchiser

Revival of the Russian economy, first of all, is connected with development of small business. There is a fixed emergence of new firms and organizations, they grow, unite in larger ones, are on sale and bought. One of ways of quick development of economy is the franchising, which becomes more and more popular in the Russian market now.

Franchising is a method of the organization of business, in case of which one company (franchiser) transfers to other independent company or the individual entrepreneur (franchisee) the right to do business, using a

name and an image of the franchiser and realizing goods, similar with the franchiser, or service by an identical method.

On number of franchising points, Russia takes the fourth place (a little less than 75,000), ceding only the USA where the number of points exceeds 730,000, Philippines, with number of points more than 130,000, and Mexico having more modest quantity – a little more than 75,000.

The list of the most known companies existing in the Russian market thanks to purchase of the franchize is considerable: McDonald's, KFC, Coca-Cola, Pepsi Cola, Baskin Robbins, Russian bistro, Patio-Pizza, T.J.I. Friday´s, Red Cube, Subway and many others.

Long-term success of the franchisee depends not only on potential advantage of the franchize. Also, there are other factors, such as amount of initial investments, tenancy cost, number of competitors, payback periods of investments, turnover in a month, the shift in demand on goods or service, etc. Big plus of the franchize is lack of large investments into creation of a product, technology or a brand.

One of the most important characteristics of a franchizing – decrease in entrepreneurial risks. According to the statistics, from all again formed enterprises, 85% stop the activities within the first five years, and from the firms created within franchising – only 14% [1].

The five of the most favorable franchises of 2015, according to the Forbes magazine, are presented in the table.

The most favorable franchizes in Russia

Company name	Points		Capital, mln rubles	Profit, mln rubles	Franchise start
	Own	Franchising			
Reality – quest «Claustrophobia»	2	56	4	15	2013
Tea Funny	25	164	0,8	4,2	2012
Scientific show «Opener»	2	50	0,42	2,4	2013
Real property agency «Miel»	0	136	2,5	13,2	2009
Express «SDEK»	25	215	0,33	2,3	2009

According to the International Association of Franchising, the author has made Figure 1, in which the statistics of franchasing points in the world is put.

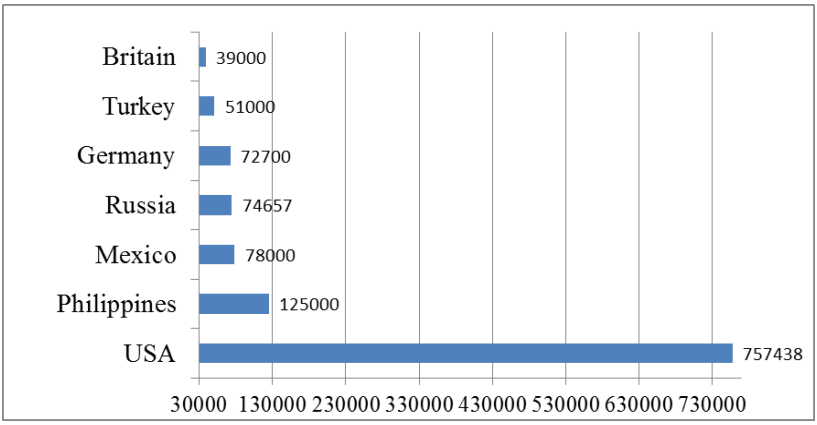

Fig.1 Quantity of franchising points in the world for 2015

Conclusion follows from the drawing: Russia is included into the five of the countries having the greatest number of franchising points.

Further we will consider dynamics of development of franchising in Russia. In Figure 2, dynamics of development of number of the franchize companies in the Russian territory during the period from 2000 to 2015 is shown.

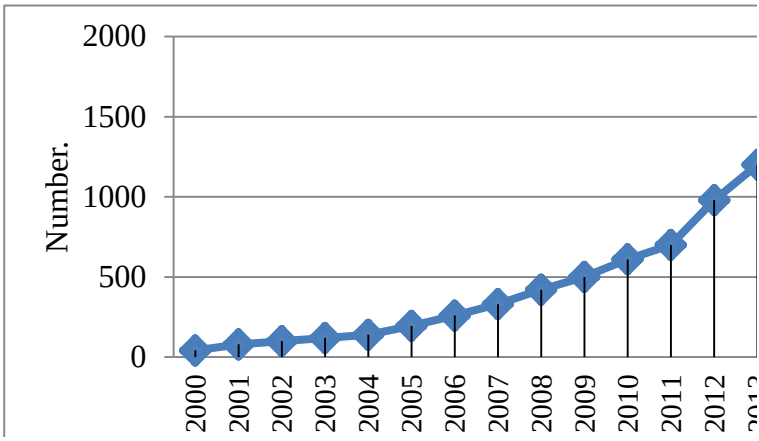

Fig. 2 Number of the franchize companies in the territory of Russia

Quick dynamics of number growth of the franchise companies in the Russian territory during the specified period is observed. For more than 15 years of existence of franchising system in the Russian market, there was a rapid growth in number of the franchise companies. During the period from 2000 to 2015, the number of the franchize companies increased from a mark in a little more than ten till 1500 [2].

Let us pass directly to consideration of structure of the Russian franchizing.

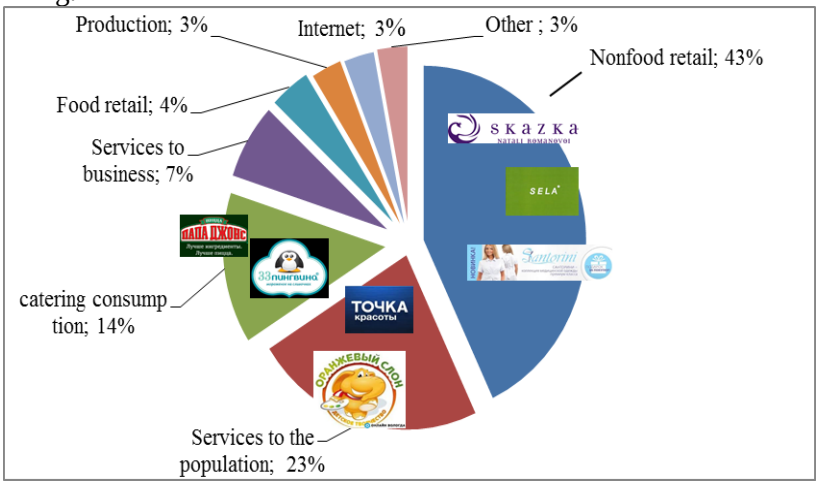

Fig.3 Structure of the Russian franchizing

Figure 3 shows that in structure of the Russian franchising, three main segments stand out clearly: nonfood retail which occupies nearly a half of all structure of a franchizing in Russia i.e. 43%, the services to the population occupying 23% of all structure of a franchizing and the sphere of public catering [1].

Recently, the franchising as a new business method has won the increasing popularity. Opening of franchize enterprise and work under a name of already known brand often is more profitable, than the opening of own business. Huge advantage is that the franchisee adopts experience of business at the franchiser and gets full assistance and support, both at initial stages, and in follow-up activity.

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Research supervisor: E.A. Stukalenko, Cand.Sc (Economics), Assistant Dean of the Faculty of Business, Novosibirsk State Technical University, Novosibirsk, Russia

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ДЕЯТЕЛЬНОСТЬ КРУПНЫХ АВТОМОБИЛЬНЫХ КОРПОРАЦИЙ В УСЛОВИЯХ КРИЗИСНОЙ СИТУАЦИИ НА ПРИМЕРЕ TOYOTA MOTOR CORPORATION

Д.А. Шаклеина
Новосибирский государственный технический университет,
Новосибирск, Россия
carpediem.aleph@gmail.com

Аннотация: Рассматривая деятельность компании «Тойота» в условиях кризиса, можно отметить, что при большой конкуренции в сфере автомобилестроения, концерн занимает одну из лидирующих позиций не только в Японии, но и мире. Адаптируясь под условия и запросы различных сегментов потребителей, она расширяет свою целевую аудиторию и долю на рынке. В связи с подобной политикой компании растет ее общий доход и потребительский интерес к ее продукции.

Ключевые слова: автомобилестроение; экономический кризис; компания «Тойота»; конкуренция; мировая торговля

THE ACTIVITY OF LARGE CAR-MANUFACTURE COMPANIES DURING CRISIS: THE EXAMPLE OF TOYOTA MOTOR CORPORATION

D.A. Shakleina
Novosibirsk State Technical University
carpediem.aleph@gmail.com

Abstract: Taking into consideration the activity of “Toyota” company during crisis, it can be noted, that despite having a high level of competition in the car-manufacture sphere the concern has leading positions not only in Japan, but in the whole world. Adapting to the conditions and demands of different customer segments, the company enlarges its audience and market share. As a result of this policy, the company's income grows as does the consumers' interest in its goods.

Keywords: car-manufacture; economic crisis; “Toyota” company; competition; world trade

The financial crisis, which started in 2008, influenced the shrinking of world trade and industrial development. As a result, many companies reconsidered their development strategy. However, not only did economic difficulties not hinder Toyota to occupy the leading place on a car-assembly

market, but they actually helped the concern to expand production.

Toyota Motor Corporation was established in 1937 as a Toyota Industry's subsidiary. As of 2016, Toyota holds the 11th place on the list of world's largest companies with a profit of $19.3B [10]. The headquarters are located in Toyota city, Aichi prefecture, Japan. The current president of the company, Akio Toyoda, is the grandson of Toyota Motor Corporation founder Kiichiro Toyoda.

As of today, Toyota motor is one of the largest car-manufacture companies in the world and the leading one in Japan. The company employs 348,877 people [8]. Toyota's main competitors on the world market are Ford Motor Company, General Motors Company, Honda Motor Co., Ltd. and Volkswagen Konzern. The company's model range includes passenger cars, cargo trucks, and buses. Toyota Motor Corporation owns such brands as Toyota, Lexus, Scion, Daihatsu and Hino, it also owns 16.7% of shares of Subaru-producing Fuji Heavy Industries. In 2008, Toyota, for the first time in history, outran General Motors in the total sales figures and made the top of the car-manufacturers list with the total profit of $11B [5].

Toyota is present on many markets worldwide. The company is most popular in the North America and Japan. Moreover, Toyota has car-assembly factories and plants in such countries as Australia, India, Sri Lanka, Canada, Indonesia, Poland, South Africa, Turkey, Columbia, the UK, Russia, the US, France, Brazil, Portugal, Argentina, Czech Republic, Mexico, Malaysia, Thailand, Pakistan, Egypt, China, Vietnam, Venezuela and the Philippines [4]. According to the sales report, Toyota holds the 1st place on the Japanese market. In Japan, Toyota cars are assembled at the one of largest factories, the Takaoka plant, which produces 6 million cars a year [3]. In 2011 in Miyagi prefecture Toyota opened yet another factory with the production capacity of 120.000 cars per year [13].

In the US, Toyota factories are situated in the states of Alabama, Kentucky, Indiana, Texas, West Virginia and Mississippi [7]. Toyota also had New United Motor Manufacturing, Inc., co-founded with General Motors in 1984, situated in California, but closed in 2009. Marketing and sales activity in the US is executed by a specially formed branch of Toyota Motor Sales U.S.A., Inc. Guided by the American customer demands, Toyota launched in production such model as Tundra. The company started the development of the hybrid cars, including Prius, Camry Hybrid,

Highlander Hybrid and also new Lexus cars [14]. Premium-class cars, such as the Lexus LS Sport, are one of the advantages of the brand. It helped the company to gain popularity among different customer segments. Toyota is also the official manufacturer of the Japanese Emperor's car, the Toyota Central Royal.

The ccompany's specialization is not limited to civil car making; Toyota also supplies the military and police forces of Japan and countries like Australia, Brazil and Czech Republic with military vehicles.

Toyota makes itself present on the European market in 1963, and now has factories in the UK, France, Poland, Czech Republic and Turkey. However, Toyota's sales in European countries cannot be compared to its sales in the US or Canada. With Volkswagen in Germany, Fiat in Italy, Swedish Volvo, Czech Škoda and different luxury car brands in the UK, European car-manufacturing is highly developed and competitive. According to the sales reports Toyota holds the 9th place on the UK car market with 4.3% of all car sales in the whole of Britain [1].

In Russia, Toyota occupies 2nd place with 12% share of the car sales market, surpassed, by a large margin, by Russian car manufacturer Lada. Toyota is officially presented by "Тойота Мотор Рус" and has several factories. The first plant to open was the one in Shushary, Saint Petersburg. Built in 2005 and officially opened in 2007, this factory has 2.000 workers and the annual production capacity of 36.000 cars [3].

Currently, Toyota Motor Corporation is the most successful car manufacturer in the world. In 2015 the total profit of the company rose by 20% and Toyota expanded its supply on the European market [11].

Being a leader on Japan's domestic market, Toyota steadily increases its share of the car markets of foreign countries. The company is most successful in the US, Canada and Russia. Toyota not only produces cars, but tries to widen its range by providing financial services, investing in high-tech areas, such as robotics and giving significant sums of money to charity.

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Research supervisor: V.G. Shishikin, D.Sc. (History), Associate Professor, Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: I.S. Zhuravljova, Senior Lecturer of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

УДК 659.11

ТАРГЕТИНГ В СОЦИАЛЬНЫХ МЕДИА ПОСРЕДСТВОМ ОНЛАЙНОВЫХ СЕРВИСОВ

А.Е. Терентьева[1], К.А. Отнякина[2]
[1,2]Новосибирский государственный технический университет, Новосибирск, Россия
a.e.terentyeva@mail.ru[1], k.otnyakina@ya.ru[2]

Аннотация: В статье содержатся базовые сведения о таргетированной рекламе, приводится пример использования онлайновых сервисов для выделения целевой аудитории видеоигры в социальных сетях и выделены преимущества таргетинга посредством онлайновых сервисов.

Ключевые слова: целевая аудитория; таргетинг; фильтры таргетинга; таргетированная реклама

SOCIAL MEDIA TARGETING USING ONLINE TOOLS

A.E. Terenteva[1], K.A. Otnyakina[2]
[1,2]Novosibirsk State Technical University, Novosibirsk, Russia
a.e.terentyeva@mail.ru[1], k.otnyakina@ya.ru[2]

Abstract: The paper covers basic information about targeted advertising and reveals the advantages of using online services for finding targeted audience in social networking services on the example of selection a group of potential consumers for the game developer.

Keywords: targeted audience; targeting; targeting filters; targeted advertising

Competition on the Russian market is hardening under the influence of the monetary crisis, decreasing purchasing power and changing consumer behavior and consumption structure. Nowadays spontaneous purchases are giving way to a careful choice of the consumer, based on his or her conviction in the superiority of the product by the criteria, which are important for him. In addition, buyer decision is getting more and more influenced by the image of the product. Jack Trout, one of the founders and pioneers of positioning theory, in his book ‘The 22 Immutable Laws of Marketing’ says, ‘Marketing is not a battle of products, it is a battle of perceptions.’ Traditional advertising loses efficiency and grows in the price as well as marketing budgets are getting smaller, so marketers have to adapt and improve their marketing campaigns and marketing strategies. Only a

focused campaign can be enough budget and striking ‘not on the area, but right at the target’ at the same time [2].

Targeting is the process of allocation of the most suitable audience segment from a group of consumers to send a specific advertising message. Targeted advertising is a type of advertising that is designed to be demonstrated only to the target audience and includes the most important for this consumer group features about a product or service [1]. An accurate analyzing and sifting the audience of social networking services’ users becomes possible with using paid and free online services. These services allow customizing various targeting filters: geographical, geopolitical, local, socio-demographical, thematic (targeting by hobbies and interests), temporal, technographical, educational, professional, time-, sex- and age-related, etc. [1; 2].

The authors’ work was aimed at testing a targeting technique in social networks using online services. In the summer of 2016, the Novosibirsk marketing agency (a place of work of one of the authors) received an order from a video game developer. The new game in dystopian genre was intended for several different gamers groups, one of them was designated as ‘liberal gamers’ (by developer’s assumption, it is a player, who share values of free speech, private property and privacy as the most meaningful).

The preliminary stage of the research was an expert survey to identify games, which are analogical to client’s game. We created a list of several games that are close to the customer's game, and expert gamers evaluated it on criteria of similarity with the customer’s game in the genre, gameplay, setting, visual style and the presence of moral choices. Then we counted a balanced assessment of the similarity for each game and selected 30 closest games to the customer’s one. The client ordered this step not only for targeting, but we successfully used it for our purpose.

Our first step was comparing social media by frequency of mentions of similar games. It was done by the service ‘Brand Analitics’ (br-analytics.ru). ‘VKontakte’ and ‘YouTube’ were leading (about 80 % of references of similar games were produced by its users); therefore, it is the best platform for advertising the new game. The client demanded to list liberal gamers’ IDs in ‘VKontakte’ to set targeted advertising on them.

IDs collection using service ‘Target Hunter’ (targethunter.net) included seven steps. Firstly, we found the largest gaming communities and listed

125 of them. Secondly, we gathered user IDs consisting in three or more of the largest gaming communities, thus, we received IDs of 1.8 million ‘gamers’. The next step was to make a list of the largest liberal communities, so we selected 112 communities. Then we collected user IDs consisting in three or more liberal communities and named it ‘liberals’; as a result, we receive 420 thousand IDs. After that, we crossed the audiences of the ‘gamers’ and ‘liberals’ and got 27 thousand user IDs of. Then this targeted audience was filtered by geographical and age criteria (according to customer request, we retained only Russians, Belarusians and Ukrainians 16 years and older). Moreover, this list was cleaned from remote and banned users. Finally, we generate a list of 24 thousand ‘liberal gamers’ IDs and present the database to the client.

We considered that the ‘largest communities’ is a community that has the highest level of subscribers relative to other communities on the same topic. It was decided subjectively. For example, in the category of gamers’ communities the ‘largest’ communities were considered, accumulating 5 thousand subscribers or more; from liberal communities we chose communities with 1 thousand of subscribers or more. Gaming communities also were filtered by the criteria of ‘presentation of information about the games of related genres.’ Communities accumulating players with unsuitable genre preferences were excluded from list.

During the listing of ‘gamers’ and ‘liberals’ we kept only the followers at least three of the largest communities by assumption that the people who are part of three or more communities of one topic, are sincerely interested in this topic.

The total duration of the described process was 4 days. After sampling inspection, the developer confirmed the compliance of the IDs database of potential customers with his request.

Technique testing has demonstrated several advantages of using online services for targeting in social networks: an ability of monitoring the wide range of social media and mass media; a comprehensive collection of information from accounts; a wide range of working tools with the social media audience, a variety of targeting filters; the flexibility of selecting the rate of pay, depending on the needs of the researcher; the automation of data collection and analysis; the high speed data processing.

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Research supervisor: M.E. Tsoi, Cand.Sc. (Economics), Associate Professor, Chair of the Department of Marketing and Service, Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: V.L. Karakchieva, Cand.Sc. (Philology), Associate Professor of the Department of Foreign Languages, Novosibirsk State Technical University, Novosibirsk, Russia

PROBLEMS OF MODERN EDUCATION

УДК 373.2

ПРИНЦИПЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ДОШКОЛЬНЫХ УЧРЕЖДЕНИЯХ

Ш.Х. Акбарова
Узбекский Государственный Университет Мировых Языков
Ташкент, Узбекистан
uzbeknoza@gmail.com

Аннотация: В данной статье автор обосновывает основные цели занятий по английскому языку в детском саду. Также автор выявляет основные принципы обучения дошкольников английскому языку. В частности, речь идёт о применении дидактических принципов при обучении иностранному языку.

Ключевые слова: раннее обучение; увлекательные игры; дидактические принципы; дошкольники; произношение; слова

PRINCIPLES OF TEACHING ENGLISH LANGUAGE IN KINDERGARTEN

Sh.Kh. Akbarova
Uzbek State World Languages University
Tashkent, Uzbekistan
uzbeknoza@gmail.com

Abstract: The author of the article discusses the main objectives of English classes in kindergarten. Also, the author shows the basic principles of teaching English to preschoolers. In particular, the matter in question is how to apply didactic principles in teaching the English language.

Keywords: early education; exciting games; didactic principles; preschoolers; pronunciation; words

В настоящее время знание английского языка является актуальной и практической необходимостью. Изучение иностранного языка с дошкольного возраста поможет развитию памяти и мышления, расширению кругозора, а также формированию личности ребёнка в будущем. Дошкольный возраст признан психологами наиболее благоприятным периодом для изучения иностранных языков. Раннее обучение, развивая психические функции ребенка, удовлетворяет его познавательные потребности. В этом возрасте у детей развиты

способности подражания, они быстро и легко запоминают различные звуки, учатся правильно выговаривать слова. Ввиду того, что у детей дошкольного возраста хорошо развиты способности восприимчивости, активности, памяти, подражания звукам, смышлености, – все эти свойства помогают им быстро освоить иностранный язык.

Использование на занятиях увлекательных игр, видео-, аудиоматериалов, компьютерных обучающих программ, наглядных пособий, песен, стихов и мини-сценок нравится малышам. Основная цель занятий по английскому языку в детском саду – развить у ребёнка восприятие английской речи на слух, поставить правильную интонацию и произношение, а также помочь с легкостью выучить алфавит и приобрести активный словарь из 300 – 400 слов.

Основные принципы обучения дошкольников английскому языку следующие:

1. **Создание духа коммуникативности.** Обучение дошкольников иностранному языку носит коммуникативный характер, когда ребенок овладевает языком, как средством общения, то есть не просто усваивает отдельные слова и речевые образцы, а также учится конструировать высказывания по известным ему моделям в соответствии с возникающими у него коммуникативными потребностями.

2. **Опора на родную речь.** При общении друг с другом необходимо опираться на родную речь, краеведческие материалы, умение контролировать свои понятия. Обучение английскому языку с опорой на специфику родной речи даёт эффективный результат.

3. **Принцип общения.** В условиях различных игр дети сравнивают свои усвоенные знания и знания товарищей.

4. **Устное обучение** ведется без принуждения, с увлечением, во время игр [4].

При обучении малышей самым простейшим словам и словосочетаниям на английском языке, нужно проводить регулярную работу, опираясь на дидактические критерии, как переход от простейшего к сложному, от известного к неизвестному.

При обучении английскому языку у детей дошкольного возраста должны формироваться нижеследующие навыки: понимание английской речи, выполнение того или иного действия *«Stand up!»,*

«Sit down!», «Bring me!» по определённым заданиям, отвечать на заданные вопросы и одновременно спрашивать самому, при общении быть вежливым и относиться уважительно, например, *«thank you», «you are welcome»,* уметь рассказать о своих близких, о семье, коротко излагать сюжетные иллюстрации [2].

Обучение иностранному языку осуществляется с широким применением наглядных пособий. Для этого педагогу нужно уметь выбрать самые лучшие, яркие игрушки, красочные иллюстрации, дидактические материалы.

В обучении английскому языку нужно применять нижеследующие дидактические принципы:

1. Принцип воспитательного образования. Задачи образования включают в себя не только обучение, но и вместе с этими знаниями воспитание правильного отношения к жизни, труду, быту.

2. Принцип развивающего образования. Образование должно постоянно развивать. Знания, которые осваивает ребенок, должны быть направлены на самостоятельное мышление, развитие логики, выполнение им целенаправленных заданий.

3. Принцип усвоения. При выдаче новых заданий иметь норму предела, умение сочетать сложные и несложные упражнения.

4. Принцип объяснения и активности. Ребенок увлечённо обучается только тогда, когда данные знания ему полезны. Новые понятия настолько легко поглощаются детьми, насколько они привлекательно доводятся до них. Когда развивается мышление, способность понимания, образование, тогда изучаемый на занятии материал легко закрепляется.

5. Принцип учёта своеобразности способностей каждого ребёнка. Осуществление программных задач, имея индивидуальный подход к каждому воспитаннику группы, обращая внимания на их интересы. Осуществление обучения через игровую деятельность объединяет малышей в коллектив, учитывая способности к обучению каждого ребёнка.

6. Принцип наглядности. Обучение образному мышлению, воображению, вспоминанию и разговорной речи наглядным образом. Обучение может проходить в естественной среде или в искусственных условиях. То есть обучение английскому языку должно проводится в

специально подготовленной повседневной игровой деятельности, в форме труда. Это необходимо для сюжетно ролевой игры, которая проводится на обучаемом языке, так как ребёнок играя, ставит себя на место того или иного персонажа сказки. Поэтому создание условий является основным методическим подходом в осуществлении программных задач [3].

Игра является ведущим методом обучения дошкольников иностранному языку. Дошкольники обладают хорошим речевым слухом и цепкой языковой памятью. У них также сильно развито эмоционально-образное восприятие языка. Форма слова, его звуковая оболочка, складность и ритмичность речи, красота и выразительность звука для детей этого возраста важнее лексического значения и грамматической стройности.

Игра даёт возможность возникновению различных отношений, расширению разных видов общения.

Повторение данного материала обеспечивает правильное запоминание. Во время игр создаются условия для общения между собой на иностранном языке.

Для того чтобы дети не устали, настольные игры необходимо чередовать с подвижными играми.

Дети дошкольного возраста во время игровой деятельности укрепляют полученные знания по английскому языку. Например, в игре *«Будем вежливыми»* вместе с тренировкой внимания, обучаются восприятию слов *«please»* и *«hands up»*.

Во время игры *«Волшебная коробочка»* с игрушками, фруктами и овощами дети закрытыми глазами на ощупь называют форму. С помощью данной игры у малышей вместе с развитием сенсорных способностей, закрепляются выученные слова на английском языке.

Также, через обучение коротких стишков и песен у дошколят можно тренировать английское произношение и интонацию.

Игровая форма обучения иностранного языка можно проводить на занятиях, на праздниках и с помощью сказок. Это служит закреплению пройденного материала, контролю их освоения, для демонстрации родителям усвоенных знаний детьми. Нужно обучить детей английскому языку так, чтобы они не только во время занятий, но и играя между собой, могли общаться на этом языке [1].

В детском саду методика проведения занятий строится с учетом возрастных и индивидуальных особенностей структуры лингвистических способностей детей и направлена на их развитие. Если мы обучаем дошкольников иностранному языку, то процесс обучения должен строиться с учетом возрастных особенностей детей этого возраста. В дошкольном детстве происходят изменения в психическом развитии ребенка, в отношении дошкольника к окружающему миру, что связано с новообразованиями в психике и сознании детей этого возраста. В данный период складывается новая система психических функций, в центре которой находится память, определяющая мышление и воображение. Если первоначально дошкольник мыслит, вспоминая и преобразуя свой жизненный опыт, то постепенно его мышление перестает быть наглядно-действенным, отрывается от конкретной ситуации. Ребенок пятилетнего возраста начинает выдумывать, изобретать, воображать.

В процессе повышения словарного запаса ребёнка, не стоит его изводить. Малыши хорошо запоминают слова, которые несколько раз повторяли. При обучении одного слова даёт положительный результат и некоторые простые предложения.

Для улучшения произношения и повышения словарного запаса рекомендуется использовать различные считалки, выучить наизусть краткие четверостишия.

В дошкольном возрасте дети любознательны и стремятся к активному познанию мира, поэтому педагог по мере возможности должен больше говорить на английском языке.

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Научный руководитель: Х.С. Мухиддинова, д-р пед. наук, профессор, Узбекский Государственный Университет Мировых Языков, Ташкент, Узбекистан

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АКТУАЛЬНЫЕ ВОПРОСЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В НЕЯЗЫКОВЫХ ВУЗАХ УЗБЕКИСТАНА

Н.Д. Бегибаева
Республиканский научно-практический центр развития инновационных методик обучения иностранным языкам (РНПИЦ) при Узбекском государственном университете мировых языков, Ташкент, Узбекистан
nilufarb70@mail.ru

Аннотация: В статье рассматриваются проблемы в преподавании английского языка для специальных целей в неязыковых вузах Узбекистана. Приводятся начальные результаты мониторинга процесса преподавания английского языка в 17 вузах республики.

Ключевые слова: английский для специальных целей; система высшего образования; критерии оценивания знаний студентов и преподавателей; типовые планы; программы

ISSUES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN HIGHER EDUCATIONAL ESTABLISHMENTS IN UZBEKISTAN

N.D. Begibaeva
Uzbekistan Scientific-Practical Center for Developing Innovative Methods in Teaching Foreign Languages, Tashkent, Uzbekistan
nilufarb70@mail.ru

Abstract: The article analyses issues in teaching ESP in higher educational institution of Uzbekistan. Results of initial monitoring in 17 universities are provided.

Keywords: English for Specific Purposes; system of higher education; students' and teachers' assessment criteria; curriculum; syllabus

Указ Президента Республики Узбекистан № 1875 от 10 декабря 2012 года «О мерах по дальнейшему совершенствованию системы обучения иностранных языков» повлиял на все ступени изучения иностранного языка в стране. В частности, если официально иностранный язык изучался с 5 класса средней школы и, соответственно, государственный образовательные стандарты

изучения иностранным языкам были прописаны именно с этого класса, то, начиная с 2013 года, в стране введено обучение иностранным языкам с первого класса начальной школы [3, с.4]. Это повлекло и изменение государственных образовательных стандартов тоже. Так, в 2013 году был принят изменённый образовательный стандарт [1], соотнесённый с требованиями «Общеевропейских компетенций владения иностранным языком» [2]. Далее, реформы затронули как средние ступени образования, так и среднее специальное образование и вузы.

Сегодня нам хотелось бы остановиться подробнее на реформах, коснувшихся высшего образования. В 2008 году Узбекистаном был запущен совместный с Британским Советом проект Pre-SETT (Pre-service English Teacher Training), который предусматривал реформы языковых факультетов, готовящих учителей английского языка. В рамках этого проекта уже пересмотрены типовые программы, рабочие планы, модули преподавания, методы обучения и виды, и критерии оценивания. Как результат проведённых реформ отмечается хорошая подготовка будущих преподавателей английского языка в языковых вузах, которые могут свободно общаться, писать академические эссе и экзаменационные и дипломные работы. Сегодняшние выпускники языковых вузов применяют современные методы обучения и способны мотивировать обучающихся и давать им знания, используют интерактивные формы обучения. Теперь же настала очередь реформ и в сфере преподавания английского для специальных целей. Так как английский является одним из языков международного общения, то сейчас, в эпоху глобализации, молодежь разных специальностей и направлений должна себя показывать и представлять на международной арене, используя данный язык в полной мере. Реформа преподавания английского языка в неязыковых вузах, готовящих специалистов в других направлениях, была задумана еще в 2013 году, но запущена в апреле 2016 года совместно с Министерством высшего и среднего специального образования Республики Узбекистан, Узбекским государственным университетом мировых языков, Республиканским научно-практическим инновационным центром и Британским Советом. Главным направлением данного сотрудничества является реформирование в 2016-2019 годах системы

преподавания английского языка и оценки знаний и языковых навыков студентов нефилологического направления.

Проект предусматривает:

- изучение и обобщение существующей практики преподавания английского языка для специальных целей (нефилологическое направление) – преподавание, учебные планы, учебные материалы, стандарты, оценочные и экзаменационные материалы, профессиональное развитие преподавателей;
- серию практических семинаров для преподавателей по разработке тестов;
- разработку спецификаций для тестов по всем языковым навыкам и их пилотирование;
- разработку процедур для проведения и мониторинга тестирования;
- проведение национальной конференции по оценке языковых навыков в высших учебных заведениях.

Для того чтобы реформы проводились эффективно, нужно определить сильные и слабые стороны нынешней системы. Следовательно, в процессе реформ преследуются три основные цели: определить сильные стороны практики преподавания и стороны, которым требуется реформа и изменения; дать рекомендации, каким образом эти реформы могли бы быть реализованы; обеспечить такой базой, чтобы впоследствии сравнивать внесённые изменения с предыдущей практикой, чтобы можно было судить об эффективности реформ.

Среди реализованных в 2016 году основных мероприятий можно отметить изначальный отбор 17 вузов нефилологических направлений и проведённый там мониторинг. Мониторинг проводился по нескольким направлениям. Был проведён анализ уроков английского языка на 1-3 курсах неязыковых факультетов. Затем с преподавателями, занятия которых посещались, было проведено интервью. Интервью также проводилось и с заведующим кафедрой иностранных языков с тем, чтобы выявить степень вовлечённости преподавателей английского языка в изучение нужд и потребностей студента в получении желаемой работы. Со всех этих университетов были собраны тесты и материалы для выпускных государственных

экзаменов по английскому языку с тем, чтобы выявить, есть ли преемственность и связь между учебными планами и программами и заданиями государственных экзаменов.

В ходе анализа данных, собранных из 17 вузов были сделаны следующие выводы:

В международном контексте

- На международной арене большинство университетов обучают английский для специальных целей в широком контексте, то есть, не разделяя их на узкие дисциплины, как английский для медицинских работников, для историков и т.д.
- Во многих странах СНГ и по сей день существует традиция обучения английскому языку исключительно по дисциплинам, используя устаревшие материалы и грамматико-переводческий метод.
- В неязыковых вузах Узбекистана ещё не проходил тщательный опрос нужд и потребностей в изучении английского языка.

Сведения о вузах

Все вузы различны по структуре и по специальности, но все они обучают узкий английский язык по специальности.

В соответствии с Болонским соглашением, программы даются на трех уровнях: бакалавриат, магистратура, докторантура. В настоящее время только несколько университетов ввели практику преподавания предметов на английском языке, хотя многие вузы стремятся ввести предметы с английским языком преподавания. Многие университеты считают английский важным для обучения и будущей профессии, но не настолько, чтобы концентрироваться только на нем. Самым главным препятствием на пути обучения английскому в вузах считается низкий уровень владения языком студента при поступлении.

Что касается заведующих кафедрами иностранных языков, то они играют определённую роль в разработке плана на основе типового плана. Как они сами выразились в интервью, они играют определённую роль в судьбе выпускников в плане трудоустройства, но очевидных доказательств тому они не предоставили и контактов с работодателями они не имеют. На вопрос, каким образом улучшить преподавание английского в неязыковых вузах заведующие кафедрами ответили, что необходимо восполнить дефицит преподаваемого материала и увеличить количество часов преподавания английскому.

Группа посетила и проанализировала также и уроки английского языка в 17 неязыковых вузах и на основе наблюдений и интервью с учителями сделала следующие выводы:

Преподаватели издают свои методички для пользования в институте. Рекомендованные материалы они стараются приспособить к уровню владения языком студентами и к их нуждам.

После изучения данных вузов стало очевидно, что, хотя и выявляется определённая картина состояния преподавания английского языка для специальных целей, но для наиболее точных выводов необходимо охватить возможно большее количество вузов, причем из регионов в том числе. Поэтому, на сегодняшний день запланирован мониторинг в 31 неязыковом вузе по Узбекистану, 13 из которых находятся в 13 областях республики. Далее, для повышения эффективности исследования решено вовлечь и соответствующие министерства и ведомства, которые являются потенциальными работодателями выпускников неязыковых вузов. К таким партнёрам относятся Министерство здравоохранения, Министерство сельского хозяйства, Автопром, Министерство труда, средства массовой информации и другие ведоства.

Этот сложный и многоранный проект разовьет и рынок труда в целом и стратегию общения для того, чтобы информировать достигать и консультировать и вовлекать участников вовремя, эффективно и по делу. В конечном счёте проект поднимет уровень владения английским языком и улучшит преподавание английского языка и методы оценивания в неязыковых вузах Узбекистана. Помимо этого, проект нацелен на развитие команды национальных экспертов в разработке учебных программ, дизайна учебного материала, профессиональной подготовки и оценки знаний.

На основании изученных данных будет разработана программа преподавания английского для специальных целей по всем навыкам и гибкий учебный план; созданы модели современных, гибких учебных материалов, которые могут быть адаптированы и применены к любой специальности при обучении английскому языку для специальных целей; выработаны методы и критерии оценки знаний, соответствующие международным стандартам (CEFR) и основанные на содержании учебного материала, программы и планов; разработаны

и проведены тренинги по дизайну учебного материала и внедрению новых методов обучения в новую программу обучения; повысятся знания английского языка у студентов пилотных университетов; улучшится обучение английскому языку и его изучение студентами посредством эффективного преподавания материала курса, которое будет достигнуто через тренинги по повышению квалификации и по использованию современной методологии; повысится уровень владения английским языком у преподавателей вузов – участников проекта. Для достижения последнего предполагается провести APTIS тест среди 310 преподавателей английского из 31 неязыкового вуза республики в начале проекта и через три года, когда начнутся тренинги по методике преподавания и практическому английскому. Будет разработан инструмент для выходных тестов (или государственных экзаменов по английскому языку) для выпускников вузов согласно международным стандартам. Будет рассмотрен вопрос о внедрении модуля «Преподавание английского для специальных целей» (“Teaching English for Specific Purposes”) на двухмесячных курсах повышения квалификации преподавателей вузов, которую они должны проходить каждые три года. Существующие на сегодняшний день курсы повышения квалификации не имеют специальных модулей, предназначенных для преподавателей неязыковых вузов.

Таким образом, данная реформа изменит не только программы преподавания, планы, тесты и остальные государственные документы, но также она полностью изменит подход к изучению и обучению языка в неязыковых вузах, изменит и усовершенствует стиль преподавания и уровень владения английским языком как преподавателями, так и студентами.

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Научный руководитель: Л.Т. Ахмедова, д-р пед. наук, профессор кафедры современных педагогических технологий Узбекского государственного университета мировых языков, Ташкент, Узбекистан

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ОБУЧЕНИЕ ЧТЕНИЮ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА (НА МАТЕРИАЛЕ ДИАЛОГОВ ИЗ СОВРЕМЕННОЙ БРИТАНСКОЙ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ)

М.В. Чернышова
Новосибирский государственный педагогический университет,
Новосибирск, Россия
marina-chernyshova94@mail.ru

Аннотация: Целью исследования является анализ методического потенциала диалога при обучении чтению на английском языке на материале современной британской литературы. В работе рассматривается понятие диалога, классификация диалога в соответствии с целью коммуникации. В статье представлены примерные упражнения к отрывку из романа Джоанны Троллоп «Чужие дети», направленные на обучение чтению, а также на развитие языковых и коммуникативных умений.

Ключевые слова: диалог; современная британская художественная литература; преподавание английского языка; коммуникативный подход

TEACHING READING IN ELT (BASED ON DIALOGUES FROM CONTEMPORARY BRITISH PROSE FICTION)

M. V. Chernyshova
Novosibirsk State Pedagogical University, Novosibirsk, Russia
marina-chernyshova94@mail.ru

Abstract: The purpose of the given research is to disclose the educational potential of dialogue from contemporary British prose fiction in teaching reading. The aspects explored are the definition of dialogue, classification of dialogue according to a purpose of communication and a set of exercises that can be suggested for teaching reading and developing language and communicative skills.

Keywords: dialogue; contemporary British prose fiction; ELT; communicative approach

The object of the given research is the dialogue in contemporary prose fiction and its types. *The subject* of research is a set of exercises for school students designed on the basis of novel “Other People’s Children” by a contemporary British writer J. Trollope. *Our aim* is to disclose the educational potential of a dialogue from contemporary prose fiction in teaching English.

This can be achieved through several *targets*: to analyze the notion of a dialogue as part of prose fiction; to work out a classification of dialogues; to design a set of exercises that can be used to develop reading, speaking and knowledge of vocabulary

In terms of communicative approach to teaching English, a student's main goal in learning a foreign language is to perform a successful communication in oral or written speech. The skills and abilities that the students get in class should enable them to convey the information successfully to the English-speaking people, and a teacher's aim is to organize the lesson in such a way that the students would gain practical experience in using those skills and abilities. According to the Russian Federal State Educational Standard in the area of the Foreign Languages, the students must develop the ability to speak English fluently on various topics, both in oral and written form, show creative and analytical abilities while using the foreign language [1]. We believe that one of the most effective ways to provide students with practical experience in speaking English is work with dialogues from authentic resources.

According to Federal State Educational Standard For Secondary (complete) General Education [2], dialogue can be defined as: 1) a piece of written composition which is presented as a conversation between two or more characters of the book, film, etc.; 2) a conversation between two or more people or between a person and something else (a computer); 3) exchange of opinions, ideas, positions etc. between persons or parties; 4) an element of conversation of dramatic or literary composition.

The main difference between a dialogue in real life and a dialogue in literature is the fact that the latter undergoes certain transformation in style, word order, selection of words, grammatical construction, and interaction between lines, while a real-life dialogue is usually spontaneous, conversational in style and liable to sudden digressions from the main topic.

As well as in real life, a conversation between literary characters in a piece of prose fiction has its specific purposes. Usually any dialogue in a book, a play, or a film has a certain stylistic value, whether it is to describe a character's personality, or convey some important information to the reader. Even the dialogues that seem to have no purpose are written by the author with a definite aim.

Speaking about the communicative intention of characters in the

dialogue, we can build a classification of dialogues in contemporary prose fiction according to the purpose of communication. The classification we suggest is the following: 1) introduction of a new piece of information – one of the characters introduces the statement about the fact or situation which is new to his opponent or opponents, and they react and respond to this information; 2) exchange of opinions – the characters state their attitude to the object of discussion and agree or disagree with the points of view of the opponents, providing proof and argumentation; 3) problem solving – the characters seek for the mutual solution of a problem; 4) requesting information; 5) giving directions, recommendations; 6) formal conversation (characters do not exchange any information but merely follow the etiquette); 7) exchange of feelings/emotions.

We suppose dialogues in a piece of prose fiction can be a good material for teaching English due to the following reasons: 1) a dialogue provides students with a sample speech situation which authentic and ready-made; 2) a dialogue can contain information specific to a particular culture, or nationality, or an age group that gives students a wider range of opinions; 3) while working with dialogues (representing, acting out), students develop their personal qualities and abilities, such as thinking, creativity, sociability, tolerance, empathy etc.

The dialogue we are going to analyze on the basis of the given classification is taken from the book "Other People's Children" by Joanna Trollope. The book under consideration is dedicated to the urgent topic of family issues. Let us consider the following excerpt:

(1) *She looked round the restaurant now. It was Italian, with rough white walls and rush-seated chairs and a menu that featured, among other things, fifteen kinds of speciality pizza. That's why it had been chosen. For the children. Pizza for the children.*

'Are you strong enough for this?' Elaine had said to Josie. 'Are you sure? Can you really take these children on? It's harder than climbing Everest.'

'Mum,' Josie said, 'I've been there and done it. I've been a stepmother.

'But that was different. These children are younger and – well, not very amenable—'

'We'll do it together,' Josie said. She'd been brushing her hair, that astonishing coppery river that gave her a glamour disproportionate to the

rest of her. 'I love him. He loves me. We'll cope with the kids together.'

Now, beside Elaine, Clare, Matthew's youngest child, said, 'What's this?'

'What, dear?'

'This,' Clare said. She jabbed her fork at her pizza.

'It's an olive,' Elaine said.

Clare dropped her fork.

'Yuk. I'm not eating it. Looks like a beetle.'

'Leave the olive, then,' Elaine said. 'And eat the rest.'

'I can't,' Clare said, 'I can't. Not if the olive's been there.' [3].

According to the classification, the given dialogue can be defined as problem solving: the characters are trying to find mutual agreement on problems arousing (adults are deciding whether they should adopt any more children; a girl who does not like olives in pizza). We can suggest the following exercises.

Pre-reading stage. Do you like to dine out with your family? With your friends? Where would you prefer to go: to the restaurant, to the cafe?

While-reading stage.

1. Gist reading. What problems are the characters trying to solve? Read the text and tick the right answer:

1) Josie wants to take up more children; Clare doesn't want to eat pizza with olives (Correct answer); 2) Elaine wishes to climb Everest; Clare lost her fork; 3) Josie doesn't like the restaurant; Clare is afraid of beetles; 4) Mother thinks that her children are not amenable; children want to leave the restaurant.

What conclusion can we make after reading the dialogue? Tick the right answer:

1) You shouldn't go to Italian restaurants if you want to spend your evening with your family; 2) A decision to take on children is difficult and has to be discussed with the members of your family (Correct answer); 3) All children don't like olives.

2. Scanning (Reading for specific information).

Answer the following questions: "Which of the characters…"

1) …wants to take up children?

a) Elaine (correct answer) b) Josie c) Claire

2) …says that she's been a stepmother?

a) Elaine b) Josie (correct answer) c) Claire

3) …has hair like “copper river”?

a) Elaine b) Josie (correct answer) c) Claire

4) …doesn’t like olives?

a) Elaine b) Josie c) Claire (correct answer)

5) …suggests leaving the olives and eating the rest of the pizza?

a) Elaine (correct answer) b) Josie c) Claire

3. Reading for detail.

1. Decide whether the following statements are true or false:

1) The family went to the Italian restaurant where there were fifteen kinds of speciality pasta (false); 2) The children that Josie wants to take on are younger and not very amenable (true); 3) Josie is not sure she will cope with the children (false); 4) Claire found a beetle in her pizza (false); 5) Elaine offers Claire to leave an olive and eat the rest (true).

2. Divide the dialogue into parts according to the following plan:

1) A question if the person understands the first problem;

2) An answer to that question;

3) Arguments giving proof that the problem is difficult to solve;

4) Assurance that the problem still can be solved;

5) Phrases showing that there is another problem to resolve;

6) Reaction on the second problem;

7) Emotional reaction on the problem;

8) Reasonable solution of the problem;

9) Reaction on the solution suggested (positive or negative).

Post-reading stage.

1. Speaking. Discuss what problems were stated, how the characters discussed them, if they solved them or not.

2. Speaking. Make up the dialogue that could have happened in the following situations. Use your active vocabulary from exercise 2 (Pre-Reading Stage). Use the plan from exercise 2 (reading for detail) as a plan for your own dialogue. The suggested situations are provided below:

a) You went to the cafe with your friends. You try to discuss what University or college you could choose, but one of your friends doesn’t like the restaurant and wants to leave;

b) A mother has prepared a dinner for the whole family. By the table, everyone speaks about the new house they’re going to move to soon; but a

child doesn’t like the dinner.

In conclusion, we can state that dialogues in contemporary prose fiction can be a good source of teaching English to students in terms of the communicative approach due to their authenticity, emotive charge, typicality of characters and situations as well as a choice of vocabulary and grammar.

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Research supervisor: A.V. Tsepkova, Cand.Sc. (Philology), Associate Professor of the English Language Department, Faculty of Foreign Languages, Novosibirsk State Pedagogical University, Novosibirsk, Russia

УДК 378.147

ЭУМК КАК СРЕДСТВО РАЗВИТИЯ СУБЪЕКТНОЙ ПОЗИЦИИ СТУДЕНТА

Ю.О. Дятлова
Новосибирский государственный технический университет
Новосибирск, Россия
juli.safonova@yandex.ru

Аннотация: В статье автор рассматривает и доказывает актуальность применения новых информационных технологий, продиктованной потребностью формирования субъектной позиции студента, а именно самостоятельного, автономного, креативного подхода в обучении, формирования критического мышления, новой культуры.

Ключевые слова: обучение иностранным языкам; информационно-коммуникационные технологии (ИКТ); методики преподавания; развитие субъектной позиции студента; электронный учебно-методический комплекс; электронная среда университета

E-COURSE AS A MEANS OF STUDENTS' SUBJECTNESS DEVELOPMENT

J.O. Dyatlova
Novosibirsk State Technical University
Novosibirsk, Russia
juli.safonova@yandex.ru

Abstract: The author considers the importance of using new information technologies is explained by the pedagogical needs for increasing efficiency of teaching, in particular, the need for developing student's subjectness, ability to carry out independent and autonomous research, creative approach to learning, critical thinking and cultural development.

Keywords: teaching foreign languages; information and communication technologies (ICT); teaching techniques; development of student's subjectness; e-course; university electronic media

The new paradigm of modern education involves changes in traditional model of teaching students; teaching is focused on the development of professional competences and the identity of the student as a subject of educational process.

Nowadays the information technologies, which are developing and improving very fast, have become an integral part not only of students' and teachers' everyday life but, moreover, they contribute to the development of learner's autonomy as well as students' subjectness.

We consider an e-course as a kind of ICT in learning foreign languages can become a means of students' subjectness development in the ESP classroom, and as a result, it would lead to the development of their personal and professional competences. [1] Originally, the concept "subject" came from German classical philosophy. Later the perspective of the subjectness position was developed in psychology (S.L. Rubenstein, K.A. Abulkhanov-Slavskaya, B.G. Ananyev, E.P. Krishchenko) and pedagogics of the higher school (Z.I. Vasilyeva, T.E. Konnikov, G.I. Schukin). The subject is not the one who has achieved, but the one who does everything to achieve. Being the subject means to produce possibilities of achieving. The criterion of subjectness is the correspondence between the opportunities invested in the process, and the opportunities accumulated in the process of achieving. In our research we adhere to E.P. Krishchenko's concept where "the subject is aqualitatively certain way of self-organization and self-control of the personality, the center of coordination of all mental processes, abilities, traits of the personality for the relation to the purposes and problems of activity" [2]. The concept of subjectivity assumes that the student can organize and control the process of studying a foreign language.

We have determined that the student's subjectness can be created with the help of conditions in which a student will possess the technologies, methods of its organization, stages of its planning and implementation, means and methods, and also student will be able to control his results according to the purpose of studying. If a student wants to study independently, he or she should have motivation and know what they have to know and be able to know at the end of the course, they should know how to control themselves independently to achieve the purposes [3].

Many researchers recognize the facilitating role of using information technologies in learning different subjects. National and foreign research on the use of ICT in the educational process proves that it is possible to use the ICT in the development of the student' subjectness in ESP teaching process (I.G. Zakharov, V.G. Bespalko, H. Bergson, F. Emery, etc.)

In the USA he education paradigm is focused on e-teaching: "Instead of classrooms and classical libraries –teachers of higher education institutions and their students have an individual, everyday work in network ". [4] Nowadays there is a combined model of training (blended learning model) in which technologies of electronic teaching are combined with traditional teaching classrooms (face-to-face model). Various software programs are designed to help deeply understand specificity of the future profession, simulate situations of professional communication that students might come across during their studies at the university, and they should know how to solve problems.

Success of e-learning depends not only on organizational model, but also on properly chosen platform and an information system accompanying teaching process. University teachers have access to learning platforms similar to Moodle and based on them university electronic media to develop their own programs. NSTU is an example of such institutions where traditional teaching is combined with electronic teaching process. The institute of distant learning has been functioning since 1999 at NSTU. The main purpose of this institute is to support, introduce and develop technologies of distant learning on the basis of electronic learning with the use of the combined approach (blended learning approach). During a semester students are supposed to study some subject, interact with teachers via electronic media (sending to the teacher examination papers, tests and webquests .The institute of distant learning organizes educational process on the basis of platform DiSpace 2.0 designed by the university information center programmers.

E-courses include the schedule of due dates for submitting assignments, self-study, and theoretical materials (training materials for assessment and self-study); control (tasks for assessment of suggested topics for course papers); the list of recommended sources – obligatory and optional, tests for final and module assessment of knowledge of students, and also additional modules in the structure of a course, for example, the glossary, interactive exercises, illustrative materials. There are e-courses for 1275 disciplines developed for the students of all forms of education at NSTU. University teachers design electronic course (e-course) to provide the learners with the resources for guided and independent studies. Thus, the organization of teaching students for the combined model is performed on the basis of

DiSpace2.0 included all components of teaching, at the same time it allows evaluate quality of results of teaching students.

Students majoring in tourism and catering need to know English as a foreign language as a means of professional communication. That is why the curriculum includes 2 foreign languages. They are learned during 4 years of study in an undergraduate program. Teachers do their best to make classes interesting, unforgettable and relevant for their future profession, but only 4 hours a week is not enough to master English language. That is why we think that it is very important to combine classroom work with self-study using e-course which can be a demonstration of development of subjectness of each student.

We have developed an e-course for bachelor students of the Tourism 43.03.02 . This e-course provides conditions under which students carry out self- control, choose professionally relevant communicative tasks, choose the additional resources (which are not included into the students book) carry out self-control by means of tests on learned material; follow teacher's recommendations in case of difficulties about idea of different types of tasks. The course is called «Foreign language (English): Tourism» and it has its own number 6026 in Dispace system. The course is aimed to providing additional training of English language skills with the focus on business communication. The course is practically oriented and employs active forms of study. The main purpose of the course development is to supplement traditional exercises from students' book for the students of tourism with the follow-up activities where students are asked to watch different videos in target language, listen to dialogues in such places as restaurant, hotel, airport. Students are taught how to conduct a perfect interview with an applicant and they can play the role of an applicant at the same way and prepare splendid answers for job hunter's questions. Follow-up activities contain themes for real-life conversation. Moreover, they can independently monitor what learning objectives they have achieved, and what else they should achieve. Also, they learn how to organize all their learning process.

Thus, we tried to develop an e-course on the basis of the principles of stimulation of independent activity of students, with similar presentation of learning material, convenience of perception and understanding, providing alternative methods of navigation and structuring information.

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Research supervisor: E.A. Melekhina, Cand.Sc. (Pedagogy), Associate Professor, Head of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ИНФОРМАЦИОННАЯ ОБРАЗОВАТЕЛЬНАЯ СРЕДА СОВРЕМЕННОГО УНИВЕРСИТЕТА

Ю.С. Федорина
Новосибирский государственный технический университет,
Новосибирск, Россия
yulia_29.01@mail.ru

Аннотация: Данная статья посвящена изучению и организации информационной образовательной среды современного университета. В статье описываются способы эффективного развития информационной среды.

Ключевые слова: информационные технологии; образовательная среда; процесс обучения

INFORMATION EDUCATIONAL ENVIRONMENT OF A MODERN UNIVERSITY

Yu.S. Fedorina
Novosibirsk State Technical University, Novosibirsk, Russia
yulia_29.01@mail.ru

Abstract: This article is devoted to the study and the organization of information educational environment of a modern university. The article describes approaches to effective development of information environment.

Keywords: information technologies; educational environment; learning process

The issue of education quality improvement is always important. There is a direct correlation between the quality of education and the rapid development of society, and, therefore, this issue does not loose relevance. The information environment is considered to be utterly importantfor education quality improvement and achievement of new results. We are interested in studyingthe information environment of a modern university, where one of the main tasks is to ensure the necessary conditions for acquiring knowledge.

The goal of the research is to examine the approaches to information educational environment organization in the modern university. The object of the research is information educational environment of a modern

university. The subject of the research is the components of the information environment.

The educational environment is a total of the conditions that influence the formation, development of the students' abilities, individual's consciousness, needs and interests [5]. There is a formation and development of an individual in certain environmental conditions. In other words, the educational environment is formed in that place, where there is a communicative interaction of two subjects, in which each of them can change the position and create a new project using his experience. The proof of this statement is the V.I. Slobodchikov words, who considers educational environment as "a place where there is a communicative interaction of subjects" [6]. Considering the environment as a total of different elements, it is important to determine its components. They are: material (spatial, objective, visual organization of the environment); information (the content of educational programs, education technologies, values and goals of the system); activity (principles, forms, methods of subjects' interaction) [3]. We can notice that the information, including education technologies, is one of the main components of educational environment.

There is a list of computer technologies in annual reports of the International Media Consortium that will have a meaningful influence on the organization of the learning process. They are mobile technology and cloud computing, e-books, open content, personal web, sensor devices and interfaces, educational games, data visualization, learning analytics [7].

The emergence of immense data that host thousands of servers has created computing resources called a cloud. Cloud computing transforms expensive resources like disk storage and processing cycles into a readily available and cheap commodity. Development platforms with cloud infrastructure enable word processing, web-based applications for image editing, social networking, and media creation [7].

This is a well-known fact that information is everywhere, and our objective isto useit effectively. Open content provides not only the sharing of information, but also the sharingof instructional practice and experiences as well. Open content is a kind of responseto both the rising costs of published resources and the lack of educationalresources in some regions [7]. It is a cost-effectivealternative to textbooks and other materials.

Educational games or game-based learning demonstrates the learning effectiveness since 2003, when the American researcher James Gee described the impact of game on cognitive development. Researchers are working in every field of game-based learning; therefore, these games are goal-oriented and developed expressly for education [7]. They develop team and group skills and help to find solution toproblem. Role-playing and other forms of simulated experiences are recognized for having broad applicability across a wide range of disciplines.

Learning analytics presents a wide range of data produced by and gathered on behalf of students in order to assess educational progress, predict future results, and spotpotential issues. Data are collected from student assignments andexams, including online social interactions and discussion forums. The purpose of learning analytics is to enableteachers and schools to provide educational opportunitiesto each student's level of need and ability [7].

In the world teaching practice, Web 2.0 services are considered as qualitatively newmeans of spreading and keeping of teaching materials and effective tools of educational platforms. Blogs, websites, social networks and audio records, news channels allow users to interact, sharing information data and multimedia documents, create and edit content, solve practical problems, perform research projects, etc. Therefore,a clear understanding ofthe essence and goals of the construction, using and developing informationand selection of high quality resources, and selection of effective service based on Web 2.0 technologies are one of the main tasks of a modern University [1].

The overall organizational structure is the basis of the process of creating educational technology systems adequate to the conditions of their use. For example, an unlimited amount of resources can be incorporated into the educational process, a great number of users can apply to the facilities and technologies of technological systems, the number of students may be involved in the solution of an educational task. Educational environment for such systems is provided by international technological standards for interfaces, formats, communication protocols to ensure interoperability, mobility, stability, efficiency and so on [4].

In this approach, Internet isregarded as a global platform of creation anddistribution of congregate knowledge.Information environment is a

means and a place for creation and accumulation of educational resources of efficient communication and cooperation, education and training of both students and teachers. The suggested model allows usto actualizea set of technological principles of open Information environment of the universitysuch as integrity, complexity, adaptability and interoperability.

Construction of such Information environment assures a clear projection of its objectives, access channels, system of continuous monitoring, and organization of communication among students, teachers and researchers.The principal characteristics of the educational process in an open Information environment are: 1) Openness of environment – teachers and students are actively participating in thedevelopment of educational resources and Information environment; 2) Preparedness of participants – formation of need for building individual learning programs,motivation to cooperate and work in a team,preparedness todistribute the results of their own educational activities in the public access; 3) Monitoring of objects and subjects of environment – monitoring the quality of createdresources,ensuring access to themand their efficiency of usage,observing the activities of the subjects of the educational process, organizing the feedback and assessment [2].

Creation of Information environment will provide flexible formation of educational and methodical complexesaccording to the different models of learning, make teaching materials more accessible,and improve learning efficiency bysharing of experiences anda diversity of educational materials between students and teachers. Organization of educational and research activities in the Informational environment define what skills a student should have: 1) Access to information data and resources – the ability to search, collect and store information data; 2) Management of information data resources – the ability to choose existing resources for categorizing and structuring information data; 3) Critical evaluation of information data and resources – the ability to make judgments about the data quality, usefulness, importance, or effectiveness as well as the reliability, specific and address orientation; 4) Creation of information data – the ability to interpret and present data, generate data and knowledge; 5) Exchange of information data – the ability to transmit information data by means of information environment in a proper way [7].

Thus, information environment creation and usage of its resources in the University will contribute to such options as: individualization of the academic activity, quality, flexibility, and ability to conform the educational requirements, promptness, and cooperation.

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Research supervisor: E.A. Melekhina, Cand.Sc. (Pedagogy), Associate Professor, Head of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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ПРЕОДОЛЕНИЕ ЯЗЫКОВОГО БАРЬЕРА В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ВУЗЕ

В.А. Горкин
Новосибирский государственный технический университет,
Новосибирск, Россия
Slavacomcd@mail.ru

Аннотация: Данная статья посвящена изучению явления языкового барьера у обучающихся иностранному языку в вузе. Дано определение понятия языкового барьера, причины возникновения и способы преодоления.

Ключевые слова: языковой барьер; психологический аспект; мотивация; метод

HELPING STUDENTS OVERCOME LANGUAGE BARRIERS IN FOREIGN LANGUAGE LEARNING

V.A. Gorkin
Novosibirsk State Technical University, Novosibirsk, Russia
Slavacomcd@mail.ru

Abstract: The research focuses on a language barrier in learning foreign languages at the universities. The definition of the language barrier is given, the causes of a language barrier are identified, and methods for overcoming a language barrier are described.

Key words: language barrier; psychological aspect; motivation; method

It is hard to imagine that a modern society is monolingual. Foreign languages have penetrated into all spheres of modern life. This can be seen not only in Russia and CIS countries, but also all over the world. A modern society needs world-class qualified specialists who can communicate in foreign languages. The ability to communicate effectively and appropriately with people of other cultures, i.e. intercultural competence, has become one of the main features of a contemporary specialist. There is a great variety of teaching methods, which allow becoming such a specialist. A language barrier is one of the major obstacles in improving the proficiency level in a foreign language and using it in the important spheres of personal and professional communication

The effectiveness of acquiring foreign language skills and communicative competence depends not only on the choice of an appropriate teaching method, but also on the personality of a student. When teaching foreign languages, the psychological characteristics of students should be taken into consideration. From our point of view, the psychological aspect of foreign language learning is explored insufficiently, which creates difficulties for students as well as for foreign language teachers.

The psychological aspects of language barriers were studied by the scientists L.S. Vygotsky, A.N. Leontiev, S. Rubenshtein, etc. A.A. Leontiev, I.A. Zimnyaya and others studied this problem in the foreign language teaching context. Numerous definitions of a language barrier exist. I.A. Zimnyaya defines a language barrier as “a subjective formation, the feeling that the subject has when facing the complexity, uncommonness, irregularity, contradictoriness of the situation” [7].

The existing definitions of a language barrier do not contradict, but complement one another. In this article, we are exploring the language barrier using the definition offered by I.V. Firsova who defines a language barrier as “an individual, subjective impossibility to use the acquired knowledge <...> when it is difficult for a person for whatever reasons to say what he or she wants in a foreign language though he or she has adequate knowledge” [2, p.90].

The factors contributing to the occurrence of language barriers include the fear of making a mistake, the lack of self-confidence, the sense of shame, fear and anxiety, low self-esteem, fear of being criticized and a limited vocabulary, among others, which can prevent communication that is a two-way process from taking place.

Another cause of a language barrier is students’ lack of motivation in speaking a foreign language. Motivation and conative qualities of students serve as the determining psychological factors, which insure the effectiveness of learning activity. The high level of development of the conative qualities of students plays a key role in learning a foreign language.

Knowing a language is insufficient for communication. The ignorance of professional etiquette and foreign culture can lead to culture shock, shows itself in the avoidance of contacts with representative of this culture.

One becomes confident with communicating in a foreign language with practice; coping with culture shock can result in the revival of the person and the acquisition of a new understanding of life and new values [6]. It is, therefore, necessary to study culture of the country where that the language students are learning is spoken.

Authentic materials are effective in overcoming in a language barrier. One of the advantages of using authentic materials is motivation. Students have a great interest in learning a language when they see how the foreign language they study is used in real situations of communication, including the situations of professional communication.

The lack of practice of speaking a foreign language is another factor contributing to the occurrence of a language barrier. The knowledge acquired in foreign language lessons should be applied to specially created speech situations that imitate best of all real situations in which students have their own roles (for example, a dialogue in the bank, shop, etc.). The lack of such assignments can put the substantial obstacles for students in the country where the language that they are learning is spoken, since these dialogues in a real situation require greater concentration and intellectual efforts. Therefore, developing spontaneous speech is of applicable value and contributes to overcoming a language barrier.

The findings show that a language barrier can occur due to not only psychological, but also motivating factors, the lack of speaking practice or poorly developed speaking skills, the socio-cultural aspects [5] and pedagogical conditions hindering free interpersonal communication and the methodologically incorrect teaching process disregarding the specific features of the speech production mechanism.

Improvisations and role-plays in the classroom as well as the use of the elements of drama pedagogics contribute to overcoming a language barrier that does not exist in an external environment but is inherent in the personality of a student: breaking this barrier, a student comes to speak without feeling afraid of making mistakes, without fearing his or her own opinion. At the same time, he or she is learning to not only formulate this opinion, but also have it [1].

The personality of a teacher influences the effectiveness of teaching. A teacher is responsible for creating a favorable and friendly atmosphere in the classroom. Any mistakes and inaccuracies should be corrected in an

unobtrusive and respectful manner. Such an atmosphere plays a key role in achieving success and enhancing the effectiveness of foreign language teaching.

Working in groups contributes to coping with a language barrier. This kind of activity allows developing speaking skills in a foreign language as well as contributes to “becoming habituated” to a foreign language.

We believe that one of the most effective methods to overcome a language barrier is a direct free communication with a native speaker. Unfortunately, a few educational organizations offer an opportunity to gain such an experience, and in this case, it is necessary to look for other ways to solve this problem. In this situation, it makes sense to use ICTs.

The most effective methods include the total immersion method. It means learning a foreign language in an environment that operates solely in this language. When being immersed in the language that a student does not understand, he or she is trying to understand what is being said. A student gradually memorizes certain words and expressions and comes to partly understand an interlocutor [3].

In our opinion, the “occurrence” in a language environment is the most effective tool for overcoming a language barrier. In many cases, the impossibility of using the mother tongue for communication stimulates to greater effort in overcoming a language barrier, though through using the difficult method.

Overcoming a language barrier leads to the more effective acquisition of new knowledge, facilitates intercultural communication and gives an incentive for personal development. In this regard, we believe it necessary to create pedagogical conditions in order to meet the cognitive and personality needs of students in accordance with the linguistic, psychological and socio-cultural aspects, which will lead to overcoming a language barrier. These include [4] the favorable psychological environment for communication and the conditions conducive to producing free spontaneous speech created through conditional communication and communication assignments, problem situations, business games and real life situations, learning, ICTs, the Internet resources, and use of active learning methods (corresponding with the aim of teaching).

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Research supervisor: I.A. Kazachikhina, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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АНАЛИЗ ПОСОБИЙ И МЕТОДИЧЕСКИХ РАЗРАБОТОК ПО ДОМАШНЕМУ ЧТЕНИЮ НА МАТЕРИАЛЕ «СКАЗКИ ПРОСТО ТАК» Р. КИПЛИНГА

Д.Д. Гришан
Новосибирский государственный педагогический университет,
Новосибирск, Россия
natarom.72@mail.ru

Аннотация: В работе представлен анализ пособий по домашнему чтению на основе сборника «Просто сказки» Р. Киплинга с целью разработки методического комплекса по домашнему чтению для начальной школы.

Ключевые слова: обучение чтению; младшая школа; Р. Киплинг; «Сказки просто так»

HOME READING IN ENGLISH BASED ON R. KIPLING'S "JUST SO STORIES": ANALYSIS OF AVAILABLE GRADED READERS

D.D. Grishan
Novosibirsk State Pedagogical University, Novosibirsk, Russian Federation
natarom.72@mail.ru

Abstract: The article presents a review of graded readers based on R. Kipling's "Just So Stories" aimed at designing a home reading teacher's pack for primary school.

Keywords: teaching reading; primary school; R. Kipling; "Just So Stories"

Our research is aimed at analyzing the educational value of Rudyard Kipling's "Just So Stories"as texts for developing school students' reading skills in English. At this stage of our research we discuss the advantages and disadvantages of the existing readers, including graded readers, based on R. Kipling's "Just So Stories" in order to design our own student-teacher package, which can be effectively used when teaching reading in secondary school.

R. Kipling's "Just So Stories" are characterized by the following features which contribute to using these texts in the English classroom:

1) cross-curricular connections (particularly with folklore, natural science and geography); 2) sociocultural knowledge (everyday life, living

conditions, interpersonal relations, values, beliefs and attitudes, body language, social conventions, ritual behavior);4) motivating full-colour illustrations;5) interesting and dynamic plot, exotic atmosphere, good humour. Answering the questions “Why” and “How” Kipling gives his unexpected answers explaining to the children readers how the camel got its hump, how the leopard got his spots or why the butterfly stamped;6) stereotypical characters, including anthropomorphous animal characters, appealing characters. The main characters of these tales are animals which can speak and can be similar to people. The qualities of animals correspond to their appearance, for example, an elephant is extremely curious, a whale is a glutton and acat is selfish; 7) wide vocabulary range.

Kipling wrote equally well for children and adults. One of his best-known children’s books is a collection of short stories for children“Just So Stories” (1902). For our analysis we have chosen four readers which are based on R. Kipling’s “Just So Stories”: “Just So Stories” by Black Cat Publishing; “Ilya Frank’s Reading Method”; “Just So Stories” by Compass Publishing; “Just So Stories” by English Club.

In the course of analysis the readers were evaluated in the present research according to the following criteria: 1) the focus group, including the age and level; 2) the choice of texts for reading in accordance with the requirements of focus group; 3) the visual component of the readers; 4) the purpose of the reader, the approach it is based on; 5) the structure of the reader; 6) the types of tasks and their objectives.

“Just So Stories” by Black Cat Publishing [3] is designed for young teenagers. The division into levels is based on the Common European Framework of Reference for Languages and it is for A1-A2/B1 levels. The reader contains the following stories: “The Elephant’s Child”, “Old Man Kangaroo”, “How the Leopard Got His Spots”, How the Whale Got His Throat”, “How the Camel Got His Hump”.

The structure of each unit contains three blocks of reading: pre-reading, while-reading and post-reading. A common pre-reading activity is based on listening. Learners answer multiple choice or true/false questions or complete sentences with notes while listening to the recording of the beginning of a chapter. Such activities are used to encourage learners to predict what might happen next. For example: *How do you think things will develop?*

The while-readingactivities include: comprehension check (right, wrong or doesn't say), matching the words to each picture, complete the sentences, picture summary and speaking in pairs or in small groups on the given situations. For example: *Matching characters to quotations 'Who said what?'*

Each title integrates a story with activities in the four skills written in the style of Cambridge ESOL examinations, as well as informative background information to provide students with an enjoyable and rewarding, all-in-one reading experience [3].The Black Cat reader hasafter-reading activities in the end of the book. It contains a variety of stimulating activities such as: posters, quizzes, diaries and letters, alternatives, character building. For example: *'Design a poster showing how you felt about the book'.* Besides the story itself, this reader contains: a biography of R. Kipling, dossiers (The Animals of Australia and Whales), webprojects. The key is included which gives an opportunity for self-check. Audio recordings are available for all titles.

The basic aims of this graded reader are to prepare students to Cambridge ESOL examinations, to improve language skills and to explore historical background, cultural connections and other topics suggested by the text [6].

Thereader represented according to Ilya Frank's Reading Methodis structured on the basis of a specific approach to reading and comprehension.Its main principle is that structurally a text is divided into excerpts that you can read twice: the first time – with the English translation inserted into it in brackets and afterward – with no translation. There are no special activities because the largest part of the most frequently used vocabulary will be memorized naturally, if readers utilize the suggested reading method, due to the frequency of words.All of the stories from "Just So Stories" were chosen [5].

With a help of such a method children can already read fluently and understand everything, that is, when they have already mastered the language passively. Thus, the only thing that is required from a reader is reading not thinking about a foreign language as something that for some reason should be learned, but thinking about the content of the book [2].

As for the drawbacks, we could notice that this method will not substantially improve children's communication skills because only a short-

term memory works while reading. Moreover, the book is not adapted and is more suitable for autonomous language learning. The method would not work well for those without some background in language learning. Besides, Ilya Frank's method teaches only one skill: reading. It teaches only passive knowledge of the language.

Thereader based on "Just So Stories" by Compass Publishing [4] is designed to be used as part of an extensive reading program. It is developed for Pre-intermediate level (A2). The following stories are included:"How the Whale Got His Throat","How the Camel Got Its Hump","How the Rhinoceros Got His Skin","How the Leopard Got His Spots", "How the Kangaroo Learned to Hop", "How Armadillos Came to Be", "How the Crab Became Small", "The Cat That Walked by Himself".

The basic aim of this graded reader is a fundamental reading fluency practice. The book also contains extension and consolidation of vocabulary. Moreover, there is a repeated exposure to common grammar structures in almost every short story. Structurally the reader containsthree sections: "Before you read", "While you read" and "After you read".

The first section is based on scanning and there are such tasks asscan through the book and write the name of each character scan the chapter titles and match each animal with the right word.

The second section represents such activities as writing the sentences in the correct order, matching, choosing the best answers, *True or False* activitiesand completing the summary by writing the correct word in each blank. The main focus of tasks is the reading for detail.

The third section has only two stimulating tasks which are devoted to a summary-based activity and answering the questions. For example: *Work with a partner to answer these questions about the pictures.*

An MP3 CD and a glossary of key vocabulary words are included.

The main disadvantage of this reader is that there are no speaking activities where children share their thoughts or could develop contextual guess.

"Just so stories" by English Club [2] is anadjustedreader with exercises to check afterwards. This adapted reader is aimed atRussian speaking readers. The structure of the book is intended for the Elementary level of education (A1).

Structurally each text is supplied with lexico-grammatical notes and a translation of the most troublesome words. The graded reader has two blocks: while-reading and post-reading. All of them are different and focused on a drill, consolidation of knowledge and oral activity. The while-reading blockis aimed at reading for detail which includes: *True/False* or *I do not know*statements, complete the sentences and make the right choice, filling the gaps.

The post-reading block has such stimulating activities as: find the right answer, work with a partner to answer these questions about the pictures. For example: *Explain why: the Rhinoceros had a bad temper.*

In the end of the book, there is a final task for comprehension.

In our opinion the disadvantage of this reader book is a limited number of activitiesas only one activity follows each part.A glossary of key vocabulary words and an MP3 CD are not provided. Another drawback could be that the number of translated words or phrasesis limited.

To sum up, most of the readers analyzed (except the texts based on Ilya Frank's Reading Method) can supply a teacher trainee with useful tips of how to design a lesson based on an authentic literary text. In our opinion, the following tasks and activities are motivating and effective in teaching reading:

1) tasks and activities for developing cross-curricular links such as: 'dossier' sections which explore social, historical and cultural perspectives to enhance the cross curricular approach, reading diaries, Internet projects;

2) for a pre-reading stage: illustrations in the chapter to stimulate prediction at the pre-reading level, encourage predictions from the chapter title, play the beginning of the recording for the chapter, ask questions: 'What do you know?', 'What do you think is going to happen next?', write some significant words on the board and learners predict in what context they will occur;

3) for a while-reading stage (skimming):find the main ideaof paragraphor text/main characters/plot outline/organizational pattern, "explain why" activities;

4) for a while-reading stage (scanning): scan through the book and write the name of each character, scan the chapter titles and match each animal with the right word, find who in this story;

5) for a while-reading stage (reading for detail): write the sentences in the correct order, true/false, multiple choice, matching, ordering, WH-questions, ‘Who said what?’ questions, matching halves of sentences, gap filling;

6) for post-reading stage: a game-based methodology for language practice (e.g. word squares, anagrams, crosswords, puzzle), making a poster, guided and free writing tasks, discussion or debate topics for speaking skills, summary-based activities, graphic novels, alternatives, concept maps.

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Research supervisor: A.V. Tsepkova, Cand.Sc. (Philology), Associate Professor of the English Language Department, Faculty of Foreign Languages, Novosibirsk State Pedagogical University, Novosibirsk, Russia

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ИНТЕГРАТИВНЫЙ ПОДХОД ПРИ ОБУЧЕНИИ ЯЗЫКАМ СТУДЕНТОВ РАЗНЫХ УРОВНЕЙ

М.Х. Гулямова
Узбекский Государственный Университет Мировых Языков, Ташкент, Узбекистан
gulyamova-mavluda@mail.ru

Аннотация: В данной статье рассматриваются проблемы преподавания английского языка студентам разных уровней. Автор статьи предлагает различные инновационные методы и подходы обучения иностранного языка в целях повышения коммуникативной компетенции и мотивацию к изучению иностранного языка.

Ключевые слова: тип; проблемный; предпочтение; отношение; мотивация; студенты разные уровня

INTEGRATED APPROACHES TO DEVELOP MIXED ABILITY STUDENTS' LEARNING

M.X. Gulyamova
Uzbekistan State University of World Languages, Tashkent, Uzbekistan
gulyamova-mavluda@mail.ru

Abstract: This article deals with the issue of teaching mixed ability classes and different level of students in the process of language teaching .The author of the article suggests different innovative methods and approaches to language learning and teaching in order to improve learners' communicative competence and raise their motivation.

Keywords: tip; problematic; preference; attitude; motivation; mixed ability students

When we start teaching our classes, we can easily find out different ages, characters and different levels of students – some of them are quite complicated at English, some – whose English isn't good enough and some – whose English is just elementary so we call them mixed ability class. It means students of different levels in one class. Learners can be top of the class in history, art, geography, math, but not be excellent at English. The majority of teachers have to teach mixed ability classes, but they may not be

using mixed ability teaching strategies. As we know, teaching such kind of students is always problematic among the teachers in the teaching area.

McKeown (2004) believes that many teachers see a mixed ability class as consisting of a group of average and able children with a subset a children who have learning problems.[4]

Ireson and Hallam (2001) suggest that teachers need to recognize that a class is mixed ability because children have different strengths and weaknesses and develop at different rates.They have different preferences for learning and displaying their work. [3]

Researches (Hallan and Toutounji, 1996;[1] Harlen and Malcolm,1997) [2] are now suggesting that the key to success is not how pupils are grouped, but the attitude and skills of the teacher in the classroom.

According to their ideas, teachers always think deeply about interesting and effective ways of providing classes and raising learners' motivation. At that time teacher should use appropriate innovative methods and approaches of teaching languages. It is important for a teacher to be familiar with direct and indirect language teaching methodologies. Skillful teacher always thinks about it before conducting the lesson. There are many approaches to these problem such as innovative technologies (computer, OHP), communicative activities (Find someone who, jigsaw, 3x4, skeleton of fish), mode of interaction(individual work, pair work, whole group work psychological approach (extrovert, introvert), learning styles(visual, tactile, auditory and kinaethetic), integrating four skills (reading, writing, listening and speaking), integrating subjects (culture, geography),integrating teaching methodologies(Grammar Translation Method, Direct Method, Audiolingual Method, Communicative Approach, Total Physical Response, Silent Way, Suggestopedia).

Integrating teaching methodology

- From grammar translation method students learn the peculiarities of the rules and their functions in their mother tongue.
- From the direct method students learn to communicate effectively in the target language.
- From the audio lingual method learners learn plenty of controlled practice such as Repetition Drill, Chain Drill, Transformation Drill.
- Communicative Approach helps learners use of language in every day situation.

➢ Total Physical Response helps students to learn the language in action.

A teacher should choose appropriate activities for mixed ability classes. They must be clear, interesting and enjoyable activities which students like to do it with pleasure.

Use different activities

➢ **Telephone lines –** divide students into two groups and tell them to stay in a line. Whisper to the first student's ear one proverb, first student should whisper the same proverb to the next student's ear and….. . The game should be continued like that.

➢ **Mystery face** – distribute different famous people's photos and ask them not to show each other, invite any student on the board and ask him to explain. Let others find famous people's name and their contribution to the society.

➢ **Cross the words** – write different words on the board and read their definitions. Ask ready students to go to the blackboard and cross the appropriate word.

➢ **Where can I**…….. – distribute photo of different places in one picture like hotel, school, bank, supermarket, library, police office, drugstore and so on. Tell students to work in pair and explain to each other the direction of places or how to get there.

According to our experience and observation of mixed ability classes in foreign philology faculty we can suggest the following good tips for a good language teacher in mixed ability classes:

- Be friendly and always creates a friendly, warm atmosphere;
- Explain tasks or things in easy ways;
- Combine the theory and practice while teaching;
- Push weak learners to the lesson, not only strong students;
- Let the students do it by themselves in groups;
- Try to clarify and simplify the unknown words;
- Ask students opinion and let them speak;
- Never disturb while speaking;
- Not to correct mistakes while speaking;
- Motivate students;
- Give constructive feedback in oral or written form;

- Organize class work, more learner-centered;
- Use different learning styles and strategies;
- Organize different interesting activities, try to avoid time-consuming tasks
- Use authentic materials and projects;
- Use new information and communication technologies;
- Integrate communicative competence in class

Summarizing the main points of the argument in few words, in order to motivate a group of a mixed ability students teachers should integrate different teaching methods and use various activities during the lesson. In addition, we suggest that the above given main points for teachers will give their good results in teaching foreign languages.

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Research supervisor: X.S. Muxitdinova, D.Sc. (Pedagogy), Professor, Uzbekistan State University of World Languages, Tashkent, Uzbekistan

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ПРОБЛЕМЫ АДАПТАЦИИ ИНОСТРАННЫХ СТУДЕНТОВ В ТОМСКОМ ПОЛИТЕХНИЧЕСКОМ УНИВЕРСИТЕТЕ

Цзинюань Цзян
Национальный исследовательский Томский политехнический университет, Томск, Россия
wgw@tpu.ru

Аннотация: В статье показана востребованность академической мобильности, реализуемой в ТПУ, у студентов из Китая. Обозначены проблемы, возникающие при реализации академической мобильности.

Ключевые слова: академическая мобильность; совместная программа; иностранные студенты; адаптация

ADAPTATION PROBLEMS OF FOREIGN STUDENTS IN TOMSK POLYTECHNIC UNIVERSITY

Jingyuan Jiang
National Research Tomsk Polytechnic University, Tomsk, Russia
wgw@tpu.ru

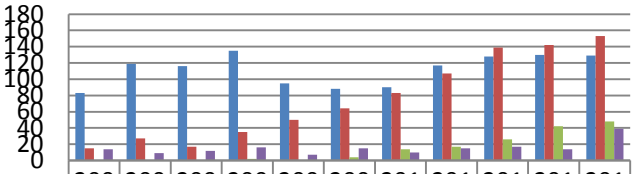
Abstract: The article shows the relevance of academic mobility implemented in the TPU for students from China. The problems are designated arising from the academic mobility implementation.

Keywords: academic mobility; double degree program; foreign students; adaptation

Востребованность Российского образования у иностранных граждан. Все больше повышается интерес к академической мобильности, как у российских студентов, так и у иностранных, желающих обучаться в России. Академическая мобильность дает возможность получить опыт обучения и проживания в зарубежной стране, приобрести навыки научных исследований в иностранных лабораториях [2-4].

Основные потребители программ академической мобильности ТПУ – иностранные студенты из Азии, в т. ч. из Китая. Анализ статистических данных [1] показывает, что количество студентов из Китая, обучающихся в России, уступает только количеству студентов из Казахстана. Так в 2013/2014 г. 27524 человека приехали учиться из

Казахстана, 18269 – из Китая. Но если студенты из Казахстана для России привычное дело, то предстатели Китая все же считаются «экзотикой». ТПУ подтверждает общероссийскую статистику по числу обучения иностранных студентов [3, 4], что показано на рисунке.



	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Вьетнам	83	119	116	135	95	88	90	117	128	130	129
Китай	15	27	17	35	50	64	83	107	139	142	153
Монголия	0	0	0	2	0	4	14	17	26	42	48
Другие страны	14	9	12	16	7	15	10	15	17	14	39

Количество иностранных студентов бакалавриата ТПУ(1-4 курс), обучающихся ТПУ на русском языке

По прогнозу Российской академии наук (института социологии) тенденция увеличения иностранных студентов в российских вузах будет сохраняться до 2030г. [1, 5]. Все это подтверждается тем, что число запрашиваемых квот на обучение в России среди студентов из стран Азии неуклонно растет. Исходя из этого, можно предположить, что число иностранных граждан в Томском политехническом университете будет увеличиваться. Поэтому проблема качества реализации обучения иностранных студентов в ТПУ и вопросы адаптации выходит на первый план.

Преимущества ТПУ. ТПУ – один из старейших вузов в России, что позволяет ему быть одним из лучших технических вузов, имеющем, в том числе и мировую известность. ТПУ одним из направлений своей деятельности выбирает интернационализацию науки и образования. Преимущество ТПУ перед вузами столичного региона для студентов из Китая заключается в *территориальной*

близости, более *низкой стоимости* обучения и проживания и *толерантности* университетской среды.

ТПУ предлагает широкий спектр образовательных программ для иностранных граждан: от краткосрочных языковых курсов до получения дипломов двух вузов (ТПУ и иностранного).

Основной формой сотрудничества ТПУ и Китаем является реализация программы «2+2» с двумя ведущими вузами Китая: Цзилиньским университетом (Jiling University) и Шеньянским политехническим университет (Shenyang Ligong University). Кафедра физических методов и приборов контроля качествав рамках этой программы реализует обучение студентов по направлению «Приборостроение» (бакалавриат). Начиная с 2011, кафедра выпустила 25 студентов, многие из которых продолжили обучение в магистратуре и аспирантуре, в том числе и в других Российских и зарубежных вузах. Сейчас по данной программе обучаются 26 человек.

Проблемы иностранных студентов. Успех реализации любого проекта основан на трех факторах: интерес, выгода, психологический комфорт [4]. Академическая мобильность позволяет получить новые актуальные знания и компетенции в области образования и научных исследований, поддерживать контакты между вузами, а также способствует развитию глобализации образования. Поэтому первые два фактора реализации сотрудничества ТПУ и КНР не вызывают сомнения, а вот психологический комфорт студентов из Китая необходимо повышать.

Трудности для китайских студентов при реализации академической мобильности:

1. ***Чуждость языковой среды.*** Специфика программы «2+2» заключается в том, что обучение ведется в 2 этапа. 1-2 годы обучение проходит в Китае в основном на китайском языке, лишь некоторые курсы читаются преподавателями ТПУ на русском языке. 3-4 годы обучение проходит в ТПУ на русском языке. Для более быстрой адаптации студенты проходят обучение в «летней школе», т.к. имеют минимальные знания по русскому языку. Кроме того, в учебный план ТПУ вводит дополнительные 8 часов русского языка в неделю.

2. ***Повышенная учебная нагрузка.*** Сложность обучения по программе «2+2» вызвана наличием разницы в учебных планах Китая

и ТПУ и необходимости повышения аудиторной нагрузки у китайских студентов по сравнению с российскими студентами. На третьем курсе иностранные студенты посещают лекции и практические занятия совместно с русскими студентами, что помогает быстрее адаптироваться к обучению в ТПУ.

3. ***Микрострессы.*** Нахождение в иной социокультурной среде может вызывать многочисленные микрострессы вследствие смены образа жизни, что в совокупности составляет основу поведения и взаимодействия с окружающей средой.

ТПУ проявляет толерантность ко всем иностранным студентам. Множество служб в ТПУ помогают ребятам и в учебе, и в решении разного рода бытовых и социальных вопросов. Регулярно проводятся различные культурные мероприятия, позволяющие китайским студентам показать особенности своей страны и познакомиться с культурой России.

В заключении можно сказать, что ТПУ прилагает большие усилия, чтобы повысить комфорт иностранных студентов в России.

Заключение. Количество иностранных граждан, желающих получить образование в России, неуклонно растет. Большинство иностранных студентов приезжают в российские вузы, и в частности в ТПУ, из стран Азии. В последние годы увеличивается число студентов из Китая.

Академическая мобильность создает благоприятный климат для талантов в области знания во всем мире и стимулирует процесс интеграции науки и образования. Для дальнейшего развития академического обмена необходимо понимать проблемы адаптации иностранных студентов и принимать меры для решения этих проблем.

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Научный руководитель: Г.В. Вавилова, канд. техн. наук, ст. преподаватель, ФГАОУ ВО «Национальный исследовательский Томский политехнический университет», Томск, Россия

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НАСТАВНИЧЕСТВО КАК ФОРМА ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА: ПРОБЛЕМЫ И РЕШЕНИЯ

С.С. Хан
Республиканский научно-практический центр развития инновационных методик обучения иностранным языкам при Узбекском государственном университете мировых языков, Ташкент, Узбекистан
svetlanak18.khan@yandex.com

Аннотация: В статье рассматриваются сильные и слабые стороны наставничества как одной из потенциальных форм профессионального развития учителя английского языка, а также личностные и профессиональные качества, необходимые наставникам для достижения успеха в работе с учителями.

Ключевые слова: профессиональное развитие; наставничество; личностные и профессиональные качества наставника; зона проксимального развития

MENTORING AS A FORM OF ENGLISH TEACHER PROFESSIONAL DEVELOPMENT: CHALLENGES AND SOLUTIONS

S.S. Khan
Republican Research Centre for Development of Innovative Methods in Teaching Foreign Languages under the Uzbekistan State World Languages University, Tashkent, Uzbekistan
svetlanak18.khan@yandex.com

Abstract: The article examines advantages and challenges in organizing mentoring which is one of the effective forms of professional development of teachers of English, as well as personal and professional qualities mentors need to work with their mentees.

Keywords: professional development; mentoring; personal and professional qualities of mentors; zone of proximal development

Вступление

Профессиональное развитие учителя является одной из определяющих, гарантирующих успех образовательных реформ. Широкомасштабные реформы, начатые в Узбекистане после

появления на свет Указа Президента от 10.12.2012 «О мерах по дальнейшему совершенствованию системы изучения иностранных языков», приносят свои плоды: приняты новые стандарты, с конкретными критериями уровня знаний иностранных языков на каждой ступени обучения; созданы новые учебные планы, программы и учебно-методические комплексы, гарантирующие преемственность системы образования на всех ступенях обучения.

На всех уровнях образования, начиная с начальной школы и заканчивая высшим образованием, проделана большая работа: оснащены кабинеты иностранных языков, внедряются новые учебники и учебно-методические комплексы, проводятся регулярные семинары и тренинги, на которых учителя повышают свое педагогическое мастерство и осваивают новые технологии.

Тем не менее, предстоит еще много сделать для того, чтобы повысить качество преподавания иностранных языков, в частности английского языка, в системе народного обазования. Регулярные мониторинги, срезы качества знаний учащихся и учителей показывают, что качество обучения все еще довольно далеко от желаемого.

Для повышения качества обучения, наряду с регулярными курсами повышения квалификации учителей, в стране организована система наставничества (Mentoring). В каждой школе работают группы профессиональной поддержки учителей, работу в которых ведут наставники (Mentors).

Наставничество является одной из форм профессионального развития учителя, в которой более опытный учитель (Наставник), оказывает профессиональную поддержку менее опытному коллеге. Часто менее опытный коллега является новичком в данной профессии или в организации [2].

Кто может быть наставником

Существует ошибочное мнение, что любой хороший учитель с опытом работы в данной сфере или в данной организации может автоматически стать хорошим наставником. «Не каждый может, или должен быть наставником. Недостаточно быть просто хорошим учителем, так как наставничество не является просто продолжением

учительской деятельности. Необходимо наличие других знаний, умений, отношений и навыков» (перевод автора) [1, с.124].

Наставник должен уметь построить отношения, основанные на доверии, открытости и доброжелательности. Наставник и учитель должны полностью доверять друг другу, и создание доверительных отношений является одной из приоритетных задач наставника [4]. Первые шаги и встречи являются очень важными в выстраивание таких отношений. Несмотря на то, что наставничество относится к профессиональной сфере, оно предусматривает оказание поддержки как в профессиональном, так и в личностном плане. Помощь на личностном уровне может включать, например, оказание помощи в налаживании отношений с коллективом, начальством, учащимися и родителями. Профессиональная поддержка должна отвечать запросам учителя и видоизменяться в зависимости от профессионального роста учителя. Наставник, несмотря на свою занятость, должен находить время, чтобы оказать нужную, конструктивную поддержку [5].

Профессиональные качества наставника

Для того чтобы оказывать профессиональную поддержку, наставник должен обладать соответствующими профессиональными качествами, в которые входят:

- Высокие профессиональные знания предмета;
- Общепризнанный учительский авторитет;
- Глубокое понимание эффективных методик обучения и умение объяснить их;
- Умение проводить конструктивные анализы уроков, в которых учитель сам анализирует, делает выводы и планирует последующие шаги;
- Глубокое понимание сути профессионального развития учителя и умение направлять учителя в профессиональном росте.

Роль и задачи наставников

К наставникам предъявляются очень высокие требования. Каждый наставник разрабатывает план работы в начале учебного года, который входит в план работы языковой кафедры. В план работы входят регулярные взаимопосещения уроков с последующим обсуждением; разработка и проведение открытых уроков; участие в школьных, районных, городских и республиканский мероприятиях. В конце

учебного года педагогический совет школы заслушивает презентацию наставника и учителя о проделанной работе.

В спектр работы наставника входят следующие задачи:

- Моделирование соответствующего профессионального поведения, включая высокую мотивацию, преданность профессии и энтузиазм;
- Поддержание собственного учительского авторитета;
- Проведение аналитических разборов посещенных уроков;
- Проведение открытых, честных и конструктивных обсуждений уроков;
- Определение четких целей и задач для профессионального развития учителя;
- Оценивание и анализ сильных и слабых сторон учителя;
- Определение учителей, нуждающихся в профессиональной помощи [4, 6].

Одной из самых важных и трудных задач наставника является аналитический разбор урока. Проблемы с анализами посещенных уроков всегда были в центре обсуждений, включающие обсуждения рисков, появляющихся при проведении оценивании качества урока. Наставник должен уметь тщательно проанализировать урок и увидеть его сильные и слабые стороны. Для начинающих учителей очень важно мнение наставника, но им не всегда легко принять критику. Обсуждение слабых сторон и допущенных промахов может разрушить дружеские отношения и создать критическую ситуацию.

Наставник должен помнить, что на объективность анализа урока влияет ряд факторов, среди которых: багаж знаний, опыт работы и собственное мнение наставника. Более того, отсутствие четких целей посещения урока или же слишком суженный фокус могут повлиять на качество работы. Наставник и учитель могут обсудить заранее цель посещения, при этом приоритетным должно быть мнение учителя.

Наиболее эффективные результаты могут быть достигнуты в ходе кропотливой работы, в которой ведущая роль отводится самому учителю. В соответствии с социокультурной теорией развития Выготского, более компетентный коллега может фасилитировать прогресс менее компетентного коллеги, принимая во внимание деятельность в зоне проксимального развития

учителя. Выготский доказал, что развитие быстро прогрессирует при условии, что наставник четко видит и определяет, где находится учитель в данное время и как ему помочь в достижении поставленной цели [7]. Наставник сможет сконцентрироваться на определенной проблеме и оказать необходимую методическую помощь.

Проблемы и возможные пути решения

Исследования, проведенные для анализа преимуществ наставничества как одной из потенциальных форм профессионального развития учителя, показывают, что наряду с преимуществами существуют недостатки и проблемы.

Одной из проблем часто становятся индивидуальные разногласия между участниками. Не всегда мнение и светы наставника принимаются настолько, насколько этого хотел бы наставник. В данных случаях наставник должен не навязывать своего мнения, а стараться завоевать доверие своего подопечного и развивать умение принимать разные точки зрения.

При условии, что учитель сам признает, что ему нужна помощь в каком-либо секторе, как например, работа с отстающими, эффективные формы проверки домашнего задания, эффективные способы и методы презентации нового материала и так далее, создастся позитивная творческая обстановка.

В заключение, хочется отметить, что для достижения успеха наставник должен создать доброжелательную творческую атмосферу, научить учителя самому оценивать свои сильные и слабые стороны, не бояться признавать ошибки и находиться в постоянном поиске для повышения своего мастерства.

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Научный руководитель: Г.Х. Бакиева, д-р филол. наук, профессор, проректор по научной работе Узбекского государственного университета мировых языков, Ташкент, Узбекистан

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УЧАСТИЕ В КОНФЕРЕНЦИИ КАК ОДИН ИЗ ЭТАПОВ ОБУЧЕНИЯ СТУДЕНТОВ УСТНОМУ НАУЧНОМУ ОБЩЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ

Г.Е. Христосенко
Новосибирский государственный технический университет,
Новосибирск, Россия
galina.christosenko@mail.ru

Аннотация: В данной работе обоснована ценность владения устным научным общением на английском языке для студентов; дана характеристика устному научному общению; указаны факторы, играющие важную роль в процессе научной коммуникации; отражены основные компоненты презентации.

Ключевые слова: научный стиль; научная коммуникация; конференция; презентация

PARTICIPATING IN THE CONFERENCE AS ONE OF THE STAGES OF TEACHING ENGLISH FOR ACADEMIC PURPOSES TO STUDENTS

G.E. Khristosenko
Novosibirsk State Technical University, Novosibirsk, Russia
galina.christosenko@mail.ru

Abstract: In this paper the value of proficiency in speaking English for Academic Purposes (EAP) for students is proved; the characteristics to scientific communication is given; the factors playing a great role in process of scientific communication are pointed out; the main components of the presentation are reflected.

Keywords: scientific style; scientific communication; conference; presentation

In der heutigen Zeit dringt der Prozess der Globalisierung in alle Bereiche der menschlichen Tätigkeiten durch und kräftigt somit den Status der englischen Sprache als eine internationale Sprache in der globalen Gemeinschaft der Wissenschaft. Infolge der Verbreitung der englischen Sprache wächst entsprechend die soziale Rolle der Wissenschaft. Aufgrund der Entwicklung neuer Technologien und Entstehung von internationalen Beziehungen erfordert man von den Fachleuten qualitativere

Vorbereitungen. Die von Jahr zu Jahr zunehmende öffentliche und auch nationale Bedeutung der Befähigung zur mündlichen Kommunikation in der wissenschaftlichen Gemeinschaft ist derzeit ein aktuelles Forschungsthema. Dieses spezialisiert sich auf den Erhalt des mündlichen wissenschaftlichen Unterrichts in englischer Sprache an Hochschulen.

Die Forschung stützt sich auf den aktuellen Kontext (A.V. Hutorskoj, N.M. Jedvards, T.P. Skorikova), linguistische Grundlagen des wissenschaftlichen Diskurses (N.K. Rjabceva, N.I. Kolesnikova), linguistisch-didaktische Vorschrift der Lehre von Fähigkeit und Fertigkeit wissenschaftlicher Rede (L.K. Sal'naja, N.D. Gal'skova, I.A. Zimnjaja, N.A. Bure, N.M. Chernenko).

Mit jedem Jahr steigt die Anzahl der Konferenzen mit Teilnahme von Studenten. Diese treten mit Vorträgen auf, welche unter der Leitung von Dozenten vorbereitet wurden. Zweifellos bereiten sich die Teilnehmer der Konferenz sorgfältig vor und merken sich den Lernstoff, jedoch wie es in Wirklichkeit ist, gelingt es nicht immer, den Inhalt so zu übermitteln, damit sich das Publikum dafür interessiert. Es reicht nicht, den Text auswendig zu lernen und ihn fließend nachzuerzählen. Die Information sollte logisch aufbauend sein, damit den Zuhörern die Aufnahme dieser erleichtert wird. Der Vortragende muss seinen Auftritt klar und deutlich strukturieren und sollte seinem Publikum die Informationen in wissenschaftlicher Sprache so vermitteln, als würde er eine Geschichte aus dem Leben erzählen. Ziel ist es auch, das Interesse von Zuhörern zu erwecken. Darin besteht die Schwierigkeit des wissenschaftlichen Stils.

Der wissenschaftliche Stil ist ein funktioneller Stil, verbunden mit der wissenschaftlichen Tätigkeit und der reflektierenden Eigenschaften der theoretischen Gedanken [6]. Die sprachlichen Eigenschaften des wissenschaftlichen Stils sind:

- Vorläufige Aussage treffen;
- Monologischer Charakter der Rede;
- Strenge Wahl sprachlicher Mittel;
- Tendenz zu einer normierten Rede [4].

Ein unverzichtbarer Teil einer wissenschaftlichen Rede ist die mündliche wissenschaftliche Kommunikation. Wir sind mit H.M. Chernenko einverstanden, dass die mündliche wissenschaftliche Kommunikation ist ein Komplex aus den Prozessen der Präsentation und

Übermittlung und Aufnahme wissenschaftlicher Informationen in der Gesellschaft, welcher den Hauptmechanismus der Existenz und Entwicklung bildet [2]. Für eine effektive Kommunikation im wissenschaftlichen Umfeld ist es notwendig, ein gewisses Geschick für Präsentationen zu haben und seine Informationen und eigene Gedanken dem Publikum zu vermitteln. Eine erfolgreiche Präsentation beinhaltet:

- Bestimmung eines Ziels (ein richtig bestimmtes Ziel garantiert die Qualität des Auftritts);
- Analyse des Hörsaals (die Information sollte der Zielgruppe angepasst sein);
- Planung (Festlegung einer Struktur für den Vortrag; Gliederung der wichtigsten Teile: Einleitung, Hauptteil und Schluss);
- Organisation der Materialien;
- Vorbereitung der Visualisierungsmittel;
- Auftritt.

Mit jeder kommunikativen Situation sind die meisten typischen verbreiteten sprachlichen Mittel verbunden. Um eine erfolgreiche Kommunikation im lehr-wissenschaftlichen Bereich gewährleisten zu können, sollte der Student wenigstens die elementaren Modelle eines Vortrages kennen, ohne die das Lernen unmöglich ist. Aus diesem Grund entwickeln sich für Wissenschaftler und Forscher Lehrmittel mit dem Ziel, die Studenten selbstständig mit Berücksichtigung verschiedener Faktoren auf Vorträge in Konferenzen vorzubereiten. Eines dieser Lehrmittel ist «Osnovy kul'tury nauchnoj rechi v sisteme vuzovskoj podgotovki sovremennogo specialista» von T.P. Skorikova. Die in der Tabelle aufgeführten Ausdrücke sind für die mündliche wissenschaftliche Kommunikation vonnöten, da sie dem Publikum die Möglichkeit bieten, sich in der Struktur des Vortrags orientieren zu können. Falls es zu einer Ablenkung des Zuhörers kommt, so sollten diese Ausdrücke dem Publikum zu verstehen helfen, worum es in der Rede geht. .

Markierer sind für Vorträge in Konferenzen mit Präsentationen verwendbar:

Richtiger Ausdruck	Falscher Ausdruck
Now, let us turn to the point…	Let’s come back to…
The second point is….	Our second point is…
Moving to the point three…	If we move to the point three…

And finally…	In the end…
I'd like to attract your attention to…	Please, pay attention on…
I should like to note…	I want to note…
Have a look at…	Look at…
As I've already mentioned…	As I said earlier…
In conclusion, I'd like to stress…	In conclusion I want to stress…

Zudem spielen extralinguistische Faktoren, wie das Verhalten und Auftreten des Vortragenden während des Auftritts, eine äußerst wichtige Rolle. Die Hauptschwierigkeiten der Auffassung des Materials in den Konferenzen sind verbunden mit phonologistischen Merkmalen. Solche Merkmale wie Geschwindigkeit, Akzent, Aussprache der Begriffe, welche schriftlich erkennbar sein können. Langsame, deutliche, laute Rede des Vortragenden, stimmliche Akzentuierung wichtiger Fakten, eine entspannte Gestik, Entspannung, Beobachtung der Reaktion des Publikums versichern einen erfolgreichen Auftritt.

Nach Meinung I.A. Kazachihina, führt die Einführung einer Tätigkeit als Komponente zu einem Mechanismus der Selbstentwicklung. Die Weiterbildung und Weiterentwicklung des Studenten erfolgt allein über den Prozess der selbstständigen mündlichen Vorbereitung des Vortrags in englischer Sprache.

Man sollte ebenfalls der Meinung sein, dass während der Vorbereitung auf den Auftritt in der Konferenz, in der Zeit der schriftlichen Ausarbeitung, der Erstellung der Präsentation und der Abarbeitung der sprachlichen Mittel, die Studenten völlig selbstständig ihre Fähigkeiten und ihr Können in der wissenschaftlichen Kommunikation in englischer Sprache verbessern. Jedoch darf man nicht vergessen, dass es ohne theoretische Grundlagen, auf welche man sich stützen kann, nicht möglich ist, zu einem äquivalenten Ergebnis zu kommen.

Somit sehen wir als nächste Aufgabe die Ausarbeitung der inhaltlichen Komponente der Lehre der mündlichen wissenschaftlichen Rede in englischer Sprache.

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Research supervisor: I.A. Kazachikhina, Cand.Sc. (Philology), Assistant Professor of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

Language advisor: Yu.A. Makarova, Senior Lecturer of the Department of Foreign languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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КОУЧИНГ КАК ОДНА ИЗ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Е.С. Лобанова
Новосибирский государственный технический университет,
Новосибирск, Россия
nicecat94@mail.ru

Аннотация: В настоящее время перед нами стоит актуальная проблема поиска эффективного способа изучения иностранного языка в университетах. В России и Европе находится несколько школ и университетов, в которых применяется технология «коучинг». Благодаря данной технологии возможен рост эффективности изучения иностранных языков, соблюдая некоторые принципы.

Ключевые слова: коучинг; профессиональные навыки; иностранные языки; мотивация.

COACHING AS A MODERN TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

E.S. Lobanova
Novosibirsk State Technical University, Novosibirsk, Russia
Nicecat94@mail.ru

Abstract: Nowadays we face the topical problem of searching the efficient way of learning a foreign language in high schools. There are some universities and schools in Russia and Europe, where the coaching technology is introduced, that is why it is necessary to intensify the efficiency of learning languages with this technology according to some principles.

Keywords: coaching; professional skills; foreign languages; motivation

Education has always been an important aspect in every epoch. Every period has new demands for the quality of education of university graduates. The demands are changed and specified in line with the world standards. Nowadays knowledge of foreign languages is in highest demands in educational programs.

The role of foreign language learning increases every year. Likewise, there is the necessity of searching the most effective ways of teaching. One of the modern education technologies is «Coaching». This technology is

used in many spheres of life, including pedagogy. Pedagogical coaching is understood as teachers' training and students' quality of knowledge increase. Also, this process is devoted to high efficiency of teacher and student collaboration, providing that their cooperation helps to achieve a certain aim, for instance: to successfully pass the final exams, to go abroad in the nearest future, to get the certificate of foreign language proficiency. In a word, coaching is a special teaching way, forwarded to aim achievement.

Education is a basis of all life aspects.According to the report by David Feldstein, the problem of present-day pedagogy is the lack of students' and teachers' motivation. It influences other spheres of life and the quality of modern education. That is why, the lower the quality of education is, and the lower is the world life quality. Thereafter, if there is trust and friendly relationship between the teacher and the student, they consider each other as friends and co-workers. The teacher supports his student in every step to rich achievements, sharing his feelings of achievement.

The importance of this topic is explained by the increase of demand for knowledge of foreign languages on the labor market. According to this fact, people start to learn languages for different purposes, considering their professional sphere. It is very difficult to find an efficient teaching method, which would help a student to speak fluently and use the acquired knowledge in his professional sphere. The object of the research is coaching in the process of learning foreign languages.

Nowadays one of the most urgent problems of education is lack of students` motivation and ambiguity about future career. Many students go to university just to get a diploma without planning to work in the chosen profession in the future. For example, students of linguistics faculty do not even know the purpose and competences of this educational program. Coaching creates the willingness of students for self-development and helps to develop an educational program according to student's individual qualities.

Russian Soviet linguist, the academician of the SA USSR L.V. Sherba, postulated the principle of awareness as the key one in foreign language learning. As far as «coaching» technology is concerned, the awareness is the main point of motivation to successfully learn a foreign language to be able to speak and understand grammar rules. It is necessary to be sure in the student's and teacher's aim commonalty. A student must have an attitude to

studies as competition: an aspiration to win, fulfillment of all coach's tasks and abstraction from all extraneous factors during the process of education. The final aim of educational process must not be to receive a diploma. It must be to develop necessary professional skills.

The principle of coaching is the same in all spheres: sports, business, politics and education. A famous athlete David Hemery interviewed sportsmen to learn how they understand the influence of thinking on sportsmen's activity. All answers were unanimous. Almost all sportsmen answered in such a way like: «We play with our brain» or «Mind is the most important thing» [2]. Also, the awareness is as important aspect in coaching process as mind. According to the above-stated example, it is recommended to select students before entering in the «coaching» program at the university. This kind of selection can be considered as psychological test for motivation indication of getting a profession.

According to another countries' experience, there is an effective improvement of education at schools, where the «coaching» technology was introduced. For instance, in 2002 in Norway, the coaching technology was officially introduced in some schools and universities. This pedagogical innovation brought perfect results. There were a lot of negotiations in coach-style between the school and universities headmasters, teachers and Yan Christians, the specialist of coaching in International Federation of coaching, the headmaster of Ericson University. Also The Norwegian representation of IEU took part in coaching introduction process [3]. The introducing of coaching into the educational process of Norway schools, such as Nuller school, Vetter and Vollen primary schools gave excellent results: the schools with coaching technology became prestigious ones among all city`s schools and the graduates of these schools became very demanded on Europe labor market [2].

Yan George Christianses said: «Enjoy the education. It is the most wonderful thing in the world». This principle must be the basis of any education process, especially in foreign languages learning [1]. As for learning languages at universities, it is possible to introduce the method of a talented Russian linguist, Dmitry Hohlov, the headmaster of International association of linguists and coaches. He has already introduced the coaching technology in Moscow state technological university of Stankin in linguistics faculties [3]. Before entering this program, students are selected

according to the motivation degree of getting knowledge. The clear necessity of the goal of learning languages is the foundation of the coaching technology. The program is divided into some parts, and the deadline of finishing is established, so that students are deeply in their aim during their educational period. In addition, they always think of their future career and are sure that knowledge will be a necessary element for them in their profession. According to the students, the learning of foreign languages is rather difficult, but the motivation helps them to overcome the difficulties [3]. Moreover, the relationships between coaches and students are cooperative, so that it is the second factor, which helps students to get professional skills. Every student, who is ready to study in coaching program, must learn the cultural and professional competences of his specialty from the Standard of education. It will make him understand the accurate demands and aims, which he must achieve.

The role of a teacher is very significant in «Coaching» technology. The pedagogue's task is to help a student in reaching his goal. Before the teacher becomes a coach, he must take special training in coaching courses and get a diploma that will give him a right to teach students by «coaching» technology. Nowadays, there are some special organizations of coaches training in every city in Russia, but the most popular one is the University of Ericson in Moscow. A lot of teachers enter it to become a coach, plus these courses can be considered as improving of qualification process. According to the research by John Whitmore, the famous American business-coach, the coach is like a manager, who feels a lot of excitement to share his professional experience with high-motivated students. During the educational process by the «coaching» technology, the coach feels his power and magnitude, which makes him assured and efficient. To sum up, the positive result of coaching technology is reached when the both subjects of the coaching process have the same vision of the goal [1].

If the coaching technology is introduced into the process of learning a foreign language, the efficiency will grow the principles of coaching are based on speaking skills improvement. Besides, students will have enough motivation for learning a language during established time. According to Arseniy Rybakov, a language is a metaphor of personal self-development, which is a really necessary element for every modern person. The coaching in learning language will improve not only speaking and grammar skills, but

also the erudition in cultural and communication sphere. The introduction of coaching is necessary to be suitable to educational standards and professional competences of the faculty.

On the whole, the coaching is the instrument of learning of a foreign language, and a language is an instrument of cultural sphere of a person, so that the improvement of learning languages will increase the level of life.

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Research supervisor: E.A. Melekhina, Cand.Sc. (Pedagogy), Associate Professor, Head of the Department of Foreign languages (Humanities),Novosibirsk State Technical University, Novosibirsk, Russia

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РАЗВИТИЕ МЕЖПРЕДМЕТНЫХ СВЯЗЕЙ ПРИ ОБУЧЕНИИ ЧТЕНИЮ (НА ОСНОВЕ СКАЗОК Б. ПОТТЕР)

К.А. Лукина
Новосибирский государственный педагогический университет,
Новосибирск, Россия
lukina_kseniya@inbox.ru

Аннотация: Цель исследования заключатся в анализе методического потенциала сказок Беатрикс Поттер как материала для обучения чтению на английском языке в начальной школе, а также как материала, позволяющего развивать межпредметные связи.

Ключевые слова: межпредметные связи; экспансивное чтение; аутентичные художественные тексты; Беатрикс Поттер

ESTABLISHING CROSS-CURRICULAR LINKS WHEN TEACHING READING (BASED ON B. POTTER'S TALES)

K.A. Lukina
Novosibirsk State Pedagogical University, Novosibirsk, Russia
lukina_kseniya@inbox.ru

Abstract**:** The purpose of the given research is to revealthe educational potential of Beatrix Potter's tales in teaching reading in English in primary school. The main aspect under study is establishing cross-curricular links at a class in English.

Keywords**: c**ross-curricular links; expansive reading; authentic literary texts; Beatrix Potter

The object of the given research is cross-curricular links withNatural Science education in the tales of Beatrix Potter. *The aim* of the present research is to analyze the educational potential of B. Potter’s tales as the texts for teaching expansive reading which presupposes establishing cross curricular links of English with other subjects, literature and natural science in particular.

In accordance with the purpose of the following research we set the following *tasks*: define the notion of expansive reading; analyze the tales by B. Potter as pieces of fiction suitable for developing cross-curriculum links; construct a student-teacher package for primary school, including a

selection of texts for reading in class, accompanied with exercises and activities aimed at developing major skills as well as vocabulary and grammar.

The material chosen for the research is the tales by B. Potter: *The Tale of Squirrel Nutkin, The Tale Of Mr. Jeremy Fisher, The Tale of Peter Rabbit, The Tale Of Jemima Puddle -Duck, The Tale of the Pie and the Patty Pan, The Tale of Timmy Tiptoes, The Tale of Mr. Tod.*

The world beyond the classroom is cross-curricular. Cross-curricular learning accepts different points of views and strives to build more lasting, transferable and knowledgeable understandings of the world [4].The cross-curricular links are an important condition and result of integrative approach in the learning and teaching process [1]. Realization of cross-curricular links contributes to developing understanding of natural phenomena and the interconnection between different spheres of knowledge.

For the purposes of our research, we must take into account the requirements to teaching English, on the one hand, and Natural Science, on the other hand, as stated by the Russian Federal State Educational Standard for primary education.

According to the requirements of "The Federal State Educational Standard (Primary Education; Foreign Language)" primary school students must develop a friendly attitude and tolerance towards speakers of other languages by getting to know their peers' life in other countries, children folklore and available children's fiction books [6].

According to the requirements of "The Federal State Educational Standard (Primary Education; Social Science and Natural Science)" primary school students must: realize the integrity of the environment, develop the fundamentals of environmental literacy, know elementary rules of moral behavior in the world of nature and humans, norms of health-saving behavior in the natural and social environment; develop skills in establishing and identifying cause-and-effect relationships in the external world [6].

"The Programme of Primary General Education (the section about Natural Science)" points out the module "Man and Nature", studying which, the pupils will acquire the knowledge about animate and inanimate natural phenomena and will be able to describe them by pointing out their

distinguishing features, interconnections in wildlife, the role of man and his influence on nature [2].

Our hypothesis is based on the assumption that Beatrix Potter's tales can be implemented into the primary school curriculum as texts for developing three basic reading skills (skimming, scanning, reading for detail) as well as the material for expansive reading lessons.Expansive reading means that learners not only read – both original stories and adapted classics – but they also learn about history, culture, geography and other school subjects, as well as improving all of the language skills. Such type of reading aims to use the text that the students read as a springboard to explore all kinds of areas – linguistic, cultural and other [5]. Thus expansive reading is important for our research as it is based on establishing cross-curricular links.

The following features of B' Potter's tales make them suitable for the English classroom.

I. Themes.We suppose that the tales of Beatrix Potter can contribute to the development of cross-curricular links because they concern a wide range of themes, which match the requirements of "The Federal State Educational Standard" and "The Programme of Primary General Education"in teaching both a foreign language and Environmental Education, such as:

Thematic characteristics of B. Potter's tales

№	Theme according to the Programme of Primary General Education	Theme as revealed in the tales by B. Potter	Example of Tale
1.	I and my friends	Bland the pig helped and saved the other pig	"The Tale of Pigling Bland"
2.	Domestic and wild animals	Different animals, their habits and the situations connected with them.	All tales
3.	Forest, meadow	The action takes place in the forest	"The Tale of Mr. Tod", "The Tale of Peter Rabbit"
4.	Water	The main character went fishing and met a lot of habitants of the pond	"The Tale Of Mr. Jeremy Fisher"

5.	Food and shelter for animals	In these stories the animals were trying to store a hoard for winter	“Timmy Tiptoes”, “The Tale of Squirrel Nutkin”

II. Characters. The main characters of the tales are the loyal and helpful bunny Benjamin, silly and trusting duck Jemima, busy and gregarious frog Jeremy Fisher, friendly, happy and very obliging hedgehog Mrs Tiggy-Winkle etc. All these animals are anthropomorphous: their conduct and the problems are similar to people’s, which makes it possible to discuss moral issues reflected in the tales.

Using tales at a class in English is supported by the skills obtained by pupils at their lessons of literary reading. According to “The Programme of Primary General Education (the section about literary reading)” the pupils are taught to approach a literary text in the following ways (here we enumerate the items important for our research): understanding the text through its title; understanding folklore as texts about universal human moral values and relations; describing the main characters, their appearance, personality and behaviour from the moral point of view. Comparing characters’ behaviour, pointing out similarities and differences.Comparing characters, ideas and themes of folklore across cultures [2].

Studying the animal characters pupils can rely on their knowledge of natural science.

1. The characteristic of habitat.

(1) *In the middle of the lake there is an island covered with trees and nut bushes; and amongst those trees stands a hollow oak-tree, which is the house of an owl who is called Old Brown [8]*.

(2) *He lived in a little damp house amongst the buttercups at the edge of a pond [7]*.

(3) *They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree [12]*.

(4) *In winter and early spring he might generally be found in an earth amongst the rocks at the top of Bull Banks, under Oatmeal Crag [13]*.

2. Animals’habits.

(5)*But Mr. Jeremy liked getting his feet wet; nobody ever scolded him, and he never caught a cold! [7].*

(6)*<the duck> was trying to find a convenient dry nesting-place [11].*

(7)*<squirrels> made little rafts out of twigs, and they paddled away over the water to Owl Island to gather nuts [8].*

3. Animal's appearance.

(8) *He was of a wandering habit and he had foxey whiskers; they never knew where he would be next [13].*

(9) *But what a horrible surprise! Instead of a smooth fat minnow, Mr. Jeremy landed little Jack Sharp, the stickleback, covered with spines![7].*

(10) *He had black prick ears and sandy colored whiskers [11].*

III.Genre.The tales arise pupils' interest in learning English. They are motivating because children get acquainted with available stories of foreign folklore, they express their attitude towards characters.

The prospects of our research are connected with developing a series of lessons of English aimed at enhancing pupils' reading skills by means of 1) teaching them three basic types of reading (skimming, scanning, reading for detail); 2) teaching them to approach a piece of fiction a s text rich in facts and realia of culture, literature and natural science which is possible to achieve with the help of the expansive reading approach.

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Research supervisor: A.V. Tsepkova, Cand.Sc. (Philology), Associate Professor of the English Language Department, Faculty of Foreign Languages, Novosibirsk State Pedagogical University, Novosibirsk, Russia

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РОЛЕВЫЕ ИГРЫ КАК МЕТОД ОБУЧЕНИЯ НЕМЕЦКОМУ ЯЗЫКУ

А.П. Нарматова
Национальный университет Узбекистана имени Мирзо Улугбека,
Ташкент, Узбекистан
narmatova_1982@mail.ru

Аннотация: Речь идёт о методе “Ролевая игра” при изучении немецкого языка как иностранного. В статье описаны положительные и отрицательные стороны данного метода, а также роль обучающихся и преподавателя иностранному языку. При тренировке языковых компетенций рекомендуется свободное говорение без прерывания речи преподавателем.

Ключевые слова: ролевая игра; иностранный язык; разнообразие методов; занятие

ROLE-PLAY GAMES AS THE METHOD OF TEACHING GERMAN AS FOREIGN LANGUAGE

A.P. Narmatova
National University of Uzbekistan named after Mirzo Ulugbek,
Tashkent, Uzbekistan
narmatova_1982@mail.ru

Abstract: The main idea of the article is about the methods of running role-play games in German lessons. It mainly focuses on positive and negative sides of role-play games, and the role of learners and teachers in the process. Role-play games are recommended in teaching and improving speaking skill of pupils, so that they could speak without any fear.

Keywords: role-play game; foreign language; variety of method; lessons

Etwa 70 Prozent der Grundschulkinder Usbekistans wachsen mehrsprachig auf, weil sie eine andere Herkunftssprache als die usbekische Sprache besitzen. Es handelt sich um Kinder, die als Herkunftssprache die usbekische und bspw. russische die Sprache haben. Bei der Beherrschung der Fremdsprachen liegen die Probleme auf den bekannten Ebenen wie Aussprache, Sprachverstehen, Wortschatz und Satzbildung.

In meinem Beitrag möchte ich mich auf das Lernen der deutschen Sprache als Fremdsprache beziehen. Während meiner langjährigen

Unterrichtserfahrung habe ich immer wieder bemerkt, dass die Lernenden verschiedene wiederkehrende Schwierigkeiten beim Lernen der deutschen Sprache als Fremdsprache haben. Eine dieser Schwierigkeiten ist die Redehemmung beim Sprechen. Das hängt mitunter von der Erziehung der Lernenden ab. Als Lehrerin merke ich, dass ein großer Teil der Kinder autoritär erzogen worden ist. Für diesen Teil ist es schwierig, die eigene Meinung zu äußern. Sie zeigen keine Initiative. Beim anderen Teil der Kinder ist es umgekehrt, sie können ihre Meinungen ohne Hemmungen äußern.

Während des Unterrichts treten verschiedene Situationen auf und Lernende reagieren darauf sehr unterschiedlich. Aus meiner Erfahrung möchte ich eine dieser Situationen beschreiben: Wir besprachen das Thema „die Kleidung“ und zu diesem Thema gehört natürlich ein neuer Wortschatz. Unter den neuen Wörtern waren Kleidungsstücke wie Unterhose, Bikini usw. Einige der autoritär erzogenen Lernenden schämten sich sogar diese Wörter auszusprechen. Im Folgenden möchte ich eine Anregung geben, wie man diese Hemmungen abbauen kann.

Um eine Fremdsprache gut zu lernen und zu beherrschen, muss man „einen guten Unterricht“ haben. Was ist ein guter Unterricht? Nach der Meinung von Hilbert Meyer, gibt es keinen Unterricht der Welt, der „an sich“ gut ist [Meyer 1987, S.11]. Es muss die Frage beantwortet werden, für wen der Unterricht gut sein soll und gut für welche Ziele? Die Kriterien sollen helfen, die Lernfolge richtig zu bestimmen. Um einen guten Unterricht zu haben, muss man die Lernenden ohne Angst sprechen lassen. Die Lernenden haben dadurch die Möglichkeit, ihre Meinungen frei zu äußern.

Die Unterrichtsqualität hängt zudem von der Methodenvielfalt ab. Es fällt nicht schwer, die Forderungen nach Methodenvielfalt zu begründen, schließlich muss man das Interesse der Schülerinnen und Schüler beachten.

Gut belegt ist, dass eine Kombination von direkter Instruktion und situiertem Lernen gute Ergebnisse verspricht. Ein erfolgreicher Unterricht ist also ohne Methodenvielfalt nicht denkbar. In diesem Aufsatz möchte ich die Methode des Rollenspiels mit Schülerinnen und Schülern tiefer besprechen und die Vorteile dieser Methode aufzeigen. Meiner Meinung nach haben die Lernenden beim Rollenspiel mehr Chancen zu sprechen.

Wenn wir das Wort *Rollenspiel* lesen oder hören, werden viele Assoziationen geweckt. Die einen verstehen darunter einen Sammelbegriff für alle darstellenden Spiele - von der Pantomime über den Sketch bis hin zum Simulationsspiel. Die anderen denken bei Rollenspielen an die Trainingsmethoden für Führungskräfte in Management-Seminaren. Im Lexikon „Linguistisches Wörterbuch“ von Theodor Lewandowski werden Rollenspiele als „(…) ein eigenes, kollektiv geregeltes Geflecht von sozialen und damit auch sprachlichen Handlungen und Verhaltensnormen“ definiert [Lewandowski 1975, S. 553]. Das Rollenspiel ist die spielerische Übernahme einer Rolle in einer vorgegebenen Situation, oder es ist eine komplexe Methode zur Aneignung gesellschaftlicher Wirklichkeit. Die Kenntnis über das Rollenspiel ist ein erster wichtiger Schritt auf dem Weg, um als Lehrer die Methode ertragreich anzuwenden. Rollenspiele laufen in drei Phasen ab: In der ersten Phase werden die Schüler vorbereitet. Danach wird das Rollenspiel durchgeführt und abschließend werden die gemachten Erfahrungen diskutiert und ausgewertet.

Vorbereitungsphase

Man unterscheidet verschiedene Varianten von Rollenspielen. Vor Beginn des Rollenspiels muss man das Interesse der Lernenden wecken. Dies hängt vom Alter der Lernenden ab und kann über Filme, Texte oder andere Medien geschehen. Einer der wichtigsten Punkte ist, das Szenario und die Rollenanweisung auszuarbeiten. Es wird erfolgreicher, wenn ein Rollenspiel zusammen mit den Lernenden neu konstruiert wird. Solcherweise enthält das Szenario ein umfassendes Bild der Situation, in das sich alle gut hineinversetzen können und auch die Interessen der Lernenden abbildet, was die Motivation fördert.

Stellen wir uns eine Situation vor:

Zwei Freunden gehen ins Café und bestellen ein Menü. Beim Erhalt des Essens bemerken sie aber, dass die Hauptspeise nicht in Ordnung ist.

Zu dieser Situation werden Kleingruppen gebildet, in denen die Rollen besprochen werden. In unserem Fall können die Lernenden ehemalige Schulfreunde oder Kollegen usw. sein. Die Reaktion des Kellners und das Verhalten der Freunde können ganz unterschiedlich ausfallen.

Am Anfang beginnt es so:

A) Die Freunden

- begrüßen sich

- freuen sich über das Wiedersehen
- fragen nach Beruf, Arbeit, Familie usw.

B) Die Freunde
- bitten um eine Speisekarte
- besprechen das Menü
- bestellen das Menü
- nennen besondere Wünsche

Der Kellner
- empfiehlt etwas
- nimmt die Bestellung auf
- fragt nach besonderen Wünschen

C) Die Freunde
- stellen Mängel fest
- beschweren sich (in einem schärferen Ton)

D) Der Kellner
- weist die Beschwerde zurück
- nimmt die Beschwerde an
- entschuldigt sich, bietet etwas anderes an usw.

In diesem Spiel sind die Rollen bekannt, aber die Situation ist offen. Die Spielenden bekommen eine grobe Beschreibung der Situation, sie eignen sich die Konfliktsituation an und einigen sich auf eine Lösungsmöglichkeit. Abschließend wird noch ein Zeitlimit für das Spiel festgelegt.

Spielphase (Durchführungsphase)

Alle Kleingruppen sollen das Spiel vorspielen. Der Lehrer soll die Spielsituation festlegen, die Spielregel in Erinnerung rufen und die Spielenden ihre Spielfläche einrichten: Tisch und Stühle für ein Café, ein Handtuch für den Kellner usw. Der Lehrer muss sich so setzen, dass er die Spielfläche gut sehen kann. Es ist auch wichtig, wenn ein Rollenspiel zum ersten Mal gespielt wird, dass das Spiel möglichst nicht unterbrochen wird, damit sich die Spielenden erst einmal freispielen können.

Spielauswertungsphase

Eine sehr bedeutende Phase stellt die Auswertungsphase im Rollenspiel dar. Leider wird diese Phase häufig wenig beachtet. Zuerst sagen die Spielenden, wie sie sich gefühlt haben. Dann äußert sich der Lehrer: *Wie war der Kellner? War er zu grob, zu freundlich? Worin bestand der Konflikt? Wie wurde er gelöst? Gibt es Alternativen für diese Lösung?* usw.

Außer den Rollenmerkmalen und dem Spielablauf kann noch der Gebrauch der Redemittel besprochen werden.

Es wäre angebracht, wenn die Auswertungszeit mindestens so viel Zeit wie das Spiel selbst in Anspruch nimmt. Am wichtigsten ist es, dass die Auswertung zeitnah zur Durchführungsphase stattfindet, damit die Spielenden ihr Wissen und ihre Erfahrungen gut aktivieren können. Das Erlebte muss in der Auswertungsphase zusammengefasst und ausgewertet sowie die Anwendung des Erlernten im Alltag vorbereitet werden. Hier ist es von besonderer Bedeutung, alle Mitwirkenden beim „Ent - Rollen“ zu unterstützen und sie in die Realität zurückzuführen. Für die Auswertungsphase wird als Gefahr gesehen, dass die eigentlichen Lerninhalte nur randständig behandelt werden, weil die Lehrkraft die Kontrolle darüber verlieren könnte, was gelernt wird [Malti/ Perren 2008, S. 24].

Bei dem Rollenspiel hat der Lehrer eine wichtige Funktion, weil es verschiedene Schwierigkeiten bei der Durchführung des Spiels gibt. Der Lehrer muss Folgendes für das Spiel planen und umsetzen:

1. Ziele, Gelegenheit und seine Beherrschung (genaue Spiel- und Beobachtungskriterien bekannt geben)
2. Umgehen mit offenen Unterrichtsstunden (für einen störungsfreien Ablauf sorgen)
3. Didaktik der Spielpädagogik (Individuelle Bedürfnisse berücksichtigen)
4. Positive und negative Seiten der Rollenspiele abwägen
5. Überblick behalten und vermitteln
6. Bei Bedarf Hilfe leisten
7. Zeit für Vor- und Nachbereitung einplanen
8. Beobachtergruppe festlegen und Aufgaben verteilen

Es geht um den systematischen Aufbau und die systematische Planung des Rollenspiels in der Vorbereitungsphase. Der Lehrer hilft bei der Rollenwahl und bei der Einarbeitung in die Rolle. In diesem Zusammenhang unterschätzen Lehrkräfte häufig die Komplexität der Methode und legen zu wenig Wert darauf, dass das Rollenspiel als Methode eingeführt werden muss [Freudenreich 1986, S. 101]. Der Lehrer sollte sich in der Durchführungsphase weitestgehend zurücknehmen und Fehler nach Möglichkeit erst in der Auswertungsphase klären. Der Lehrer muss als

Experte handeln und wenn nötig spontan in den Spielverlauf eingreifen, Dialoge und Szenen anregen. Eine weitere Aufgabe ist es, Lernende, die kurz vor dem Ende des Spiels zu Extremhandlungen neigen, zur Zurückhaltung aufzufordern [Malti/ Perren 2008, S. 24].

Die positiven Seiten der Rollenspiele sind zahlreich:

- Verbesserung des Gedächtnisses
- Arbeit in kleinen/großen Gruppen
- Verbesserung der Aussprache
- Hemmungsloses Sprechen (Abbau von Hemmungen)
- Arbeit im Team
- Steigerung der Motivation
- Entwicklung von Problemlösung
- Einübung von Verhaltensweisen
- Förderung der Selbstreflexion
- Interkulturelles Lernen

Neben den positiven Wirkungen gibt es aber auch Schwierigkeiten, die der Lehrer bei seiner Arbeit bedenken und überwinden soll.

- Aufbau von Unsicherheit
- Beteiligungsängste
- Mangelnde Auswertung

Zusammenfassend möchte ich sagen, dass die Rollenspiele die Arbeit im Unterricht nicht behindern, sondern sie erleichtern kann. Bei den Rollenspielen werden darüber hinaus alle Sprachfertigkeiten geübt. Die Rollenspiele sind wichtig für die Verbesserung von Lese-, Sprech- und Schreibkompetenz. Zurückkommend auf mein Ziel, auf das Ideal des guten Unterrichts, möchte ich sagen, dass die Rollenspiele dem Abbau von Hemmungen dienen können.

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Research supervisors: J. Budkiewitz, M.A., Westfälische Wilhelms-Universität, Münster, Germany, Guest Lecturer, National university of Uzbekistan named after Mirzo Ulugbek, Tashkent, Uzbekistan

Sh.S. Imyaminova, PhD, Assistant Professor, National University of Uzbekistan named after Mirzo Ulugbek, Tashkent, Uzbekistan

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ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ С ИСПОЛЬЗОВАНИЕМ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ КАК ЭЛЕМЕНТ ЛИЧНОСТНО-ОРИЕНТИРОВАННОГО ПОДХОДА

А. М. Печенкина
Новосибирский государственный технический университет,
Новосибирск, Россия
a.m.pechenkina@yandex.ru

Аннотация: Педагогика сейчас имеет тенденцию к личностно-ориентированной направленности, что подразумевает важность индивидуализированного подхода к обучению. В статье автор выдвигает идею о том, что если современные технологии будут сочетаться с гуманистической направленностью в процессе преподавания, то могут быть достигнуты положительные результаты обучения.

Ключевые слова: обучение с помощью компьютера; информационно-коммуникационные технологии (ИКТ); личностно-ориентированный подход; метод преподавания английского языка

COMPUTER-ASSISTED INSTRUCTION AS PART OF PERSON-ORIENTED APPROACH OF TEACHING ENGLISH

A.M. Pechenkina
Novosibirsk State Technical University, Novosibirsk, Russia
a.m.pechenkina@yandex.ru

Abstract: Pedagogy has a course on person-oriented teaching tendencies, which implies urgency of student’s self-improvement and individualized teaching approach. Therefore, in this article the author proposes the idea that if modern technologies are combined with humanistic orientation in teaching process, positive results can be achieved.

Keywords: computer-assisted instruction (CAI); information and communications technology (ICT); person-oriented approach; human-based approach; English language teaching method

In our modern world where everything changes and develops so fast that it is of high importance to keep up with the times. Professionals in all spheres should be receptive not only to the changing of the people’s needs, but they should also be ready to seek different ways of satisfaction of them.

This also applies to the field of teaching. Pedagogy knows a great deal of language teaching methods that appeared in different times in different countries. Some of them became wide known and other remain not developed and not implemented to the system of English learning. Considering the fact that now the society is coming into the information era one cannot fail to note that information and communications technology and different other computer technology comes into the sphere of education, too. Does educational system take place for CAI as a comparably new method of language teaching? Is it worth to stand with other well-known methods, which are tested and approved with time? Undoubtedly, on the one hand, the method of computer-assisted instruction has various advantages. On the other hand, we cannot lose sight of its disadvantages, too.

The importance of this topic is based on the fact that nowadays we have a huge diversity of available resources which can effectively improve the process of English language learning. Pedagogues have many opportunities to make this process more convenient in many ways using ICT and computer assisted instruction.

Moreover, there is a worldwide tendency in the sphere of pedagogy, which postulates the humanistic approach to learning. Computer assisted instruction can probably be a mean to make the teaching and learning process more individualized and more specified. According to Feldstein, there is a problem of motivation for learning that can be explained by getting quickly all the needed information from the Internet. Accordingly, there is the problem of considering the impact of the Internet on the consciousness and behavior of the growing person. In other words, the motivation of the problem may be related to the problem of information space so it is urgent to pay attention on efficient development of computer-assisted instruction.

Computer Assisted Instruction or as it is also called Computer Aided Instruction is a modern teaching method which provides a huge variety of new opportunities in teaching process that no other teaching method can provide. There are many different definitions of this term in scientific literature but I like this one: Computer Assisted Instruction (CAI) is a programming preparation for a learning system by using a computer as a medium to transfer knowledge to a learner. (Wutichai Prasarnsorn, 2000). Other definitions make accent on interaction with learner by itself (Naiyana

Eakburanawat, 1992), using special software (Taksina Sawananon, 1982), helping teacher and sometimes substitute teacher (Puangpeth Watchararattanaphong, 1983: 16) [4; p.1114], etc.. In this article, I would like to observe the aspect of CAI, which can be useful in developing learner's initiative. CAI can be used as a method of instruction. In this case, computer software is used instead of the teacher. It gives several advantages to learners. First, learners study the topic independently by themselves. It means that they are not given teacher's vision of this topic and they can acquire their own assosiations or they can at the beginning pay attention on the given examples and then to the rule or on the contrary they can learn the rule and then back up them in mind with the examples. It would be useful at this point to review the Audio Lingual Method (ALM). Comparing to a traditional method called ALM, which postulates that lessons in the classroom focus on the correct imitation of the teacher by the students [2], CAI gives a student a chance to comprehend the information, not only repeat and drill some patterns or phrases. Second, working with the computer every student can learn the topic with his own speed. This cannot always be achieved by using of traditional English teaching methods where a teacher explains the theme in class. As in such teaching method as Silent way described by C. Gattegno [5], which has at least one remarkable advantage: when a teacher says almost nothing during the learning process, a learner has an opportunity to be initiative and to think independently. On the other hand, this method is more appropriate only at the initial stage of language learning whereas CAI can be used on any level of English learning. There are many interactive programs for young students and for beginners. Although, there is not any full teaching complex or methodology of English learning using CAI without addition of the elements of other methods.

What is more, using of information and communication technology (ICT) are included in the process of computer-assisted English teaching. Using ICT has a number of advantages. Firstly, ICT allows to use various methods of presenting information (text, sound, video) which can be easily assimilated by students with different types of perception. Secondly, students are more actively involved in the learning activities and they become increasingly concerned [7]. Thirdly, ICT helps to develop many communication skills. In the context of teaching English at a university

there is often no possibility of creating a foreign language environment. Effective learning of English language is not possible without speech perception aurally, as it is one of the most important components of the development of listening skills [1]. In this regard, it is important that information and communication technologies make it possible to communicate with native speakers. ICT can be widely used for this specific purpose. The use of ICT in the learning process has a number of other advantages, for example, improvement of professional skill of the teacher [6].

According to other countries' experience, using CAI has tangible benefits. B. Eamthanakul, O. Rewthong and S. Sansiribhan in their research have figured out that this method gives huge benefit not only during the lesson but it also gives student a chance to express their own opinion after it. "The result shows that the sample group students can learn with the CAI by themselves. … They also perform a feedback and response to a learner as a self-learning system" [4, p. 1118]. It shows that CAI can be a remarkable instrument in person oriented teaching.

Computer-assisted method appears to have several other outstanding advantages such as using almost unlimited information resources, distance learning, interactive programs and facilities. It is an innovative and well-developing method that nevertheless has some disadvantages, for example, a low level of computer qualification of some teachers [8], a lack of money and time resources for a complete implementation of this method into English learning process and insufficiently developed techniques and practices [3].

In conclusion, computer-assisted instruction can be regarded as an effective means within the person-oriented approach in English language teaching. It implies a lot of various modern technologies that have many advantages for student's self-improvement and individualized self-development if they are used in a proper way.

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Research supervisor: E.A. Melekhina, Cand.Sc. (Pedagogy), Associate Professor, Head of the Department of Foreign Languages (Humanities), Novosibirsk State Technical University, Novosibirsk, Russia

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РЕФОРМЫ В ИНОЯЗЫЧНОМ ОБРАЗОВАНИИ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА: ТЕНДЕНЦИИ И ПЕРСПЕКТИВЫ

Д.А. Таджибаева
Республиканский научно-практический центр развития инновационных методик обучения иностранным языкам при
Узбекском государственном университете мировых языков
diltadsh@mail.ru

Аннотация: В статье рассматриваются актуальные вопросы иноязычного образования младших школьников в свете проведенных в системе образования реформ, а также результаты проведенного мониторинга процесса обучения иностранным языкам начального этапа обучения общеобразовательных школ республики.

Ключевые слова: иноязычная коммуникативная компетенция; система образования; дети младшего школьного возраста; современные методы и приемы обучения; навыки речевой деятельности

REFORMS IN TEACHING FOREIGN LANGUAGES TO YOUNG LEARNERS: TRENDS AND PERSPECTIVES

D.A. Tadjibaeva
Republican Research Centre for Development of Innovative Methods in Teaching Foreign Languages under the Uzbekistan State World Languages University
diltadsh@mail.ru

Abstract: The purpose of this article is to deal with current issues of teaching foreign languages to young learners with perspective of educational reforms implemented in Uzbekistan recently. Monitoring of the teaching process of foreign languages at primary level of secondary schools across the country and results of this monitoring are also studied in this research.

Keywords: foreign-language communicative competence; education system; young learners; modern methods and techniques of teaching; speaking skills

За последнее время в Республике Узбекистан значительно изменился статус иностранного языка, что было предопределено принятым 10 декабря 2012 года Постановлением Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы обучения иностранных языков»,

направленное на совершенствование процесса обучения иностранным языкам в системе непрерывного образования.

В целях кардинального совершенствования системы обучения подрастающего поколения иностранным языкам, подготовки специалистов, свободно владеющих ими, путем внедрения передовых методов преподавания с использованием современных педагогических и информационно-коммуникационных технологий и на этой основе создания условий и возможностей для широкого их доступа к достижениям мировой цивилизации и мировым информационным ресурсам, развития международного сотрудничества и общения, было установлено, что начиная с 2013/2014 учебного года: изучение иностранных языков, преимущественно английского, поэтапно на всей территории республики будет начинаться с первых классов общеобразовательных школ в форме игровых уроков и уроков разговорной речи, а начиная со второго класса – с усвоением алфавита, чтения и грамматики [3, с.3].

В свете кардинальных образовательных реформ последних лет в республике разработаны и успешно внедрены регулятивные документы, направленные на изменение общей методологии процесса иноязычного образования. К таким документам относится Новый государственный образовательный стандарт системы непрерывного образования Республики Узбекистан (от 08.05.2013), разработанный на основе Общеевропейских компетенций владения иностранным языком и обеспечивший кардинально новый подход к системе обучения иностранным языкам в республике - от педагогики знаний к педагогике компетентностей. Целью обучения иностранному языку на всех ступенях образования Республики Узбекистан согласно ГОСУз является формирование иноязычной коммуникативной компетенции обучающихся для функционирования в поликультурном мире в бытовой, научной и профессиональной сферах. Изучение иностранных языков в системе непрерывного образования Республики Узбекистан осуществляется на основании Государственных образовательных стандартов в нижеследующем порядке [1, с.2-3]:

Ступень образования	Выпускники	Уровень по CEFR	Название уровня
Общее среднее образование	Выпускники начальных классов	**A 1**	Базовый начальный уровень владения ИЯ
	Выпускники 9-го класса	**A 2**	Базовый уровень владения ИЯ
	Выпускники 9-го класса государственных общеобразовательных специализированных школ с углубленным изучением иностранных языков	**A 2+**	Базовый усиленный уровень владения ИЯ
Среднее специальное, профессиональное образование	Выпускники академических лицеев неязыкового профиля	**B 1**	Уровень самостоятельного начального владения ИЯ
	Выпускники профессиональных колледжей		
	Выпускники академических лицеев языкового профиля — второй ИЯ		
	Выпускники академических лицеев языкового профиля	**B 1+**	Уровень самостоятельного усиленного владения ИЯ
Высшее образование	Выпускники бакалавриата неязыковых факультетов высших учебных заведений	**B 2**	Уровень самостоятельного владения ИЯ
	Выпускники бакалавриата языковых факультетов высших учебных заведений — второй ИЯ		
	Выпускники магистратуры неязыковых факультетов высших учебных заведений		
	Выпускники бакалавриата языковых факультетов высших учебных заведений; Выпускники магистратуры языковых факультетов высших учебных заведений	**C 1**	Уровень профессионального начального владения ИЯ

На основании данного стандарта разрабатываются контрольно-измерительные параметры для государственной аттестации, учебные программы по иностранным языкам (английский, французский,

немецкий и другие языки) с учетом специфики учебного заведения, утверждаемые соответствующими приказами министерств.

За три с половиной года со времени выхода Постановления Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы изучения иностранных языков» проделано много работы. В рамках реализации постановления разработаны и внедрены на всех ступенях непрерывного образования учебники нового поколения для обучения иностранному языку, разработана национальная система тестирования по уровням владения иностранным языком, транслируются теле- и радиопередачи по обучению ИЯ для всех слоев населения, на непрерывной основе проводится повышение квалификации преподавателей иностранного языка в отраслевых и региональных центрах переподготовки и повышения квалификации республики, создается новая учебная литература для обучения предметов специальности на иностранном языке, выпускаются словари по узким специальностям и направлениям, реализуются проекты совместно с зарубежными партнерами по внедрению современных методов преподавания иностранных языков, на основе современной методики, развивающей коммуникативную компетенцию детей, проводятся занятия по иностранному языку с первого класса общеобразовательных школ и т.д.

Изучение иностранного языка на элементарном уровне в раннем возрасте выступает в качестве первой ступени в реализации стратегической цели непрерывного процесса образования в нашей республике. В настоящее время в нашей стране наблюдается особый интерес к началу обучения иностранным языкам в раннем возрасте. Иностранный язык для дошкольников и учащихся начальной школы прочно вошел в нашу жизнь, демонстрируя свою привлекательность, легкость усвоения, большие потенциальные возможности для развития личности ребенка [2, с.22-23].

Несомненно, реализация таких больших задач не может проходить без трудностей, проблем и вопросов, требующих адекватных быстрых решений, экспертизы, консультаций и методической помощи с учетом передового международного опыта.

Министерством народного образования Республики Узбекистан и Республиканским научно-практическим центром развития инновационных методик обучения иностранным языкам был инициирован и проведен мониторинг процесса обучения иностранным языкам в начальной школе и опрос-анкетирование преподавателей иностранного языка, основными направлениями и целями которого являются: определение перспективных направлений внедрения инновационных методов обучения иностранным языкам в учебный процесс на начальном этапе образования; изучение потребностей в вопросе технического оснащения кабинетов иностранного языка в начальной школе; изучение и восполнение потребностей преподавателей в учебной и учебно-методической литературе; оказание методической помощи преподавателям иностранного языка в начальных классах; выявление потребностей учителей иностранного языка в начальных классах в успешном повышении своей профессиональной компетенции.

В процессе мониторинга участвовали 164 общеобразовательных школы двенадцати областей республики, было опрошено более 1,5 тысяч преподавателей иностранного языка начального этапа обучения и около 5000 учащихся 1–3-х классов, изучающих иностранные языки, прошли экспресс-тестирование на выявление уровня сформированности иноязычной коммуникативной компетенции.

Несмотря на все еще существующие вопросы и проблемы, обращает на себя внимание тот факт, что обучение иностранным языкам в школе значительно улучшилось, о чем свидетельствуют показатели проведенного среди младших школьников экспресс-тестирования. При проведении тестирования для учащихся первых классов особое внимание было уделено формированию навыков аудирования и говорения, во вторых и третьих классах проверялись все четыре навыка речевой деятельности младших школьников: аудирование, чтение, письмо и говорение.

По итогам анализа проведенного мониторинга состояния обучения иностранным языкам в начальной школе сотрудниками отдела исследовательских разработок по внедрению современных методов преподавания иностранных языков и изучению международного опыта

РНПИЦ были разработаны предложения и рекомендации, направленные на обеспечение освоения младшими школьниками основ иноязычной грамотности, аудитивных и коммуникативных навыков, позволяющих продолжение эффективного обучения на последующих ступенях школьного образования, формирование ключевых компетентностей учащихся младших классов в решении учебных и практических задач.

Данная методическая помощь, а это указатели и списки методической литературы, краткий глоссарий методологической терминологии, методические рекомендации для учителей ИЯ начального этапа обучения по внедрению современных методов преподавания с примерами для практического применения [4] (TPR – метод полного физического реагирования, CLIL – предметно-языковое интегрированное обучение, Narration – повествовательный метод, метод проектной деятельности, метод игры и др.), сборник коммуникативных игр, руководство по общеевропейским компетенциям владения иностранным языком, методические и технические рекомендации по оснащению образцовых кабинетов иностранного языка и др. будут распространены в школах республики с целью ознакомления с современными подходами и методами обучения иностранному языку, приемами развития различных умений и навыков как отечественных, так и зарубежных методистов, преподавателей и практикующих учителей, что будет способствовать более эффективному обучению младших школьников и самообразованию преподавателей иностранных языков нашей республики.

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Научный руководитель: Г.Х. Бакиева, д-р филол. наук, профессор, проректор по научной работе Узбекского государственного университета мировых языков, Ташкент, Узбекистан

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ИСТОРИЯ СОЗДАНИЯ И СОВРЕМЕННОЕ СОСТОЯНИЕ ТЕСТИРОВАНИЯ В КИТАЕ

Вэньвэнь Тан
Государственный институт русского языка им. А.С. Пушкина,
Москва, Россия
985488015@mail.ru

Аннотация: В данной статье говорится о Древнем Китае, где впервые появилось упоминание о системе тестирования «Гэцзю», получившей впоследствии своё распространение. Британская государственная система тестирования для подбора государственных служащих была создана по аналогии с императорской системой, разработанной в Китае. Также была создана современная китайская государственная система тестирования. Процесс совершенствования тестирования в Китае продолжается.

Ключевые слова: «Гэцзю»; Британская государственная система тестирования для подбора государственных служащих; отбор студентов; конференция по вопросам тестирования

THE HISTORY OF CREATION AND CURRENT STATE OF TESTING IN CHINA

Venven Tan
Pushkin State Russian Language Institute, Moscow, Russia
985488015@mail.ru

Abstract: This article considers testing in the ancient China, which was called “Geju”, spread out afterwards. The British state testing system for the selection of civil servants was created by analogy with the Imperial system developed in China. The modern Chinese state system of testing has been developed as well. The testing system in China is improving.

Keywords: "Geju"; British government testing system for the selection of civil servants; selection of students; conference on testing

В 605 году в Древнем Китае появилось первое упоминание о тестировании. Оно называлось «Гэцзю». Главная цель такого тестового экзамена заключалась в выборе должностных лиц. Каждый имел право участвовать в экзаменах по разным предметам. По сравнению с остальными методами выбора талантливых людей, в том числе “методом по наследству”, “методом рекомендации”, императорская

система «Гэцзю», несомненно, оказалась более справедливой открытой. Она была принята и просуществовала более чем 1300 лет [9].

Потом она получила своё распространение в Восточной Азии: в Японии (7-8 века), Корее (958-1894 г.) и Вьетнаме (1075-1919 года). Позднее, в 16 веке, европейские миссионеры – миссионер из Португалии Круз (Gaspar da Cruz，1520-1570) и миссионер из Испании Хуан Гонсалес (Juan Gonsales de Mendoza，1545-1618), – ознакомились с такой системой в Китае и впервые представили её в своих книгах, описывающих путешествия.

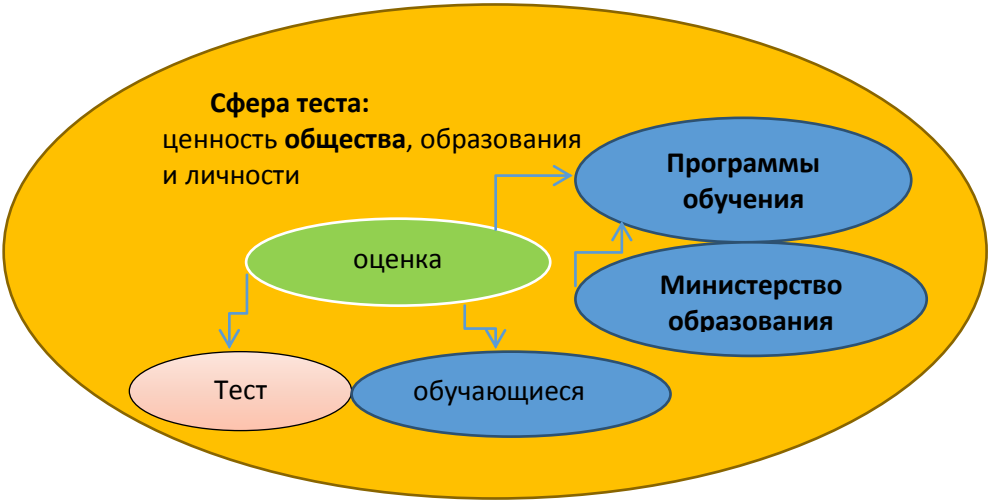
В 18 веке, в эпоху Просвещения, многие английские и французские мыслители восхищались этой китайской, по их мнению, справедливой системой, в том числе известные французский мыслитель Вольтер и профессор Оксфордского университета Ньюман. В США первая энциклопедия по Китаю с объяснением императорской системы появилась в 1848 году.

С 1570 года по 1870 годы в Великобритании были опубликовано более 70 книг, описывающих такую императорскую систему «Гэцзю». В 1793 г., в 1816 г. и позднее посланники из Великобритании специально посещали Китай по поводу изучения данной системы. В конце 19-го века была создана Британская государственная система тестирования для подбора государственных служащих, принципы и методы которой в значительной степени использовались по аналогии с императорской системой в Китае, например, свободная регистрация, открытое тестирование, справедливая конкуренция и приём на работу по результатам экзаменов.

Позже стали формироваться системы государственной службы в Европе и Соединенных Штатах. Поэтому говорят, что императорская система – это пятое великое китайское изобретение (наряду с изобретением компаса, пороха, печати, бумаги).

В 1905 году в Китае по политическим причинам императорская система была отменена и начала создаваться современная государственная система тестирования. Два существенных фактора оказали серьёзное влияние на её развитие: во-первых, забота о сохранении традиций императорской системы, во-вторых, учёт новых достижений современных европейских тестологических систем.

Процесс совершенствования тестирования в Китае продолжается. Государство, правительство уделяют этому вопросу большое внимание. Рассмотрим следующую диаграмму:



Исходя из её содержания, становится очевидным, что через тест тестологи измеряют образовательные процессы и их результаты на основе психологии, методики преподавания языков и статистики. Тестирование является основным видом и одним из главных методов оценивания обучения. Результаты тестирования являются также показателем соответствия образовательных программ требованиям Министерства образования, поэтому самый важный пункт тестирования заключается в успешности обучения учащихся и работы преподавателей по заданным программам.

Общее руководство Китайским государственным тестированием по иностранным языкам осуществляет Министерство образования. Вначале существовало только тестирование по английскому языку. Благодаря укреплению реформы и расширению обмена с разными странами, постепенно развивались системы тестирования по английскому, японскому, русскому, немецкому и французскому языкам [10].Основным исполнительным органом китайского государственного тестирования по иностранным языкам является Экзаменационный центр Министерства образования.

Тестирование стало основным средством для отбора лучших студентов, направляющихся на учёбу за рубеж. Решение об отправке студентов осуществил Комитет управления государственной стипендией. В 1996 году по его инициативе состоялась конференция по вопросам государственного тестирования по английскому языку, в 1997 году – конференция по вопросу такого же тестирования по французскому, немецкому, японскому и русскому языкам.

В 2014 году в Китае вышло «постановление Государственного совета по вопросам реформы в системе приёма студентов по результатам экзаменов» [7]. В этом постановлении говорилось о том, что надо развивать государственные образовательные учреждения, государственную единую систему тестовых заданий и систему оценивания способностей у учащихся по иностранным языкам.

В 2015 году в Китае впервые состоялась международная конференция по вопросам тестирования и оценивания владения иностранными языками. Эта конференция проводилась под руководством Экзаменационного центра Государственного Комитета Гуанчжоуского университета им. Сунь Ятсена [6]. Доклады участников конференции базировались на результатах изучения тестовых систем по иностранным языкам в США и Европе, а также в России, и результатах экзаменационных реформ по иностранным языкам. В данной конференции приняли участие более 260 специалистов, в том числе более 30 иностранных учёных вузов и представителей международных образовательных учреждений из Великобритании, США, Канады, России, Сингапура, Турции, Вьетнама, Индонезии, Нигерии и др.

В этом году 11-13 ноября состоится вторая международная конференция по вопросам тестирования и оценивания владения иностранными языками. Возглавлять данную конференцию будет Экзаменационный центр Государственного Комитета Чжэцзянский университет [8]. Главная тема этой конференции – реформы по развитию тестирования иностранных языков.

На настоящем этапе, в более чем ста университетах Китая открыта специальность по русскому языку для филологов. Более 10 000 студентов выбирают эту специальность; в более чем 400 высших учебных заведениях существует возможность изучать русский язык,

всего более **40 000** студентов изучает русский язык повседневного общения; в китайских школах около **100 000** учеников изучает русский язык, также в Китае существуют **7** научно-исследовательских русских центров и других учреждений, 7 баз по обмену российских и китайских студентов и учеников. С 1983 года уже 115 раз встречались делегации на уровне министров в области образовании [3]. Именно поэтому реформа и развитие тестирования русского языка как иностранного в Китае привлекает к себе всё большее внимание в деле улучшении качества действующих тестов.

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Научный руководитель: М.М. Калиновская, канд. пед. наук, доцент кафедры методики преподавания РКИ, Государственный институт русского языка им. А.С. Пушкина, Москва, Россия

УДК 372.881.111.1

ФАКУЛЬТАТИВНЫЙ КУРС ПО АНГЛИЙСКОМУ ЯЗЫКУ И ЛИТЕРАТУРЕ ДЛЯ СТАРШЕКЛАССНИКОВ

К.Е. Вилисова
Новосибирский государственный педагогический университет,
Новосибирск, Россия
Vilisova_katerina@mail.ru

Аннотация: В статье рассматривается отношение учащихся старших классов к факультативу как форме внеклассной работы, а также их предпочтения относительно факультативного курса, целью которого является обучение английскому языку посредством литературы.

Ключевые слова: факультатив; обучение английскому языку; британская и американская литература

OPTIONAL COURSE OF THE ENGLISH LANGUAGE AND LITERATURE FOR HIGH SCHOOL STUDENTS

K.E. Vilisova
Novosibirsk State Pedagogical University, Novosibirsk, Russia
Vilisova_katerina@mail.ru

Abstract: The aim of the article is to analyze high school students' attitude to an optional course as a form of extra-curriculum work and their needs concerning preferred forms of organizing an optional course of the English language and literature.

Keywords: optional course; ELT; British and American literature

The aim of our research is to analyze high school students' needs concerning preferred forms of organizing an optional course of the English language and literature in the school context as part of preparation for a literary festival. The present article is aimed to answer the following questions: 1) high school students' attitude to an optional course as a form of extra-curriculum work; 2) high school students' needs and opinions about a thematic optional course focused on teaching English through literature.

The present research has been conducted with 16 students of Grammar School 11 "Harmony" (Novosibirsk, Russia).The demographic data are presented in Table 1.

Table 1

Sample distribution by gender and age

Age	average	15.75
	range	15-16
Gender	male	2
	female	14
Total		16

The methods include quantitative and qualitative analyses of questionnaires obtained to achieve the goals of the research.

Results

1. High school students' attitude to an optional course as a form of extra-curriculum work.

Firstly, the students were asked to give the definition of an optional course. As a result the following key ideas were pointed out:

1) an optional course is additional, extra – curriculum course;

2) an optional course is not compulsory to take;

3) its aim is to extend knowledge about the chosen subject.

Secondly, the respondents were asked the following questions:

1) Are optional courses necessary at school?

2) Are there any optional courses at your school?

3) Do you participate in any optional courses?

Answering question (1) 93.75% of the students reported that optional courses are necessary (15 pupils out of 16). The results of answering the second question are the same: one respondent answered that there are no optional courses in their school (6, 25%), the others answered that optional courses take place (93.75%).

As a result, 15 respondents approached question 3. The results are presented in Figure 1below.

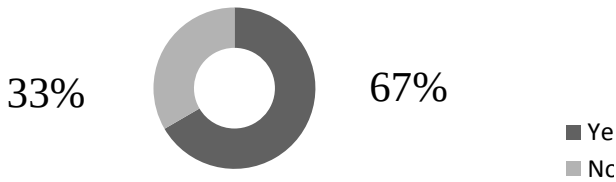

Fig.1 Participation in optional courses

2. High school students' needs and opinions about a thematic optional course focused on teaching English through literature.

In this section, we were concerned with the forms and content of an optional course of teaching English through literature, which are interesting for high school students. For this purpose the respondents were asked to highlight the themes which they are interested in (see Fig. 2 below).

The themes and authors were chosen according to the themes suggested by the organizers of the Regional Literary Festival which will be held in December 2016 on the premises of Novosibirsk State Regional Scientific Library, Faculty of Foreign Languages (Novosibirsk State Pedagogical University), Novosibirsk schools.

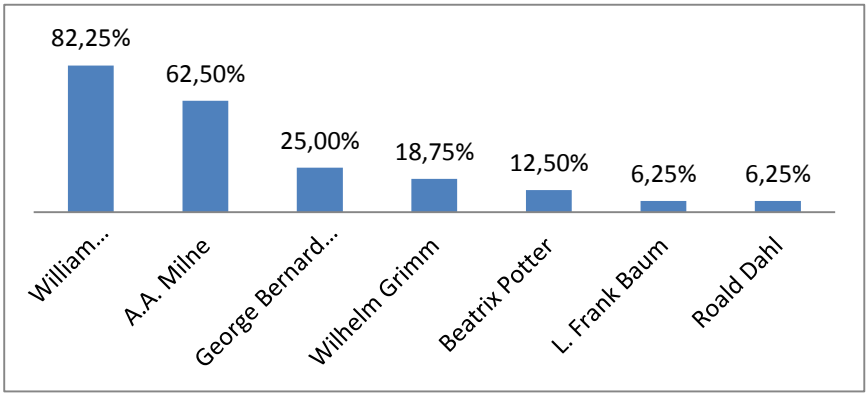

Fig.2 Suggested themes of an optional course as viewed by the respondents

After that, the respondents were asked to choose the preferred activities and forms of organizing an optional course of English and literature. The following activities and forms were suggested for evaluation: teacher`s presentations, students` presentations, book screen versions, documentary films about an authors' biographies, discussions in English, exchange of opinions, participation in intellectual games, working out an intellectual game for other students, participation in quests, working out quests for other students, participation in board games, working out board games for other students, preparation of presentations for other students, preparation of audio-/ video-presentations, acting out, reading books in the original,

reading books about an author`s biography, reading poems, singing songs, making pictures, making posters, literary tea party, literary evening.

The most popular types (more that 50%) are presented in Fig.3 below.

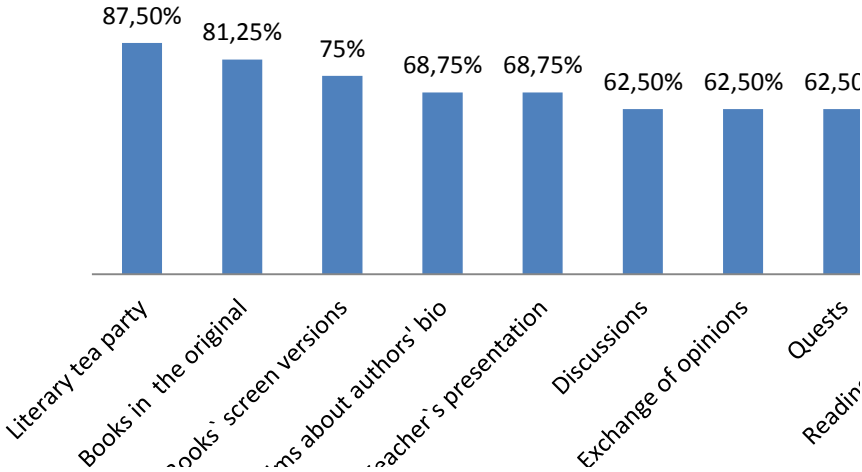

Fig.3 Activities and forms of organizing an optional course (high school students' prospective)

Finally, the respondents were asked to choose the preferable length of a lesson and preferable number of lessons per month. Two of the respondents do not want to participate in the course. Thus, 14 respondents answered these questions. However, one participant did not answer the second question. As a result, 13 respondents approached the second question. (See the Fig.4 and Table 2 below).

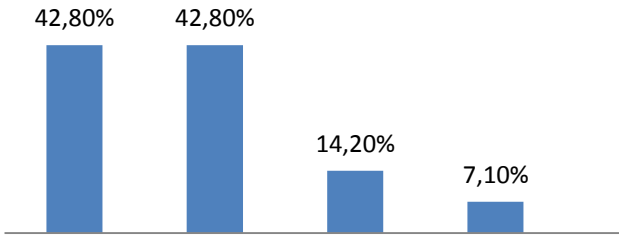

Fig.4 The preferable length of a lesson (high school students' prospective)

Table 2

The number of lessons per month (high school students' prospective)

Quantity of lessons per month	Number of respondents	Number of respondents (%)
1	1	7.1
2	6	42.8
3	2	14.2
4	3	21.4
8	1	7.1

The results of questionnaire interpretation led to the following conclusions:

I. High school students' attitude to an optional course as a form of extra-curriculum work;

1) high school students understand the meaning and main aim of an optional course as a form of extra curriculum work;

2) high school students acknowledge importance of an optional course, however, not all of them participate in optional courses.

Thus, we can make a conclusion, that the participants of our research are ready to participate in an optional course, but motivation to participate is an issue for a teacher.

II.High school students' needs and opinions about a thematic optional course focused on teaching English through literature;

1) The most interesting themes and authors for high school students are those, which they are familiar with, W. Shakespeare, A.A. Milne and B. Shaw scored the highest. Students' age can also be the reason of a high motivation for W. Shakespeare's and B. Shaw's creative work;

2) The most interesting activities and forms of organizing an optional course are the following: a literary tea party, books in the original, books` screen versions, documentary films about authors` biography, teachers` presentations, discussions, exchange of opinions, quests and reading of poems. Most of these forms of work are characterized as creative, interactive, containing a visual component, providing a less formal, relaxing atmosphere;

3) The preferable length of a lesson is 60-45 minutes; the preferred frequency is two to three times per month.

The issues which require further consideration include: the analysis of the reasons of high school students' low motivation for taking an optional course of English and Literature or studying the authors which were scored the lowest; students` level of reading skills.

Research supervisor: A.V. Tsepkova, Cand.Sc. (Philology), Associate Professor of the English Language Department, Faculty of Foreign Languages, Novosibirsk State Pedagogical University, Novosibirsk, Russia

УДК 37.022

ОБЩИЕ ПРИНЦИПЫ ОБУЧЕНИЯ ИНОСТРАННЫХ СТУДЕНТОВ-НЕФИЛОЛОГОВ НАУЧНОМУ СТИЛЮ РЕЧИ

Ван Мо
Сианьский университет иностранных языков, Сиань, Китай.
79397359479@yandex.ru

Аннотация: Настоящая статья посвящена проблеме обучения иностранных студентов-нефилологов научному стилю речи. Дан обзор литературы по принципам обучения языку специальности. Делается попытка найти общие принципы обучения языку специальности.

Ключевые слова: обучение научному стилю речи; иностранные студенты-нефилологи; принципы обучения.

GENERAL PRINCIPLES OF TEACHING SCIENTIFIC STYLE OF SPEECH FOREIGN STUDENTS-NON-PHILOLOGISTS

Wang Mo
Xi'an International Studies University, Xi'an, China
79397359479@yandex.ru

Abstract: This article discusses the principles of teaching scientific style of speech in a foreign audience. It provides a review of the literature on the principles of language specialty teaching. The work is an attempt to find general principles of teaching language specialty.

Keywords: teaching scientific style of speech; foreign students-non-philologists; principles of teaching

Проблемы обучения русскому языку иностранных студентов-нефилологов привлекают внимание многих учёных. Общепризнано, что обучение научному стилю речи – один из важнейших аспектов обучения РКИ, считается чрезвычайно актуальным для иностранных студентов.

Принципы обучения языку специальности неоднократно являлись предметом научного изучения. Например, в статье Л.Ч. Корабельниковой [4] описан аспектно-комплексный принцип в преподавании языка специальности. Автор считает, что сочетание аспектного и комплексного подходов в преподавании языка при коммуникативной направленности обучения является одной из важных

проблем, связанных с обучением РКИ будущих специалистов. Под «комплексностью» понимается объединение языкового материала разных уровней (фонетического, лексического, грамматического при формировании навыков и умений в различных видах речевой деятельности). В практике обучения иностранцев подъязыку специальности автором выделены следующие аспекты: специальная лексика, грамматика научного стиля, обучение конспектированию со слуха. Подробно анализировано действие аспектно-комплексного принципа в рамках аспекта «Специальная лексика».

В статье Т.И. Самуйловой [8] выделяются следующие принципы обучения: профессиональной направленности обучения, коммуникативности, взаимосвязи компонентов цели обучения, учёта уровня владения учащимися языка обучения. По мнению автора, обучение языку должно вестись в контексте будущей учебной деятельности иностранных учащихся, таким образом, осуществляется принцип профессиональной направленности обучения. Сущность принципа коммуникативности состоит в создании оптимальных условий для формирования коммуникативной компетентности в учебно-научной сфере общения; под принципом взаимосвязи компонентов цели обучения понимается закономерность включения в структуру предвузовской подготовки иностранных учащихся взаимосвязанных и взаимообусловленных основных компонентов цели обучения (языковой, общенаучный, адаптационный). Учёт принципа уровня владения языком учащимися необходим на этапе довузовской подготовки иностранных учащихся при обучении языку специальности.

В статье Э.О. Балтабаевой, Л.С. Бекпентаевой и К.А. Байбуриной [1] описан опыт применения принципа системности в обучении студентов-медиков научному стилю речи. На взгляд авторов, с помощью систематического воздействия научного текста иностранные студенты более эффективно и полно понимают учебный материал, а также формируют знания, важные для будущей практической профессиональной деятельности.

В методических рекомендациях для преподавателей-предметников Е.В. Соловьевой [7] указана необходимость учёта национальной психологии учащихся при обучении и актуальность реализации

принципа национально-ориентированного обучения. По мнению автора, знание особенностей национального характера данного народа и национальных традиций облегчают преподавателю контакт с аудиторией. Чтобы решить задачи – подготовки иностранного учащегося к обучению на первом курсе, необходима координация действий преподавателей русского языка и преподавателей-предметников и обеспечение преемственности обучения между подготовительным и основными факультетами.

В статье В.К. Тихонова [9] изложено три дидактических принципа обучения научному стилю речи, научно-технической терминологии: принцип междисциплинарной координации, принцип преемственности, принцип единого языкового поля. Даются определения данных принципов, методы их осуществлениях, и актуальность учёта их на разных этапах обучения иностранных учащихся научному стилю речи, научно-технической терминологии.

По мнению Я.В. Корольковой [3], необходимо учитывать принцип доступности и посильности при создании пособия по научному стилю речи на подготовительном отделении. К разработке пособия «Научный стиль речи: гуманитарный профиль», которое представлено автором в статье, принимается принцип доступности и посильности путём введения простейших грамматических конструкций и небольших учебно-научных текстов.

В статье М.В. Румянцевой [6] указывается, что в структуре конкретного научно-популярного текста реализация принципа доступности и наглядности осуществляется с помощью маркированных экспрессивно-выразительных средств, например, фильмов. Применение принципов доступности и наглядности в обучения языку специальности повышает заинтересованность иностранных студентов и стимулирует их языковую и ассоциативную активность.

Л.М. Макеева [5] считает необходимым дополнить системный принцип ситуативно-функциональным, т.е. объединением слов вокруг понятий-слов, встречающихся во многих специальностях и, на основе этого, создавать микроситуации, что является логичным при обучении языку специальности. Данный комплексный подход помогает преодолеть специфику отдельных областей и направлений и

конкретизировать общие понятия в процессе овладения языком в соответствии со спецификой своей специальной области.

Е.Н. Тарасова [10] отмечает, что при создании учебных пособий нельзя не учитывать принцип системности и принцип взаимосвязанного обучения видам речевой деятельности. Учёт системного подхода при описании и представлении учебного материала, который поставили на базовых понятиях взаимосвязанного обучения видам речевой деятельности, поможет совершенствованию произведений учебно-методического жанра.

В статье Н.А. Еременко [2] делается попытка обобщения педагогического опыта обучения студентов-иностранцев грамматической компетенции в процессе освоения языка специальности. Нам напомнили, что принцип коммуникативности, или, по мнению некоторых учёных «коммуникативно-деятельностный подход», активно анализируется в работах нескольких учёных, которые посвящены обучению языку специальности. Автор отмечает, что коммуникативно-деятельностный подход опирается на принцип системности в подаче грамматики научного стиля речи в иностранной аудитории.

Таким образом, делается попытка нахождения общих принципов обучения научному стилю речи иностранных студентов-нефилологов. Возможно, принципы обучения языку специальности разделить на три группы: 1) лингвистические, в них входят системность, функциональность; 2) дидактические (национально-ориентированное обучение, междисциплинарная координация, наглядность, доступность, посильность, ситуативно-функциональный принцип, преемственность; 3) методические (коммуникативность, комплексность, взаимосвязанное обучение видам речевой деятельности).

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Научный руководитель: Линь Мэй, канд. филол. наук, профессор Института русского языка, Сианьский университет иностранных языков, Сиань, Китай

УДК 378.147.88

MOODLE КАК ФОРМА ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА

Цзюэвень Чжан
Национальный исследовательский Томский политехнический университет, Томск, Россия
inna@tpu.ru

Аннотация: В статье показана, на примере ТПУ, эффективность обучающей среды Moodle для иностранных студентов, позволяющая учитывать уровень начальной подготовки по предмету, индивидуальные особенности обучающихся и дает возможность оперативно отслеживать результаты текущей подготовки.

Ключевые слова: образование; иностранные студенты; самостоятельная работа

MOODLE AS A FORM OF THE EDUCATIONAL PROCESS

Zhang Juewen
National Research Tomsk Polytechnic University, Tomsk, Russia
inna@tpu.ru

Abstract: The article shows, for example TPU, the effectiveness of learning environment Moodle for foreign students to take into account the level of initial training by subject, individual characteristics of students and allows you to quickly track the results of ongoing training.

Keywords: education; foreign students; independent work

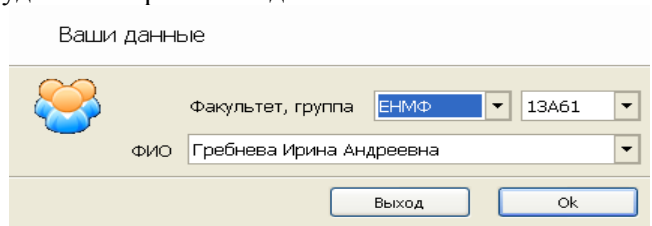
Дистанционное обучение в образовательном процессе. Дистанционные технологии отличаются от традиционных форм обучения, так как в основе лежит самостоятельная работа обучающихся [2, 5], при этом последние учатся работать самостоятельно и применять на практике полученные знания. Визуализация и электронные учебники [4], обеспечивающие полный цикл образовательного процесса позволяют освоить теоретический материал более детально в удаленном доступе. В последние время многие высшие учебные заведения разрабатывают инструменты, в том числе автоматизированные обучающие системы, для составления

индивидуальных траекторий обучения и оценки реальной академической нагрузки.

В последние годы используются интерактивные технологии, с помощью которых можно управлять самостоятельной работой студентов и обучать их дистанционно. Особую популярность среди таких систем приобрела электронная обучающая среда (ЭОС) Moodle – открытый пакет программ, созданный в помощь педагогам для эффективной организации online-обучения с использованием широкого спектра педагогических принципов [3]. Как правило, ЭОС Moodle используют в учебном процессе, если обучающийся находится на удаленном расстоянии от учебного заведения.

Например, на сайте дистанционного обучения Томского политехнического университета размещена следующая информация: электронные учебные пособия, методические указания, видеолекции, виртуальные лабораторные работы и задания, размещенные в среде Moodle.

Организация учебного процесса. В Томском политехническом университете практика организации самостоятельной работы студентов с помощью обучающей среды Moodle активно внедряется на протяжении последних пяти лет [1]. Как показывает опыт, использование возможностей обучающей среды Moodle позволяет активизировать познавательную деятельность студентов. Рассмотрим организацию учебного процесса студентов на удаленном доступе на примере одного курса из учебного плана. Чтобы войти на сайт дистанционного образования студент сначала получает личный пароль и логин, и только потом пользуется сервисами сайта. Затем, студент приступает к изучению темы, он идентифицирует свою группу и имя в программе. Система предъявляет список студентов группы, из которого студент выбирает свои данные.



Идентификация данных студента

После идентификации у студента появляется доступ к изучению курса, и он может начать обучение. На первом этапе студент выбирает из списка тему занятия. Сначала студент изучает теоретический и дополнительный материалы, просматривает рейтинг-лист данного предмета, а затем приступает к выполнению заданий.

Приведем пример одного из предмета. Так, например, задания разделяются по уровням. Контроль первого уровня представлен вопросами, формулами или рисунками, к каждому из которых нужно выбрать один правильный ответ из нескольких приведённых. Задания первого уровня позволяют проверить знание основных определений и понятий по данной теме.

Задания второго уровня – это типовые задачи, которые обычно студенты решают на традиционном практическом занятии. Решение таких заданий направлено на закрепление теории. Решив задачу, студент вводит числовой ответ в специальное поле.

Если у студента возникают затруднения при решении задания второго уровня, то у него есть возможность обратиться к «Подсказке». При использовании «Подсказки» у студента снимается определённое количество баллов, о чём ему выдается сообщение на экране компьютера. При обращении к «Теории» или «Справочнику» баллы не снимаются.

Задания третьего уровня представлены двумя типами: задачи, имеющие несколько способов решений (выбор оптимального решения); задачи на восстановление последовательности. Решения таких задач требуют от студента синтеза изученного материала и заставляют его анализировать условия задачи, прежде чем дать ответ.

После изучения каждой темы студент проходит текущий контроль. После изучения всех тем студент проходит итоговое тестирование.

Результаты работы каждого обучающегося преподаватель может посмотреть по окончанию тестирования во вкладке «Выполненные работы». Преподаватель может провести анализ результатов, изучив матрицу ответов каждого студента, процентное выполнение каждым студентом отдельного задания (раздела), а также процентное выполнение тестовых заданий.

Таким образом, студенты семестр за семестром, изучая предметы, учатся самостоятельно осуществлять в системе поиск нужной им

информации, разбирать решения по образцу, думать и находить новые решения, не рассмотренные в подсказке. Изучение теоретического материала и прохождение тестов по теме перед контрольной работы помогает обучающимся усвоить знания по каждому разделу. Сроки, которые предъявляет им программа для прохождения контрольных тестов, приучает обучающихся к дисциплинированности.

Также отметим, что к окончанию изучения дистанционно курса повысилась степень готовности обучаемого к освоению нового учебного материала.

Наше исследование показало, что в каждом семестре увеличивалось количество студентов, выполнивших задания не на минимальное количество баллов, а набравших 50% и более процентов.

Заключение. Широкое использование новых современных технологий обучения, основанных, в первую очередь, на использовании персональных компьютеров, электронных учебных пособий, видеолекций, виртуальных лабораторных работ и заданий, размещенные в среде Moodle, позволило увеличить скорость восприятия, понимания и усвоения больших массивов знаний обучающихся, усовершенствовать контроль за их усвоением.

Поэтому обучающие системы, виртуальные лаборатории и среды, электронные учебники и другие компьютерные средства – все это должно использоваться современными педагогами в процессе обучения.

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Научный руководитель: И.В. Плотникова, канд. техн. наук, доцент, федеральное государственное автономное образовательное учреждение высшего образования «Национальный исследовательский Томский политехнический университет», Томск, Россия

УДК 37.062.1

ИССЛЕДОВАНИЕ ФАКТОРОВ, ВЛИЯЮЩИХ НА ЭФФЕКТИВНОСТЬ КРОССГРАНИЧНОГО ОБУЧЕНИЯ ИНОСТРАННЫХ СТУДЕНТОВ

Д. Чжан
Национальный исследовательский Томский политехнический университет, Томск, Россия
piano@tpu.ru

Аннотация: В работе анализируются актуальные проблемы организации обучения иностранных студентов в вузах России и других стран. Проведено исследование условий, влияющих на эффективность обучения таких обучающихся. Выявлены сильные и слабые стороны при организации кроссграничного обучения иностранных студентов в Томском политехническом университете.

Ключевые слова: иностранные студенты; обучение; вуз; факторы

THE STUDY OF FACTORS INFLUENCING THE EFFECTIVENESS OF THE CROSS-BOUNDARY TRAINING OF FOREIGN STUDENTS

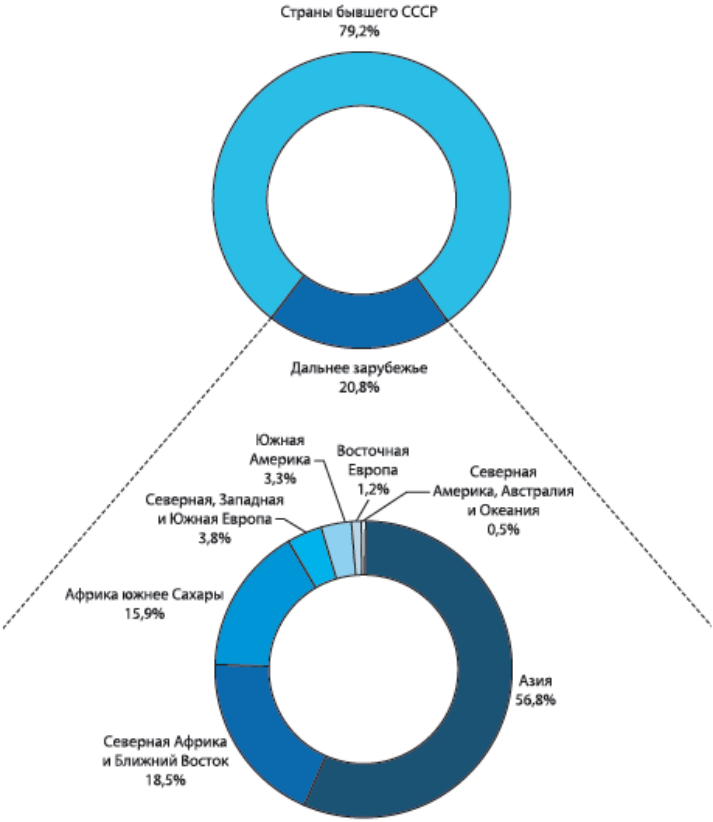
D. Zhang
National Research Tomsk Polytechnic University, Tomsk, Russia
piano@tpu.ru

Abstract: The paper analyzes the current problems of education organization of foreign students in universities of Russia and other countries. A study of the conditions affecting to the study effectiveness of these students is shown.The strengths and weaknesses were identified in the organization of cross-boundary training at the Tomsk Polytechnic University.

Keywords: foreign students; training; university; factors

В настоящее время процессы глобализации прямым образом касаются образовательных систем всех стран. Фактором повышения качества и эффективности высшего образования является возможность получения образования за пределами своей страны, т.е. академическая мобильность участников процесса обучения (кроссграничное обучение).

На начало учебного 2015-2016 года численность иностранных студентов в России составила 237 538 человек (5% от студентов из России). Распределение численности по группам стран и мира приведено на рисунке [1].



Численность иностранных студентов в России по принадлежности к странам мира

Увеличение этого показателя – прямая задача образовательной системы страны, то есть необходимо провести анализ факторов образовательной системы, выявить слабые точки, чтобы внести

качественные изменения в процесс образования иностранных студентов.

Одной из важных составляющих эффективности обучения таких студентов является успешность их адаптации к новым условиям образовательной среды. Это утверждение подтверждено проведенными исследованиями по выявлению основных факторов, влияющих на эффективность обучения студентов других стран (табл. 1) [2].

Таблица 1

Суммарные результаты относительных величин традиционных факторов, влияющих на процесс адаптации

Традиционный фактор	Ранг	Число респондентов, %
Климатический	1	82,9
Личностно-психологический	2	75,3
Адаптация к новой педагогической системе	3	71,9
Социально-бытовой	4	68,5
Межличностное общение	5	62,1
Жизнь в интернациональном общежитии	6	55,7

В исследовании участвовали иностранные студенты. Общее количество респондентов составило свыше 1 300 человек (за более чем пятнадцатилетний период). Многофакторная модель Р. Кеттелла была выбрана в качестве инструмента анализаданных. При обработке данных были получены и выявлены факторы, влияющие на адаптацию иностранных студентов в российских вузах. Если два первых фактора скорректировать сложно, то третий фактор (адаптация к новой педагогической системе) зависит от гибкости образовательной среды вуза.

Ежегодно в Томском политехническом университете (ТПУ) наблюдается значительный прирост обучающихся иностранцев. Это связано с активной работой ТПУ по интеграции в международное образовательное пространство [3-4].

На данный момент иностранные студенты ТПУ обучаются в Институте международного образования и языковой коммуникации (ИМОЯК) по профессиональным образовательным программам на двух (английском и русском) языках [5]. Сегодня международная среда ТПУ представлена студентами из 40 стран мира, в том числе из Китая.

В работе [6] был проведен анализ особенностей организации процесса обучения студентов в ТПУ (табл. 2).

Таблица 2

Сильные и слабые стороны в организации процесса обучения иностранных студентов, обучающихся в ТПУ

Сильные стороны	Слабые стороны
1. Существенный опыт работы с иностранными студентами (около 10 лет); 2. Положительная динамика количества иностранных студентов, приезжающих в ТПУ для обучения; 3. Рост количества студентов, обучающихся по образовательным программам на русском языке; 4. Относительно низкая стоимость обучения (в сравнении с иностранными вузами)	1. Снижение доли студентов, обучающихся в ТПУ по программам на английском языке; 2. Недостаточный уровень языковой подготовки преподавателей профилирующих кафедр для преподавания на английском языке; 3. Недостаточная материальная обеспеченность лабораторий технических кафедр.

В заключение хотелось отметить, что обучение иностранных студентов в российских вузах способствует вхождению страны в международное образовательное пространство, позволяет позиционировать рынок российских образовательных услуг на мировом уровне, но с другой стороны процесс требует тщательного внимания к вопросамобученияиностранных студентов. Стоит отметить, что эффективностьучебного процесса зарубежных студентов в нашей страненапрямую связана с успешностью их адаптации к педагогической среде нового для них вуза. Однако не стоит забывать о роли самой педагогической системы, которая должна принимать во внимание интересы и потребности иностранных студентов.

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Научный руководитель: О.В. Гальцева, канд. техн. наук, доцент, Федеральное государственное автономное образовательное учреждение высшего образования «Национальный исследовательский Томский политехнический университет», Томск, Россия

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