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URGENT PROBLEMS OF MODERN SOCIETY

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ОТНОШЕНИЕ КО ВРЕМЕНИ В РУССКОЙ И АНГЛИЙСКОЙ ЛИНГВОКУЛЬТУРАХ

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Аннотация: В статье на материале пословиц и поговорок рассматриваются особенности отношения ко времени в русской и английской лингвокультурах. Восприятие времени служит важным культуроразличительным признаком, который необходимо учитывать в процессе межкультурного взаимодействия.
Ключевые слова: лингвокультура; межкультурная коммуникация; отношение ко времени; фразеология; пословицы и поговорки

ATTITUDE TO TIME IN RUSSIAN AND ENGLISH LINGUOCULTURE

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Abstract: The article deals with the features of time perception in Russian and English linguoculture on the material of proverbs and sayings. Under the current problems of intercultural interaction, the attitude to time serves as an important cultural distinctive feature that should be taken into consideration.
Keywords: linguoculture; attitude to time; intercultural communication; phraseology; proverbs and sayings

Nowadays with increased frequency, many questions have been raised about the possibility of mutual understanding and dialogue among nations, cultures, individuals. Under the existing conditions of significant expansion of international cooperation, one of the vital problems of the present time is to study the fundamental features of the national peculiarities of intercultural communication and the causes of its violation. One of such features is the *attitude to time* in cultures where significant variations are observed.

Cross-cultural research has identified two main aspects of nations' attitudes to time across the world: *the pace of life* and *temporal style*. The pace of life (rate of working and speed of service) seems to vary from nation to nation: the fastest is found in European nations (e.g., Germany, England) along with Japan and Hong Kong. The intermediate group comprises such countries as Canada, the USA, France, and South Korea. The slowest pace is observed in Brazil, Mexico, China, and Greece, etc. The second aspect concerns with separation of temporal frames into monochronic and polychronic. *Monochronic attitude to time* is sequential and implies dealing with one task at a time. People consider lateness as evidence of disrespect. These approaches are characteristic of Britain, Canada, the USA, Germany, Switzerland, and Scandinavia. It is said that nowadays the Japanese culture tends to be monochronic too. *Polychronic attitude to time* means that people pay attention to many things at once, and the involvement of many people in an interaction occurs. Distraction and change of plan are possible and quite normal. People consider start times as flexible and do not take lateness personally. This orientation is found in Russian, southern European, many African, Asian and Arab cultures. Thus, the Russian multi-focus time orientation, as opposed to single-focused British, can easily lead to misunderstanding and misinterpretations of behaviors in business context [2, p.74-75].

Moreover, scholars distinguish *past-orientated, present-orientated* or *future-orientated cultures*. The past time orientation dominates in cultures valuing customs and traditions, worshipping ancestors and emphasizing strong family (group) ties (e.g., England, India, and China). The cultural or national preference toward present thinking dominates where the past is seen as unimportant, and the future is considered as vague and unpredictable (e.g. France). The future-oriented cultures highly value change, time management, and efficient lifestyles. Such extremely time-conscious cultures are Japan and the USA. It should be remembered that the given dimensions of cultural differences concern ideal types; in fact, most nations display a mixture. Diversity can be found not only among nations, but also among individuals and groups of them in one country [4, p.80].

The culture of each nation is undoubtedly unique. The differences in cultures in the perception of something, including *time*, reflect in the language. One pays special attention to phraseology here, as it is a re-thought centuries-old experience of the nation, a priceless historical and cultural heritage, a reflection of its value system. Proverbs and sayings are an important tool to form the consciousness of a native speaker. So, *the aim of this research* is to examine the features of time perception in Russian and English linguoculture as exemplified in proverbs and sayings [2].

E. Hall believed that each culture has its own ‘language of time’, and it should be studied in the same way as any foreign language. But as a rule, this does not happen, and we are guided by the notion that the perception of time is the same for all and the attitude to time is identical in all countries and cultures. In Russian culture, the past, present, and future are separated from each other, and they often have no connection. We say *‘chto bylo, to bylo’*(what’s gone it’s gone) subconsciously giving ourselves an attitude to forget about something in the past and not to pay attention to it because it cannot be changed. In Russian culture, everyone knows that *‘vsjakomu ovoshhu svoe vremja’* (everything is good in its reason);*‘ne stoitlezt' vperedbat'ki v peklo’* (don't run before your horse to market). Such a specific perception of time is historically conditioned by the commitment to the primacy of the spiritual over the material. In the minds of Russian people, thoroughness, deliberateness, and careful planning are not considered as foibles, because *‘utro vechera mudrenee’* (sleep on it),*‘pospeshish' – ljudej nasmeshish'’* (haste makes waste),*‘speshka nuzhna lish' pri lovle bloh’*(nothing must be done hastily but killing of fleas).The future for the Russian person is always a synonym for suspense and uncertainty – *‘nikogda ne znaesh' chto den' grjadushhij nam sulit’* (the day to come, what is it bearing),*‘vremja pokazhet’* (time will tell), *‘pozhivem – uvidim’* (we shall see what we shall see).These proverbs reflect the basic life philosophy of the Russian person. Such attitude to life and to time is not accidental in Russian culture. It is based on the Christian idea that the future is at the mercy of God, a person cannot change it or somehow influence on it. The biblical proverb *‘Bog dast den', Bog dast i pishhu’* (every day brings bread with it) reflects the isolation of the future from the present [1, p.65-67; 3]

The British love their history and venerate the traditions and customs of their ancestors that can be traced in the refusal to switching to the all-European currency, in the left-hand traffic, in preserving its own metric system. Nevertheless, their focus on the future is shown in the proverb ‘*there are plenty of other fish in the sea’* which encourages the British to always look with optimism to the future because in any case there are many alternatives. The interdependence of the past and the future reflects in the English proverb ‘*all the future exists in the past’*. For English consciousness, history is the source of norms, rules, traditions, and principles that determine the future of the nation and of each individual person. The English attitude to time as something valued is best shown by the famous proverb *‘time is money’*: there are such set expressions as *time (money) is gained, saved, well spent* or *lost, wasted*; *‘An ounce of gold will not buy an inch of time’*. In matters, the British are guided by the idea of the time transience. To achieve something, one needs to work hard and not lose a minute because *‘time and tide wait for no man’, ‘you may delay, but time will not’*. *‘Time flies’* for Englishmen very quickly, so for everyone, it is important to be able to allocate time so that it is enough for all the necessary matters. The English proverbs reflect the desire of the nation for planning, order, the exact logical sequence of events: *‘all in good time’*; *‘everything is good in its season’*. The Englishman who works extremely hard always finds an opportunity to relax with his family and go in for sports. One can only envy of this ability to plan your time. English accuracy and punctuality extend both to business and interpersonal relations. Even private meetings are to be planned well in advance. Thus, the British maintain a certain distance and make it possible for the invited people to plan their time in advance. In English culture, time is perceived positively; the British look to the future with optimism and have high hopes for it. The proverb ‘*better luck next time’* that reflects the idea of the world and human life as an absolute path to something better. *‘Time cures all things’*; time corrects all mistakes. Time performs magic in such English proverbs as *‘time works wonders* and *with time and patience the leaf of the mulberry bush becomes satin’*. Where the Russian should measure seven times *‘sem' raz otmer', odin raz otrezh'’*, one cut off, the Englishman will measure only twice (compare the English proverb *‘score twice before you cut once’*) [3].

Comparing the phraseological units of the Russian and English languages, it can be concluded that the same life phenomena are perceived by the consciousness of the speakers of different languages in different ways. The British have the so-called ‘fixed’ concept of time, whereas in the Russian culture it is ‘fluid’. Very often ignorance of the national character and misunderstanding of the differences in the value system of representatives of different cultures result in communication problems. An incorrect response to the statements or behavior of the partner in conversation at best will cause confusion or may result in more serious consequences. Thus, Russian-British intercultural communication in a business setting, for instance, can be laden with challenging difficulties arising from culturally varied attitude to time. Knowledge of the national culture is the key to successful communication and intercultural dialogue.

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ОБРАЗЫ ГЕРОЕВ В РАССКАЗАХ ВОЛЬФГАНГА ХИЛЬДЕСХАЙМЕРА

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Аннотация: Данная статья выявляет художественное своеобразие творчества Вольфганга Хильдесхаймера и раскрывает образы главных персонажей в его «Бессердечных легендах».

Ключевые слова: бессердечные легенды; образ «наивности»; образ «светского общества»; образ «скупого человека»

CHARACTERS OF HEROES IN THE STORIES BY WOLFGANG HILDESHEIMER

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Abstract: This article presents artistic features in Wolfgang Hildesheimer's works and discloses characters of main heroes in his «Heartless legends».

Keywords: heartless legends; character of naivety; character of high society; character of niggardly person

Вольфганг Хильдесхаймер – немецкий писатель, драматург, автор радиопьес, переводчик и художник, родился 9 декабря 1916 года в еврейской семье в Гамбурге. Он является одним из первых немецких драматургов, принявших идиому "театр абсурда". Свою писательскую деятельность Вольфганг Хильдесхаймер начал с коротких сатирических рассказов, вошедших в сборник "Бессердечные легенды", а также радиопьес ("Принцесса Турандот", "Трон дракона"), которые показали его смешной и одновременно остроумный дар к иронии. Тематика, которой наполнено его творчество – это общественная, искусственная и эстетическая подделка. За свои творческие заслуги Вольфганг Хильдесхаймер является обладателем таких премий, как Бременская литературная премия (1966), Большая литературная премия баварской академии изобразительного искусства (1982), а также членом Немецкой Академии языка и поэзии и членом Берлинской академии искусства.

"Бессердечные легенды" – это сборник рассказов, написанный В. Хильдесхаймером в 1952 году, который принадлежит к кругу главных работ немецкой послевоенной литературы, вызывает большой интерес. В этих рассказах автор собрал главные черты пародийных и сатирических жанров. Благодаря иронии и типичной для автора языковой мудростью, демонстрирует Хильдесхаймер недостатки общества.

Образ "наивности" в рассказе «Как я возил сову в Афины» проявляется в том, что само выражение "вести сову в Афины" означает брать с собой то и вести куда-то, где этого и так в изобилии. То есть, это яркий пример того, что сов не нужно возить в Афины, так как Афины являются родиной сов, и там их бесчисленное множество. Но наш герой, однако, не хочет поступать по правилам, а хочет "бунтовать". Его не интересует мнение других, он захотел пойти против общепринятых правил: ему захотелось отвезти сову в Афины, и он это сделает, несмотря ни на что. Так, например, в рассказе он подчеркивает: «…я часто принимаю решения, которые потом неукоснительно претворяю в жизнь...» [2]. Однако в процессе его подготовки к этому событию, он купил не сову, а сыча, так как «луговые совы не выдержат длительного путешествия». Поэтому можно сказать, что нашему герою был важен больше сам процесс «...в сравнении с тем чувством глубокого удовлетворения, которое я ощутил, доведя свою акцию до конца...» [2], нежели сова, ведь он хотел просто доказать, что может отвести сову в Афины и выпустить ее на волю.

Этот же образ прослеживается в рассказе «Солидная покупка», где наивность героя выражается в его доверчивости к людям. Сам главный герой по своей натуре человек очень доверчивый и не может сказать "нет", если ему предложат что-то купить, хотя эта вещь может быть ему совершенно и не нужна. Он так же может быть из таких людей, которые бросаются деньгами на ветер и покупают все подряд. Но персонаж данного рассказа вполне в трезвом уме совершил эту "солидную покупку". Хотя, если так подумать, зачем ему нужен был паровоз? После совершения сделки главный герой понял, что-то не так. Ведь паровоз ему доставили на следующей же день, и купил он его за весьма низкую цену, и тогда у него возникли мысли «...стремительная доставка должна была натолкнуть меня на мысль, что сделка как минимум была не вполне законной...» [2]. В конце рассказа наш герой узнает, что паровоз оказался краденым, и при следующей встрече с продавцом данного товара «...я ответил на его "здравствуйте" довольно холодно...» [2]. Тем не менее, продавец предложил купить "мне" подъемный кран, на что "я" ответил отказом, при этом подумав «...да и зачем мне подъемный кран...» [2].

В рассказе «Светло-серый летний плащ» автор высмеивает слабость героя, его порок – скупость. Скупость имеет ряд синонимов, такие как скряжничество, корысть, алчность, прижимистость. Образ скупого стал как бы вечным спутником человечества, от античности до наших дней. Вот и здесь, на протяжении всего рассказа рассказчик не допускает даже мысли, что его племянник, исчезнув однажды из поля зрения, напомнит о себе глупой просьбой прислать ему его плащ: «Пришли мне, пожалуйста, мой светло-серый летний плащ. Мне он нужен, потому что тут бывает холодно, особенно по ночам...» [2]. Скупость героя проявляется в том, что ему нужен именно этот плащ и никакой другой. Хотя он вполне мог бы купить себе другой плащ, либо попросить прислать любую другую верхнюю одежду, которая хорошо защищает от холода. Ну а затем, обнаружив в кармане учебник игры на флейте, попросил еще прислать ему и теноровую флейту, так как в "Австралии таких флейт нет". Казалось бы, зачем флейта человеку, который и вовсе не умеет на ней играть, а просит ее только потому, что в плаще оказался самоучитель. То есть человеку либо жалко выбросить этот самоучитель, либо он считает своим долгом все, что находит в кармане плаща непременно использовать. Поэтому на эту странную просьбу жена нашего рассказчика и высказывает очень подходящее суждение: «Ну, он может выучиться играть на чем-нибудь другом» [2], ставя при этом жирную точку повествования бессмысленности его деяний.

В рассказе «Конец света» повествуется о герое, которому выпала честь присутствовать на приеме у знатной дамы Маркизы

Монтетристо, у которой собираются все "сливки" общества. Характерными чертами такого общества является то, что одним из основных видов времяпрепровождения были светские приемы, на которых обсуждались различные новости, положения вещей и многое другое. Так, например, в рассказе подчеркивается «...традиция предписывала добираться до острова на гондолах...» [3], «...кандидат, давший хоть малейший повод быть заподозренным в стремлении уклониться от подобного способа переправы, никогда бы не попал в список гостей...» [3]. Эти отрывки показывают, что у членов светского общества уже тогда были, есть и будут свои правила, как до банкета, вовремя, так и после него и конечно же светские беседы – это своего рода необъятные простому смертному беседы, поэтому не обязательно что-либо понимать при разговоре, нужно просто его поддерживать подходящими репликами и высказываниями. Человеку новому казалось, что все обсуждаемое важно, а все присутствующие очень умные и думающие люди, всерьез заинтересованные предметом беседы. На самом же деле в этих приемах есть что-то механическое и равнодушное. Человека умного, серьезного, пытливого не может удовлетворить такое общение, и он быстро разочаровывается в свете. Однако основу светского общества составляют те, кому такое общение нравится, для кого оно необходимо.

Образы персонажей этих рассказов представлены в сатирическом свете, с присутствием иронии. Каждый герой имеет своеобразную характеристику, которую автор попытался выразить при помощи определенных выражений, слов или предложений, но объединяет их то, что они выражают своего рода "нелепость" и пороки человеческого существования.

Благодаря сборнику рассказов "Бессердечные легенды", которые стали уже легендарными, дебютировал Вольфганг Хильдесхаймер как писатель немецкой литературы XX века.

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РАЗРУШЕНИЕ ТАБУИРОВАННЫХ ТЕМ КАК СПЕЦИФИЧЕСКАЯ ХАРАКТЕРИСТИКА ЧЕРНОГО ЮМОРА (НА МАТЕРИАЛЕ ПЬЕСЫ МАРТИНА МАКДОНАХА «КАЛЕКА С ОСТРОВА ИНИШМААН»)

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Аннотация: В статье даётся определение понятия «табу», а также объясняется взаимосвязь между созданием чёрного юмора и разрушением табуированных тем. Материалом послужила пьеса «Калека с острова Инишмаан» ирландского драматурга и “мастера” чёрного юмора Мартина Макдонаха.

Ключевые слова: чёрный юмор; табуированная тема; дисфемизм

THE TABOO-THEMES DESTRUCTION AS A SPECIFIC FEATURE OF BLACK HUMOUR (A CASE STUDY OF MARTIN MCDONAGH'S PLAY “THE CRIPPLE OF INISHMAAN”)

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Abstract: The article defines the notion “taboo” and describes the correlation between the black humour creation and the taboo-themes destruction. A case study is the play “The cripple of Inishmaan” written by an Irish playwright and “the master” of black humour Martin McDonagh.

Keywords: black humour; taboo-theme; disphemism

In 1970 – 1980s there was a common opinion of linguists everything we can think about can be transferred into words. Searle's Principle of Expressibility is based on this idea [5, p.160]. However, it is impossible to argue that the explication of semantic meaning sometimes can be inappropriate or even forbidden. These prohibitions that include some definite speech themes can differ due to cultural, social and ethic norms of a society and are generally related to the phenomenon “taboo”.

According to “Dictionary of sociology”, “taboo means “sacred” or “inviolable” but its contemporary use is broader, most generally meaning a social and often sacred prohibition put upon certain things, people, or acts, which render them untouchable or unmentionable” [8]. Evidently this prohibition can be put upon some speech themes that are considered to be forbidden, taboo. Thus, it is not accepted to discuss Adolf Hitler’s activity in Germany, especially in a positive way. A man supporting his ideas and reasons can be judged and blamed by the public. The breakdown of conventions causes strong emotional reactions of other people following these conventions [10]. This thought correlates to the idea of black humour, which destroys the established basic moral values of any society.

In Sergey Kara-Murza's analysis, the destructing derision is used by a joker for the desacralization of the derision object, the demonstration of its unworthy unpleasant characteristics [12]. Why do these manipulating actions cause the receiver's laughter? We can find the answer in Sigmund Freud's researches: in such a case the human intellect “turns on” the defence mechanism against “the negative impact development”. This mechanism appears as laughter [6, p.107].

Taking into consideration the ambivalence of black humour one should not consider “laughter” the only receiver's reaction. Black humour has the dual nature, and “fear” comes after “laughter”. This feeling is caused by the themes, chosen as the derision objects. According to different definitions we can mark the fundamental themes of black humour: death, crimes, accidents [7], violence, diseases, physical abnormalities [2, p.41], sex, excessive drinking and hard drinkers, police, military, smoking etc. [4, p.16].

This is a debatable question what themes may be defined as taboo-themes. Evidently this division into “the allowable” and “the forbidden” is related to the human intellect and cannot be expressed explicitly. Natalya Zamerchenko describes the taboo-theme as a social-affected, dynamic notion. In terms of the comparative analysis consisting in the subjective estimation of the definite lexical-semantic groups by native speakers of Russian and German, she pointed out the following taboo-themes: national or ethnic affiliation; gender, sexual orientation; diseases, death, excessive drinking; body discharges; physical, mental, psychiatric abnormalities; politics; sex; violence [3].

Thus, the themes of black humour have much in common with the communicative taboo-themes pointed out by Zamerchenko. Taking into consideration the uncertainty of taboo and the individual style of the author it is necessary to make a list of taboo-themes mostly destructed by Martin McDonagh for the creation of black humour:

Appearance (f.e. Physical abnormalities);

Sex;

Death and diseases;

Violence;

Religion;

National or ethnic affiliation.

Within the framework of this article it is possible to introduce the analysis of the 1st taboo-theme ("appearance") destruction.

The play "The Cripple of Inishmaan" tells the story of Billy's life on one of the Ireland islands. He is a young boy with some physical disabilities. McDonagh often brings up the theme of appearance, especially when his heroes discuss it in the negative way. "Most of the characters lack any sympathy for Billy's disabilities. He is openly mocked for being "*a cripple*" and made fun of for his aspirations to live a normal life" [11, p. 14]. His appearance is described in the opening of the play when his aunts disparage him. The first Aunt Kate tries to find out something good in his face and tells about his nice eyes. But the second Aunt Eileen replies:

"Not being cruel to Billy but you'd see nicer eyes on a goat" [11, p.31].

This uncomplimentary *simile* appears as a language means of the black humour creation. But this is not the only example. McDonagh again builds his humour through the dialog of two aunts. They decide how to make Billy happy and come to the point that he needs "*kissing lasses*". But as they understand there is no chance of that for him. In their opinion even Jim Finnegan's daughter (the character who does not appear in the play, but is often mentioned as a very sexual active girl) would refuse to kiss Billy;

EILEEN: Poor Billy'll never be getting kissed. Unless it was be a blind girl ;

KATE: A blind girl or a backward girl.

EILEEN: Or Jim Finnegan's daughter.

KATE: She'd kiss anything.

EILEEN: She'd kiss a bald donkey.

KATE: She'd kiss a bald donkey. And she'd still probably draw the line at Billy. Poor Billy [11, p. 31].

The humour-intensifying factor in this *simile* is that according to the implicit content of the utterance *“a bald donkey”* is more handsome than Billy. The phrase “*and she'd still probably draw the line at Billy”* reflects it.

It is worth pointing out that the appearance of other characters is often introduced by the author in the same way. Jonnypateenmike is a hero who regards as his duty to rumor about island-men. He tells that Americans are coming to the closely-spaced island Inishmore for making a moving picture film and choose actors for it among island-men. He describes the low level of their exactingness by the following sentence:

“Colman King I know already they've chosen for a role, and a hundred dollars a week he's on, and if Colman King can play a role in a film anybody can play a role in a film, for Colman King is as ugly as a brick of baked shite...” [11, p.35].

Even the use of the utterance “*baked shite*” in the dramatic discourse is an example of a communicative taboo destruction because it can be defined as the obscene language. And the *simile* the Colman King's appearance with *“a brick of baked shite”* is another example of black humour.

Another variant of taboo-themes destruction is the intended use of the dysphemism. “The dysphemism is the substitution of a harsh, disparaging, or unpleasant expression for a more neutral one” [9]. Instead of using any euphemism the characters always call Billy *“Cripple boy”, “bad-leg boy”, “odd-boy”*. But the world created by McDonagh is not a fantasy world, where people do not know about taboo-themes and words. The words of Billy's friend confirm this fact: *«I shouldn't laugh at you, Billy . . . but I will»* [11, p. 47]. It means that taboo is a conventional norm in their society, but people consciously destruct it.

Thus, black humour works in this play by treating serious topics (such as Billy's disabilities) in a flippant manner that can be shocking to a receiver. The characters behave in ways that contravene the expectations, often voicing opinions or carrying out actions that are regarded as inappropriate or taboo. “McDonagh's play, therefore, functions as a means of expressing the inexpressible by breaking the silence around social taboos” [11, p.15].

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ОСОБЕННОСТИ И РОЛЬ ПСЕВДОРЕФЕРЕНТНЫХ НОМИНАТОВ В АНГЛОЯЗЫЧНЫХ ФАНТАСТИКЕ И МОЛОДЁЖНОЙ АНТИУТОПИИ

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Аннотация: Данная статья посвящена вопросу использования псевдореферентных номинатов в современных художественных языках (артлангах). Проведено сравнение таких терминов как «референция», «псевдореференция» и «окказионализмы»; на примерах выявлена роль псевдореферентной номинации в современных англоязычных научной фантастике и молодежной антиутопии.

Ключевые слова: псевдореференция; псевдореферентные номинаты; окказионализмы; научная фантастика; молодёжная антиутопия

THE FEATURES OF PSEUDOREFERENTIAL NOMINATES AND THEIR ROLE IN MODERN SCI-FI AND YOUNG ADULT DYSTOPIAN ENGLISH NOVELS

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Abstract: The article is devoted to the linguistic phenomenon of pseudoreferential nominates in the modern artistic languages (artlangs). The goal of the article is first to compare such terms as “reference”, “pseudoreference”, “nonce-words”; second, to identify the role of the pseudoreferential nomination and illustrate it with examples from sci-fi and young adult dystopian modern English novels.

Keywords: pseudoreference; peseudoreferential nominates; nonce-words; sci-fi; young adult dystopia

The authors of the sci-fi literature sometimes introduce imaginary languages spoken by fictional creatures and characters. Recently, the popularity of dystopias has increased, and this led to the formation of a new subgenre called young adult dystopia, where, occasionally, the readers can also meet such languages. We suppose that the results of the analysis of structural-semantic and functional features of lexis of such languages are relevant for understanding the mechanisms of formation and the role of these peculiar lexical units in young adult dystopia and sci-fi. They are formed with help of such linguistic mechanism as pseudoreference.

Pseudoreference is based on reference, i.e. the process of correlation between language means and any extra language realia (objects of the real world and situations) [1, p.332]. Along with this concept, there is another one called “referent”, i.e. an object or the phenomenon of a material world, which the language unit belongs to during the process of reference. Referents are not real objects and the phenomena of the world; they are a kind of reflections, the mental images formed in our consciousness. Therefore, the referent definitely reflects the characteristics of objects and phenomena of the outside existing world, but, at the same time, belongs not to our world, but to the mental sphere of the person and all the society in general.

Our next goal is to give a definition to the notion of “pseudoreference” coined by Yu.V. Kulakova in 2010 [1]. It is the mechanism of the word creation, the introduction of the language form referring to the subject, concept or phenomenon which is presented as a real one. If a need appeared to create a fictional artistic language, the author uses pseudoreferential nominates, i.e. the language units naming what exist only in an imaginary, artificial world. Examples of pseudoreferential units can be found in the fantasy works by J. Rowling's *Harry Potter* (e.g., "sorting hat", the "invisibility cloak", "quick quotes quill"), as well all as in the famous trilogy by J. Tolkien's *The Lord of the Rings,* where you can observe the use of the main characters’ languages Margera and Middle-Earth (e.g., "Lugbúrz", "snaga"– slave, "ghash"– fire). The words used by the author have little connection with those meanings that exist in any modern language. Pseudoreferential nominates are the product of the author's consciousness and imagination; they exist only in the form of concepts.

Thus, the main difference between referents and pseudoreferents is that the first have connection to the objects and phenomena of reality, while pseudoreferents act as realia belonging to the fictional world different from the present. Of course, these concepts are delineated by "fiction" and "reality."

However, along with the differences, there are also similarities. All pseudoreferential nominates are created by the author. Their main task is the materialization of reality for the full integration of newly introduced words and expressions. So, in order to avoid dissonance, when reading works that contain pseudoreferents, the author's main task is to create a set of vocabulary that is as close to modern real world as possible.

All in all, we believe that singling out pseudoreference as a separate linguistic phenomenon is reasonable. At this stage of the development of literature, there can be found a large number of books that describe fictional worlds, so this area is developing and requires some nomination and scientific comprehensive analysis.

Now let us consider the definition of a nonce-word. A nonce word is a lexeme coined for a single occasion to solve an immediate problem of communication. The authors of such words don't want them to become a part of everyday speech. They are created to emphasize the atmosphere and the nature of main characters. They help to describe usual objects in a different and more interesting way.

Some people may think that the term "nonce word" means the same as "pseudoreferential nominate" due to the fact that both these terms name realia that were introduced by an author in his text. But it's not quite true. We offer you to demarcate those terms by two criteria.

First of all, not all nonce words name realia of fictional world, many of them refer to everyday life. They give new and unusual names to the existing realia or name new objects and phenomena. For instance, *seesaw (battle); hush-hush work (secret work); eggbeater (helicopter).*But pseudoreferential units name only those things or phenomena that exist in a specific imaginary world and can't be found in a real one (see the examples from *Harry Potter* and *The Lord of the Rings*). So why are those words used? Characters of those books live in a different world and have to speak different language too. They exist in the form of concepts and acquire their objectivity in discourse (through their description), thus materializing in the collective consciousness of readers.

Second of all, many nonce words become widely used when they describe new phenomena which don't have names yet and add to the category of common language neologisms. With the development of the Internet culture, such nonce words have become widespread, especially in the English-speaking world (*e.g. selfie, twerk, textspeak, hater, manspreading).*

Thus, pseudoreferential nominate is a subtype of nonce words. The concept of “nonce words” is wider and includes pseudoreferential nominates. We can’t divide those two terms due to the fact that pseudoreferential nominates call a little part of fictional realities and can be found in the imaginary languages.

The imaginary languages used by the authors are called artistic languages. They can be divided into three types: 1) “a posteriori” languages which are based on other existing human languages (the majority of them including languages introduced by J.R. Tolkien and J.K. Rowling); 2) “a priori” languages which are absolutely new and aren’t based on anything (Loglan, Ro, etc.) [3].

David Peterson, a linguist and the author of several artlangs including Dothraki language in the series of novels *A Song of Ice and Fire* by G.R.R. Martin, says that fictional languages or atrlangs belong to the wider group of “conlangs” (short for “constructed language”), i.e. “the consensus term for any language that has been consciously created by one or more individuals, <. . . > so long as either the intent or the result of the creation process is a fully functional linguistic system” [4, p. 18-19]. He gives such examples as Esperanto, Quenya, Dothraki, Lojban, and Lingua Ignota, but excludes modern revitalization projects like Modern Hawaiian, Modern Cornish, and Modern Hebrew and creole languages like Tok Pisin, Bislama, or Saramaccan. He also highlights that artlangs are created for aesthetic, fictional, or otherwise artistic purposes.

We have found and analyzed the example words from the two modern English specimen of fiction: sci-fi series of novels by Stephen King *The Dark Tower* and young adult dystopian trilogy by James Dashner *The Maze Runner*.

The results of semantic analysis of the 50 pseudoreferential nominates from The Dark Tower allowed to single out the following thematic groups of such words: 1) Person (e.g. *Man in Black*); 2) Magic device (e.g. *Black Thirteen, Sigul, Horn of Eld*); 3) Weapon (e.g. *Beam, Barrel-shooters, Dark Tower*); 4) Animal (e.g. *Billy-Bumbler, Roont*); 5) Afterlife (e.g. *Clearing, Ka- Shume, Knef*); 6) Place (e.g. *End-world, In-world, Jerichohill, Mid-world, Thinny, Thunder Clap, Discordia, Gilead, Ka-tet*); 7) Plant (e.g.

Devil grass); 8) Greeting (e.g. *Well-met, Fist to Forehead, Hile*); 9) Long measure (e.g. *Wheels*); 10) Holiday (e.g. *Comalla, Reap*); 11) Numeral (e.g. *Chassit, Delah*); 12) Drink (e.g. *Graf*); 13) Social class (e.g. *Gunslinger*); 14) Name of institution (e.g. *Dogan*); 15) Occupation (e.g. *Harrier*); 16) Cult item (e.g. *Stuffy- Guys, Charyou Tree*); 17) Relationships (e.g. *An-tet, Dinh, Jilly, Mia*); 18) Magic creature (e.g. *Taheen*); 19) God (e.g. *Gan, Mim*); 20) Magic power (e.g. *White, Dim, Glammer, Ka, Kaven, Prophecy*).

The results of semantic analysis of the 50 pseudoreferential nominates from *The Maze Runner* allowed to single out the other thematic groups of pseudoreferential nominates: 1) Occupation (e.g. *Bagger*), 2) Place (e.g. *Blood House*), 3) Natural phenomena (e.g. *The Sun Flare*), 4) Swearing (e.g. *Klunk*), 5) Slang words (e.g. *Slim it*), 6) Artifact (e.g. *Swipe*), 7) Social status (e.g. *Shank*), 8) Invention (e.g. *Beetle Blade*), 9) Piece of clothing (e.g. *Runnie-undies*), 10) Organization (e.g. *WICKED*), 11) Condition (e.g. *The Changing*), 12) Diagnosis (e.g. *Crank*), 13) Medicine (e.g. *The Bliss*), 14) Anatomy (e.g. *Killzone*).

Thus, we have identified the common semantic groups for both series of novels, such as Place, Occupation, Social status, Artifact, and Organization names. We may suppose these semantic groups to be universal for artlangs in such genres of literature for which the authors are bound to construct pseudoreferential nominates.

The main function in the text performed by such words is nominative, however, there were also found very few examples of emotional-evaluating function and the function of demonstrating the peculiarities of the characters' speech, such as slang.

The next stage of the research will be to identify the word-building patterns used by the authors, what may give us a clue of how is it better and in a more effective way to coin pseudoreferential nominates.

All in all, pseudoreferential nominates play a huge role in conveying the main idea of any sci-fi or dystopian novel, i.e. to materialize the imaginary world as close to ours as possible to allow for the easier readers' interpretation. The mechanism of pseudoreference plays an important role in the creation of new vocabulary. For example, if a fictional language is based on any current language ("a posteriori" artlang), then we can observe the extension of vocabulary and, probably, integration of new words into an existing language, at least for the fans of the literature work. Also the creation of stable lexical units (phrases) takes the form of nicknames or even idioms that are in constant use by readers in everyday life. Pseudoreferential nominates serve as connecting elements between the natural and constructed languages.

Summing up, we can conclude that pseudoreferential nominates remain a great contribution by each author into the field of lexicology and the study of languages in general.

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РЕПРЕЗЕНТАЦИЯ ЭЛЕМЕНТОВ ЯПОНСКОЙ КУЛЬТУРЫ В АНГЛИЙКОМ ЯЗЫКЕ (НА МАТЕРИАЛЕ РОМАНОВ "СЁГУН" И "МЕМУАРЫ ГЕЙШИ")

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Аннотация: В статье рассмотрены особенности отражения ключевых элементов и этнических стереотипов японской культуры в художественном тексте. Основной целью статьи является выявление универсального механизма межкультурного взаимодействия. Анализ материала показывает, что данный механизм опирается на актуализацию концепта "свой"-"чужой" и определяет оценку элементов или стереотипов иной культуры.

Ключевые слова: языковая картина мира; культурная картина мира; концепт "свой"-"чужой"; стереотип; этнокультурный стереотип

REPRESENTATION OF THE ELEMENTS OF THE JAPANESE CULTURE IN ENGLISH LANGUAGE (ON THE MATERIALS OF NOVELS *SHOGUN* AND *MEMOIRS OF GEISHI*)

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Abstract: In the article features of reflection of key elements and ethnic stereotypes of the Japanese culture are considered. The main purpose of the article is to identify the universal mechanism of intercultural interaction. Analysis of the material shows that this mechanism is based on the actualization of the concept of "Own vs. Alien". and determines the evaluation of elements or stereotypes of a different culture.

Keywords: language picture of the world; cultural picture of the world; concept "Own vs. Alien"; ethnocultural stereotypes

Over the years, the attention of the researchers was attached to the problem of the specificity, identity, and diversity of different cultures. This issue is viewed through the features of the interaction of the language and reality, or, in other words, language and culture, and more recently through intercultural dialogue.

Every person that speaks some language and belongs to some culture, perceives other, not his own, cultures and languages through the prism of his own culture and language. People who are grown up and brought up in different cultural traditions have different views on the world around them. That world, which is native to a man, sets the parameters of the vision, determines the norms of his behavior and forms the values inherent in the whole people. At the same time, every culture is fully revealed only "in the eyes of another culture"

The interaction of the representatives of different cultures results in the cultural-specific views on the world. At the same time, each representative is not aware of the differences in these views, and each of them considers his or her own perceptions as normal and the perception of the other as abnormal. At first, this is expressed in an open misunderstanding, in which opinion and understanding do not coincide. Thus, each side considers the other side to be stupid, ignorant or even ascribes an evil intent to it [3, p.37].

Cultural differences, reflected in different peoples, lead to the emergence of the concept "Own vs. Alien." Cultural bearers unconsciously compare their culture with other cultures and distinguish between them, the latter are often perceived in a negative light which may entail the emergence of stereotypes.

So, in our opinion, the best definition of the stereotype was given by V. S. Ageev. The author views the stereotype as "a simplified, schematized, emotionally colored and extremely stable image of a social group or community that is easily disseminated among all its representatives" [1, p.135].

Ethnocultural stereotypes are a generalized idea of the behavior of a particular people. Ethnocultural stereotypes tend to change with time. At the very beginning, observing the way of life and behavior of the people, representatives of other nationalities and cultures consider them "strange", "abnormal", and sometimes "crazy". Later the assessment may change as a result of constant interaction and intercultural contacts.

It is worthwhile to consider the main stereotypes, which are often associated with Japanese culture and which are expressed in the works of American writers, i.e. the novels -*Shogun*- by James Clavell and -*Memoirs of a Geisha*- by Arthur Golden.

In these books, the concept "Own vs. Alien" is fully manifested through mutual rejection of cultures. Throughout the novel -*Shogun*-, Europeans call the Japanese "*barbarians*" (варвары), "*lunatics*" (сумасшедшие), "*bastard*" (негодяй), "*animals*" (животные), "*slant-eyed fanatics*" (косоглазые фанатики), "*the poxy little bastards*" (сифилитичные негодяи). The people of Japan are not trustworthy, because, according to one of the Europeans, *"They're six-faced and three-hearted"*. Besides, they do not trust outsiders either, and the main character constantly feels the views of the Japanese who follow him: "But he felt eyes studying him from every window and doorway as he walked toward the shore" (Но по дороге к берегу он чувствовал, что из каждого окна и дверей за ним следят глаза). The English call Japan "the land of Satan" (страной Сатаны), "a rotten landfall" (гнилой землей), a country with "their stinking tempers" (ужасными нравами). The mechanism of perception of another culture realized here can be conditionally denoted by the following formula: **(cultural) differences → misunderstanding → rejection → hostility / hatred**.

In turn, the Japanese demonstrate similar behavior, calling the English "barbarians" (дикарями). One of the main characters Yabu gives them a negative evaluation: *"As long as he could remember he had **hated** barbarians, their **stench** and **filthiness** and **disgusting** meat-eating habits, their **stupid** religion and **arrogance** and **detestable** manners. More than that, he was **shamed**, as was every daimyo, by their stranglehold over this Land of the Gods» (Сколько он мог себя помнить, он ненавидел этих дикарей, их зловоние и грязь, их омерзительную привычку есть мясо, их глупую религию, высокомерие и отвратительные манеры. Более, чем этого, он стыдился, как каждый дайме, их одержимости этой землей богов)*.

In -*Memoirs of a Geisha*- by Arthur Golden, the period of closer contacts between Americans and Japanese is described, so relations are less hostile. The main heroine Sayuri uses the litotes - the Americans are "not so bad" and "very fond of having fun" - though the Japanese might perceive it as disrespect to their culture, they do not experience hate or rejection.

The novel -*Shogun*- depicts perhaps the most common and deep-rooted stereotypes about the Japanese. The main character, John Blackthorne, is getting to know a new culture and gradually changing his attitude to it.

Firstly, he notices the special behavior, which is due to a certain code. Today this fact explains the widespread stereotype that the Japanese are extremely disciplined, loyal and guided by a sense of duty. Bushido ("The way of warriors") still demonstrates strong associative links with Japanese culture and is treated as a set of moral and ethical rules and obligations: *"code" ("свод правил"), "service", "bind" ("служба (долг)",, "honour", "loyalty", "unsullied" ("честь")* и др.

In addition, the main character thinks, that the appearance of the Japanese (*Her skin was **golden** and her eyes **black and narrow** and her long **black hair** was **piled neatly** on her head*), their manner of dressing (*The old man was **naked but for a brief, narrow loincloth**, hardly covering his organs*), their habit of taking off shoes at the entrance (*That's very sensible if you think about it, he told himself, awed*), and the appearance of Samurai are very unusual: *All were samurai. Some had steel breastplates but most wore simple kimonos, as the robes were called, and the two swords. **All wore their hair the same way: the top of the head shaved and the hair at the back and sides gathered into a queue, oiled, then doubled over the crown and tied neatly. Only samurai were allowed this style and, for them, it was obligatory**. **Only samurai could wear the two swords**—always the long, two-handed killing sword and the short, daggerlike one—and, **for them, the swords were obligatory*** ("Некоторые в нагрудниках, но большинство носили простое кимоно, как они называли свою одежду, и по два меча. У всех была одинаковая прическа: верхняя часть головы выбрита, а волосы сзади и по сторонам собраны в косичку, смазанную маслом, сложены вдвое на макушке и плотно завязаны. Только самураям разрешалась такая прическа, и для них она была обязательной. Только самураи могли носить два меча: длинный двуручный боевой меч и короткий, типа кинжала, – мечи тоже были для них обязательны"). Noteworthy enough, the prescribed rules for Samurai's appearance are quite rigid (***only…, for them, it was obligatory***).

In the novel, there are numerous descriptions of Japanese life, characterized by the minimalism of the interior, its specific organization (the absence of the usual furniture for European, the use of futons - a special kind of bed), a specific diet *("Always the same: **vegetables**—cooked and raw—with a little vinegar, **fish soup**, and the **wheat or barley porridge**" – Всегда одно и то же: **овощи**, вареные и сырые, с небольшим* *количеством уксуса,* ***рыбный суп*** *и* ***пшеничная или ячневая каша***). And food preferences seems to be a major barrier to the acceptance of the culture (*"If you can put up with the* ***swill*** *they call food, it's the best place I've been" – Если примириться с помоями, которые они называют пищей, то это самое лучшее место, где я был*).

What surprises John Blackthorne greatly is the non-verbal behavior of the Japanese, namely, their system of greetings with the help of bows: all the Japanese (regardless of their position in society) bow that for European culture is not so accepted and seen more as a sign of recognition of the higher status of the interlocutor. The system of bows is extremely diverse and takes into account numerous factors. The repetition of the verb "***bow***" (кланяться) in the novel is comparable to the repetition of the English verbs "said" or "entered," which can be considered as a proof that the greeting by bow is the basis of the Japanese culture. Still a part of the modern culture, bows form a stereotype of the courtesy of the Japanese, which, along with the stereotype of their cleanliness (the regular hygiene procedures described in the novel), the desire for beauty (observation of flowering gardens, accompanied by poetic exercises) are the most stable, because they persist for many years.

There are different attitudes to death in different cultures in the novel: Europeans do not understand the cold-blooded attitude of the Japanese to death and their willingness to commit suicide. But if Blackthorne sees courage in this readiness, that sometimes can seem to be madness (*Was that* ***courage*** *or just* ***insanity****?*), and partly admires this ability (*"Christ Jesus, I* ***admire*** *that bastard, and* ***detest*** *him"*), other Europeans explain this feature by imperfection of the Japanese compared to the Europeans "imperfection of human nature" and proximity to "animal nature": *"****Japmen*** *just* ***aren't built like us****. They don't feel cold or hunger or privations or wounds as we do.* ***They are more like animals, their nerves dulled, compared to us****"*.

Summarizing it, one can conclude that all the main features of culture and stereotypes that are connected with the representatives of Japanese culture are more or less reflected in both works of these authors. It is also worth to say that all stereotypes are well-founded, contain an evaluation component and can be the result of observation of representatives from other cultures. At the beginning of intercultural contact, evaluation is often negative because of the native and the foreign cultural differences and their rejection, but it can be changed by accustoming and adapting to the cultural diversities.

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ОСОБЕННОСТИ АУДИОВИЗУАЛЬНОГО ПЕРЕВОДА НА МАТЕРИАЛЕ СЕРИАЛА «ТЕОРИЯ БОЛЬШОГО ВЗРЫВА»

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Аннотация: В статье рассмотрены виды аудиовизуального перевода (на материале сериала «Теория Большого Взрыва»). Анализируются три вида аудиовизуального перевода: субтитрование, дубляж и псевдодубляж. Упоминается, что каждый из видов имеет свои особенности и требования к переводчику.

Ключевые слова: аудиовизуальный перевод; субтитрование; дубляж; псевдодубляж

FEATURES OF AUDIOVISUAL TRANSLATION EXEMPLIFIED BY “THE BIG BANG THEORY” SERIES

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Abstract: The article describes the audiovisual translation on the example of "The Big Bang Theory" series. The author analyzes specific features of the three types of the audiovisual translation: subtitling, dubbing and voice-over. It is shown that each type has certain requirements to the translator

Keywords: audiovisual translation; subtitling; dubbing; voice-over

Due to the globalization and distribution of foreign cinema products in Russia, the audiovisual translation becomes one of the priority directions of study. The audiovisual or "multimedia" translation is interlingual transferring of the contents of not only feature films, but also computer games, television programs, commercials and news.

Audiovisual translation is a creative and interesting work which requires great attention. But it is necessary to understand that the translator nevertheless is responsible for the result. The audiovisual translation is always time consuming (while time limits, as a rule, are quite compressed) therefore the translator quite often should neglect the material benefit for the sake of art.

The audiovisual translation is a special type of the translation as it has specific features and difficulties. Translating the movie a translator needs to follow a set of rules. The most important is that a translator has to know competently the target language, find the most suitable words, equivalent set expressions. It is necessary to realize accurately that success or a failure of the movie with the audience substantially depends on the translation. The situation when it is necessary to stop watching a film because of the awful text is familiar for everybody. Therefore the translator has to do everything possible so that the viewer never even thought of the translation and its author at all. Moreover, phrases in target language have to begin and come to an end in accordance with style and tempo of the source text.

The translation of proper names has to correspond to original pronunciation, and units of measure to the target language. For this purpose it is necessary not to be lazy and consult a dictionary or to consult with the expert.

One more task of the translator is his or her presence during movie scoring. The translator has to monitor the correct pronunciation of names and titles, work of the sound producer and actors.

The main and most widespread types of the audiovisual translation are subtitling, dubbing and voice-over. Subtitling is the translation of original video by means of the text which is settling down in the bottom of the screen. Dubbing differs in the special technology of the recording which allows replacement of a movie soundtrack with record of source text by a soundtrack with text in target language [2]. Voice-over consists in combination of the voiced translation with an original soundtrack.

The object of audiovisual translation is the film text. It has its own features distinguishing it from the literary text. E. V. Ivanova marks out the most important features of the film text: "There are not one, but several authors participating in the film creation. Therefore, the main task of the translator is to transfer the point of view of this author" [3]. It is necessary to mark some features of the film text:

1) This text is multidimensional as its events can be directed both to the future and to the past;

2) In the center of the narration there is a person, this type of the text is anthropocentric;

3) The film text is created by the collective author, that is why all actions are directed towards one purpose, that of carrying the message.

The chosen material of a research has been translated by both professional and amateur film studios. In our research we have used the amateur single-voice translation of “The Big Bang” series by “Kurazh Bambey” studio

Translation of this TV series required various lexical, grammatical, and lexico-grammatical transformations. Most often such transformations as addition, omission, stylistic assimilation were used. Also, during observation, such transformation as inversion has been used. Transformation has been used in the following offer: *"And I can, what, provide that somehow?"*. This phrase has been translated as: *«А я ему что, как-то помочь могу?».* It should be noted that the word order has been changed thanks to oral character of the text. Intonation allocation of a rheme has allowed us to use this translation transformation. The compensation in the following phrases has also been used: *"You haven’t?”* - *Неужели?" and "Would you? – Правда? Подарите?".* In these phrases there was a replacement of an inexpressible element of the target language with other means which transfer the same information of the English phrase. Also compensation in the first example is combined with the antonymic translation. Using the omission a translator needs to reduce sounding time selecting short synonyms and changing sentence structure. Using the addition a translator can add words, phrases or sentences. This is done so that the time of sounding of the translation coincided with time of sounding of the source.

We came to a conclusion that different data types of changes which we described above are more or less preferable while translating.

The least preferable is omission and change of sentence structure. These changes should be applied only when application of other types of changes is impossible. Also it is necessary to abstain from adding information because it can lead to distortion of the original.

Stylistic changes which are necessary at the audiovisual translation of this TV series have been revealed during the research. Stylistic changes attempt to present the target text as informal conversation; thereby they minimize the impression that initially the text was created in a foreign language.

Audiovisual translation is of keen interest from a researcher’s viewpoint because the demand for such type of translation is relatively high and the theoretical principles of it are under development.

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ТРАНСЛАТОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ДРЕВНЕАНГЛИЙСКОЙ ПОЭЗИИ

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Аннотация: В статье сообщается о транслатологических особенностях древнеанглийской поэзии, описываются особенности английского стихосложения того времени и затрагиваются проблемы его перевода.

Ключевые слова: транслатологические особенности; древнеанглийская поэзия

TRANSLATOLOGICAL PECULIARITIES OF OLD ENGLISH POETRY

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Abstract: This article reports on the translatological peculiarities of Old English poetry and gives an account of Old English prosodic features as well as describes the problems of Anglo-Saxon poems translation.

Keywords: translatological peculiarities; Old English poetry

English poetry originates from the songs. The poem became independent after the separation from music accompaniment. The art of composing songs was an honorable occupation in the Anglo-Saxon. There were several types of the singers: gleomen and scops. The gleomen are considered to be folk musicians, while the scops are described as confidants of the leader or king; at feasts a scop could be sitting next to his king’s feet and playing the harp and singing old songs.

The literature is closely connected with the history of the country. Old English poetry refers to the period of the early Middle Ages (5-10 century) when the Germanic tribes came to the territory of the British Isles ousting the Celts into Wales, Scotland and continental Europe. Thus, seven Anglo-Saxons kingdoms were formed. The Anglo-Saxon language became dominant (it was the basis for the modern English [2].

Oral literature had great importance. In the songs and legends of the Anglo-Saxons who conquered Britain one can find the echoes of legends and stories [2].

Anglo-Saxon poetry, like the majority of ancient types of metrical speech forms, is not based on rhyme. Instead, its main principle is alliterative rhythm. Each poetic line is divided into two hemistichs, which have two main rhythmical accents. Thus the consonants standing in front of one or both of the main accents of the first hemistichs, should be repeated (i.e. alliterate) before the initial accent of the second hemistichs. The absence of rhyme in the old English tradition is explained by some researchers, for example, K. Malone, by the technique to start and finish a thought in the middle of the long row. This phenomenon is called «run-on style» [4].

The Anglo-Saxons used magic formula, "spell", originally a metric character that is easy to remember. More than a dozen texts of these incantations have survived, based on ancient pagan tradition. These are the charms for unfruitful land, for a swarm of bees, for loss of cattle, a journey charm, and, most often, charms for certain diseases.

The first thing that should be noticed about the poetic vocabulary is the abundance of synonyms. The plenty of synonyms was mostly used for some notions which had a great value in the life of Anglo-Saxon society. As the examples such notions can be presented: lots of names for a warrior (beorn, rinc, peʒn, mecʒ, secʒ, wer), many of the ship's names (flota, bāt, wunden-stefna); a lot of names for the sea (hrān-rād, strēamas, brim). That happens because of the often used alliteration. The synonyms helped to save its concept, avoiding the repetition of the same words.

Talking about the Old English epic poem Beowulf, there is another interesting feature. This is a kenning, a kind of epic formula inherent in Scandinavian and old English poetry. As a rule, this is a poetic paraphrase, or an allegorical description of an object, replacing one word (a noun) with two or, more rarely, a few words (complex metaphor). Kennings are used in the transmission for the most important concepts to the heroic poetry, which are related to the war or associated with the significant events of the ancient Germans' life, for example, "warrior", "weapon", "sword", "shield", "battle", "ship", "gold", "the Raven". For each of these concepts there were several kennings, for example, a stick of the battle (sword), a Swan of the battle (Raven), horse of the wave (ship).

Except kennings the compound words were used to achieve the same effect: excessively characterizing the object (e.g., "beadorinc" – "battle-warrior") and descriptively characterizing the object (e.g., "sǽrinc" – "sea warrior") [1].

The poetic language of the old English period is a synthetic language, which means that the words had different forms; they could change by gender, number or case, for example. Owing to the fact that the relations between parts of a sentence can be expressed in the form of the word, there is no strict necessity in a fixed word order in the sentence. In fact, synthetic word order, i.e. subject and predicate divided by a long row of secondary parts of a sentence, is a frequent phenomenon in Old English poetry.

As with translation of any text, the translator of old English poetry will encounter some difficulties in translation.

There is a problem of archaic words' translation. If translators decide to save the old version of some modern English words, they risk leaving readers in the dark. In that case people who are distant from the studying literature or some similar sphere will be puzzled, guessing about the meaning of this or that word. The translator has two variants. The first one is to use archaic words but to give footnotes explaining all the meanings. The second way is to find modern equivalent, trying to save the alliteration and the metrics of the original verses.

The situation differs when the Old English poetry is translated into Russian. Our language has more possibilities in transferring archaic words without losing the understanding even by ordinary readers. Russian language has more clear obsolete words, such as уповать (надеяться), очи (глаза) and внемлить (слушать). As the archaic vocabulary the words with changing stress can be considered. For example in fact in Russia of the 19th century the stress is not where it is now: people said "музЫка", "символ" instead of «мУзыка» and «сИмвол». The changing stress does not prevent modern Russian society from understanding these words. Now in Russian the archaisms are used to make the poetry sublimity and festivity. The odes, epigrams, poems, sonnets were written and are written [3].

The next key issue is that the poem should be translated with saving the rhythm or the rhyme, or these two components can be used at the same time. The original Old English poetry had no rhyme, only the rhythm was used.

You can see the following example of the translation of riddle 26 [1]. The left column matches is Old English and the second one stands for the modern English. The answer is the Bible.

Mec feonda sum feore besnyþede, woruldstrenga binom, wætte siþþan, dyfde on wætre, dyde eft þonan, sette on sunnan þær ic swiþe beleas	Some fiend robbed me from life, deprived me of wordly strengths, wetted next, dipped in water, took out again

As you can see the translation into the modern English still has no rhyme, but the translator (his name is unknown) has tried to save the rhythm.

The Russian translator V.G. Tikhomirov also chose to keep the rhythm. You can see the fragment of riddle 16 from the Exeter Codex [1].

Oft ic sceal wiþ wæge winnan ond wiþ winde feohtan, somod wið þam sæcce, þonne ic secan gewite eorþan yþum þeaht; me biþ se eþel fremde. Ic beom strong þæs gewinnes, gif ic stille weorþe;	Воевал я волны, я с ветром бился, не раз был в распре, рыская по землям в чуждой пучине, отчизну покинув: в бою, побеждая, стою на месте

Originating from the songs and spells English prosody changed a lot. As the specific phenomena, it is possible to note the alliteration, the rhythm, special lexical tools, such as kennings and the absence of rhyme. It is obvious that there are some problems as to the translation into modern English or Russian, for example, archaic words, or the fact that old English was a synthetic language. However, a careful study of all features of old English poetry allows developing the most appropriate translation strategy.

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ГЕРМАНИЗМЫ В РУССКОМ ЯЗЫКЕ

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Аннотация: В статье рассматривается анализ заимствований из немецкого языка в русский. Цель статьи - ознакомить с понятием «заимствование», историей появления заимствований из Германии в Россию, их классификацией.

Ключевые слова: германизмы; заимствования; влияние; изменение; развитие

GERMANISMS IN THE RUSSIAN LANGUAGE

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Abstract: The paper analyses German linguistic borrowings in the Russian language. The purpose is to offer insights into the notion of linguistic borrowing, historical background of German borrowings transition from Germany to Russia and their classification.

Keywords: germanisms; linguistic borrowings; impact; change; development

“All peoples change their words and take them from each other.”
W. Belinsky

Unsere Sprache ist lebendig und schlau: Was sie nicht hat, aber gut gebrauchen kann, borgt sie sich aus. Es ist bekannt, dass Menschen aus verschiedenen Ländern, Vertreter von verschiedenen Kulturen nicht isoliert voneinander leben. Sie treffen sich, kommunizieren miteinander, migrieren von Land zu Land.

Die Deutschen und die deutsche Sprache spielten seit Jahrhunderten eine wichtige Rolle in der Geschichte Europas und Russlands. Dies wird durch die große Zahl der „Germanismen“ – die Wörter deutscher Herkunft - in der russischen Sprache sichtbar.

Das Phänomen, dass Wörter von einer Sprache in eine andere Sprache fast ohne Veränderungen übernommen werden, nennt man Entlehnung. Entlehnungen entstehen auf Grund verschiedener Kontakte wie Handel, Auswanderung, Krieg oder Grenzziehung. Die Vermischung von Sprachen ist ein natürlicher Prozess, denn keine Sprache auf der Erdkugel ist isoliert. Man kann die Spuren der wandernden Wörter suchen und verfolgen. Ein spannendes Beispiel von sich überlagernden Sprachräumen sind die historischen Kontakte zwischen Deutschland und Russland.

Seit dem ersten politischen Kontakt im 10. Jahrhundert hat sich zwischen Deutschland und Russland eine besondere Beziehung entwickelt [3]. Mehr als 100 Wörter wurden in den russischen Wortschatz übernommen. Der Großteil dieser Wörter bestand aus spezifizierten Bezeichnungen. Eingebürgert haben sich nur wenige Begriffe, wie „bot“ (Boot) und „jachta“ (Jacht). Etwas später tauchte in Russland auch das Wort „rynok“ (Markt, Marktplatz) auf, der sich wahrscheinlich von dem polnischen Wort „rynek“ ableitet. Der Ursprung dieses polnischen Wortes geht vermutlich auf das deutsche Wort „Ring“ (die Märkte waren ringförmig angelegt) zurück. Und auch das Wort „Jarmarka“ (Jahrmarkt) taucht seit Mitte des 17. Jahrhunderts in der russischen Sprache auf und bezeichnet einen mobilen Rummel oder Bauernmarkt.

Seit dem 16. Jahrhundert ist der Einfluss des Deutschen auf das Russische erheblich und erreicht seinen Höhepunkt im 18. und 19. Jahrhunderten. Die Sprachentwicklung Russlands ist unmittelbar mit dem Namen Peter des Großen verbunden. Er formte aus dem alten Russland ein Reich nach westlichem Muster. Der deutsche Anteil an der Europäisierung war groß. Zu dieser Zeit war Deutsch die wichtigste Sprache der kulturellen und wissenschaftlichen Kontakte zwischen Russland und Europa. Die Deutschen dominierten als Handwerker, Ärzte, Apotheker, vor allem aber als Waffentechniker und Militärexperten. Kein Wunder also, dass Bezeichnungen des Militär- und Kriegswesens, der Medizin, des Bergbaus, der Wissenschaft und Verwaltung die meisten Veränderungen erlebt haben. Besonders bei Bezeichnungen zu Rängen bediente sich Peter der Große vieler deutscher Ausdrücke wie oberoficer (Oberoffizier) und fel’dmarschal (Feldmarschall). Auch Wörter wie gaubica (Haubitze) und landver (Landwehr) wurden in dieser Zeit entlehnt [2].

1703 begann Peter mit dem Bau „seiner“ Stadt, Sankt Petersburg. In der neuen Hauptstadt ließen sich Handwerksleute nieder, darunter viele deutsche Drucker, Setzer und Uhrmacher, die über Fertigkeiten verfügten, die es in Russland nicht gab. Der Wortschatz wurde durch Entlehnungen aus dem Deutschen erweitert. Das betrifft Wörter wie apparat (Apparat), beton (Beton), gips (Gips), ciferblat (Zifferblatt) und schtempel (Stempel).

Im 17. Jahrhundert wurden Bergbauspezialisten aus Österreich zum Erzabbau nach Russland geholt. Sie brachten neben ihrer Erfahrung auch ihr Werkzeug und ihre Fachterminologie mit. Wörter wie „schachta“ (Bergwerk), „schachtjor“ (Bergmann), „schtol’nja (Stollen) oder „kajlo“ (Keil) wurden ins Russische übernommen [2].

Die zaristische Heiratspolitik führte zu dynastischen Verbindungen mit mehreren deutschen Höfen. Ins Land kamen deutsche Bürokraten und Höflinge und mit ihnen deutsche Wörter wie bjurger (Bürger), kamerdiner(Kammerdiener), frak (Frack) und schleif (Schleppe am Kleid). Russlands Zarin Katharina die Große selbst, 1729 als Sophie Friederike von Anhalt-Zerbst in Stettin geboren, war eine Deutsche. Als seit 1764 die ersten deutschen Kolonisten nach Russland zogen, konnten sie nur weniges aus ihrer Heimat mitnehmen. Was sie aber „im Gepäck“ dabei hatten, war ihre deutsche Sprache. Sie brachten Wörter mit, die heute im russischen Wortschatz fest verankert sind, wie wunderkind (Wunderkind), potschtamt (Postamt), schtraf (Geldstrafe), schrift (Schriftart) und galstuk (Krawatte). Zahlreiche deutsche Wissenschaftler lehrten an den neu gegründeten Universitäten Russlands. Unter den ersten 111 Mitgliedern der 1724 gegründeten Akademie der Wissenschaften Sankt Petersburg waren 67 Gelehrte deutscher Abstammung. Der erste Akademiepräsident war ein Deutscher, nämlich Lorenz Blumentrost. Eine ebenso aktive Rolle spielten deutsche Ärzte und Apotheker bei der Entwicklung des Medizinalwesens in Russland. Deutsche Dichter und ihre Werke – wie Goethe, Schiller und Heine – gingen in den Bildungskanon der Intelligenz ein [1].

Auch in den Domänen der Ökonomie, der Finanzen und der Börse war die deutsche Gesellschaft fortschrittlicher als die Russische. Die Begriffe makler (Makler), weksel (Wechsel), buchgalter (Buchhalter) wurden ins Russische übernommen.

Im Laufe der Forschung wurden folgende Gruppen von Germanismen festgestellt: veraltete Wörter (sie bezeichnen Gegenstände und Begriffe, die aus unserem Leben schon verschwunden sind und nur in historischen Büchern oder Filmen zu treffen sind, z.B. «фельдфебель», «шлафрок») und Wörter, die sich im Laufe der Zeit der russischen Sprache vollständig angepasst wurden und nicht mehr als Fremdwörter empfunden werden z.B. («фляжка», «верстак», «тарелка»).

Die Ergebnisse der Arbeit sind im kleinen Wörterbuch «Deutsche Spuren in der russischen Sprache» zusammengefasst.

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АНАЛИЗ ПРОТИВОРЕЧИЙ В ДУШЕ БАЗАРОВА В РОМАНЕ «ОТЦЫ И ДЕТИ»

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Аннотация: В романе И.С. Тургенева «Отцы и дети» образ нового человека Е. Базарова представляется сложным и противоречивым. Данные противоречия проявляются в преувеличенной отрицательной позиции, в отношении к народу и др. В результате анализа причин противоречий выделяются основные социальные, культурные и политические особенности русского общества в конце XIX века.

Ключевые слова: роман «Отцы и дети»; Базаров; нигилизм; противоречия

ANALYSIS OF BAZAROV'S INNER CONTRADICTIONS IN THE NOVEL "FATHERS AND SONS"

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Abstract: In the novel IS. Turgenev's "Fathers and Sons" the image of a new man E. Bazarov seems complex and contradictory. These contradictions are manifested in Bazarov’s exaggerated negative position, in relation to the people, etc. Causes of Bazarov’s innner contradictions include the main social, cultural and political features of Russian society at the end of the XIX century.

Keywords: "Fathers and Sons"; Bazarov; nihilism; contradictions

Роман «Отцы и дети» неоднократно являлся объектом изучения в китайском литературоведении. Исследователи отмечают, что понятие нигилизма, которому следует главный герой романа Базаров, означает такой вид убеждений, в основе которого отрицание всего накопленного на протяжении долгих веков культурного и научного опыта, всех традиций и представлений о социальных нормах.

Действие романа происходит в 1859 году, перед отменой крепостного права. Нигилизм в то время воспринимается правящими классами как социальная и культурная опасность [1, с.89]. И.С.

Тургенев даёт объективную оценку этому явлению, показывая, что в мировоззрении Базарова есть сильные и слабые стороны.

Тургенев реально описывает сильные стороны отрицательной позиции Базарова, но в то же время придаёт его отрицанию резкий и грубый тон, то есть Базаров критикует все эстетические взгляды, так что в его отрицании можно увидеть две противоречивой стороны, как автор в известной статье написал: «… вероятно, многие из моих читателей удивятся, если я скажу им, что за исключением воззрений на художества, – я разделяю почти все его (Базарова) убеждения» [4, с.167]. Именно это приведёт к противоречию в душе Базарова.

Сильные стороны отрицания Базарова видны в следующих действиях: он критикует прогнившую и отжившую самодержавно-крепостническую систему. Не случайно, в романе описано, насколько запущенным является все хозяйство в имении Кирсановых. Этим автор указывает на социальные и экономические неблагополучия в обществе.

Кроме того, Базаров верно указывает на бездействие, паразитическое существование Павла Петровича. В глазах героя у этого человека нет никакой благородной цели: он проживает свою жизнь без созидания, живет для себя, ничего не приумножая. Он ещё призывает бороться с невежеством и суеверием, это одна из самых сильных сторон позиции Базарова. Герою тяжело наблюдать за забитостью и невежеством простых людей. Он, как демократ, гневно критикует кротость и долготерпение крестьянина, считая, что основная задача – это помощь в пробуждении самосознания простого русского человека.

Похоже, что позиции Базарова выглядят совершенными, и почти нет никакого противоречия между ними, но противоречивость состоит именно в том, что этим отрицаниям ещё нет предела. Он критикует эстетические взгляды, выступает против таких понятий, как «искусство», «любовь», «природа» [2, с.201]. Он нарушает нормы общественного поведения, не имеет основного представления о культуре и традиционных нормах поведения, поэтому его поведение выглядит вызывающим. Это особенно проявляется в имении Кирсановых. Герой не соблюдает правил в гостях, он опаздывает на завтрак, небрежно здоровается, отвечает небрежным тоном, поспешно пьёт чай, продолжает зевать, не скрывая скуки, пренебрежения к хозяевам дома, резко их критикует.

Базаров и высказывается за вульгарный материализм, сводящий всё к ощущениям. На этих взглядах герой настаивает и в научной деятельности. Для него люди не имеют различий, они напоминают ему берёзы. Этим он отрицает психические особенности личности человека и проявления высшей нервной деятельности.

В этих слабых и сильных сторонах его отрицательных позиций видны очевидные противоречия: правильно отрицает пороки общества, но не может предъявлять практические способы решения, он всё время отрицает окружающий мир, даже резко и грубо критикует другие логичные идеи. Очевидно, эта критика выглядит вызывающей и несоответственной, что приводит к тому, что в его поступках раскрывается типичный противоречивый образ Базарова.

Его противоречия также проявляются в отношении к народу. Из всех героев Базаров ближе всего к народу. Он не раз в романе называет себя крестьянином, крестьянским сыном. Но впоследствии Базаров проявляет безразличие и пренебрежение по отношению к народу. Базарову честно хочется возиться с людьми. Но доказательство того, что он все же не совсем понимает потребности крестьян, можно найти в разговоре Базарова с мужиком в имении отца, после которого мужик отзывается о нем: *«...так, болтал кое-что; язык почесать захотелось. Известно, барин; разве он что понимает»* [5, с.55]

Отношение к народу никак не может соответствовать позиции демократизма, эти конфликты не могут достичь объединения в душе Базарова. В то же время это определяет то, что Базаров не настоящий демократ и не может придерживаться устойчивой веры в народ.

Любовь к Одинцовой у Базарова также проникнуто противоречивостью. Мы видим, что до знакомства с Анной Сергеевной Одинцовой Базаров, как истинный нигилист, отрицает «романтизм» и «любовь» [3, с.103]. Но, познакомившись с Одинцовой, побеседовав с ней, он в неё влюбился!

Таким образом, противоречие Базарова проявляется не только в его отрицательной позиции, в отношении к народу, но в поступках, реальных действиях. Образ Базарова – это совокупность противоречий, именно эти противоречия делают его типичным образом в русской литературе. У Базарова сильное желание внести вклад в развитие человечества, и он активно претворяет в жизнь свои взгляды, но неожиданно умирает. На самом деле, эта смерть выражает противоречивость позиций по отношению к обществу. Базаров – не настоящий демократ, не может критиковать крепостное право, в то же время, ему понятны нужды народа, но он не в силе изменить их положение, что заставляет себя обречь на гибель.

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К ВОПРОСУ О СИМВОЛЕ ОГНЯ В РУССКИХ И КИТАЙСКИХ ОБРЯДАХ

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Аннотация: Данная статья посвящена исследованию символа огня в русских и китайских обрядах; сделана попытка провести сравнительный анализ русских и китайских обрядов с символом огня, выявлены уникальные и универсальные элементы символа, а также определены основные, использующие данный символ обряды у народов двух стран.
Ключевые слова: символ; огонь; русские обряды; китайские обряды

ANALYSIS OF THE SYMBOL OF FIRE IN RUSSIAN AND CHINESE RITUALS

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Abstract: This article is devoted to the study of the symbol of fire in Russian and Chinese rituals; The author attempts to conduct a comparative analysis of Russian and Chinese rituals with the symbol of fire and identify unique and universal elements of the symbol, as well as the main rituals with this symbol, which are used by peoples of the two countries.
Keywords: symbol; fire; Russian rituals; Chinese rituals

Народные обряды – совокупность установленных действий, связанных с выполнением религиозных культов или с бытовыми традициями. Обрядами отмечались начало сева, сбор урожая, приход весны, дни языческих богов. Как отмечают исследователи, к XX веку среди славянских народов календарная обрядность больше всего сохранилась у русских. Первоначальное значение обряда в китайской культуре относится к церемониальному ритуалу: обряд представляет собой символическую систему групповой коммуникации, в основном религиозной или жертвенной. Каждая народность Китая имеет свои традиционные обряды. Большинство из них связано с буддизмом, даосизмом, исламом, шаманизмом и другими верованиями.

Прежде чем раскрыть сущность символа «огня» в обрядах обеих культур, следует определить понятие огня: «Огонь – одна из основных стихий мироздания (наряду с водой, землей и воздухом). Символика огня имеет двойственный характер: с одной стороны, это грозная стихия, несущая смерть и уничтожение; с другой – стихия света и тепла, источник жизни» [1, с. 268].

Огонь для русских является основой мира. В народных поверьях огонь бывает небесный, подземный, земной, живой и т.д. От небесного огня произошли солнце, луна, звезды. Небесный огонь «падает» на землю в виде молнии, громовой стрелы, огненного дождя и является знамением или знаком Божьей кары. Земной огонь очищает от болезни при эпидемиях и падеже скота. Подземный огонь считается «адским», «дьявольским», «чертовским» и является средством мучений грешников. Живой огонь является культом поклонения, очищения и наказания. Это пламя священных костров, очагов, свечей и лесных пожаров.

Как известно, до принятия христианства восточные славяне были язычниками и не имели единого бога. Но ни одно событие славянской жизни не проходило без участия божества. К русским богам, которые символизировали огонь, можно отнести следующих: Сварог — Бог небесного огня; Сварожич — сын Сварога, бог земного огня; Дажьбог — Бог солнца, покровитель земледелия, плодородия; Перун является одним из самых главных богов, Бог грома и молнии, дождя, в России до сих пор называют его именем молнию; Жижель – Подземный бог, Бог огня и кузнечного ремесла, Жижель в огромной кузнице ковал оружие для борьбы с Перуном.

В Китае, хотя огонь широко используется в разных обрядах, наблюдается не поклонения самому огню, а богам огня, которые внесли большой вклад в благополучие народа. К китайским богам огня можно отнести следующих: Чжэньцзюнь (владеет огнем, если люди поклоняются ему у себя дома, то не будет пожара или другого стихийного бедствия); Янь Бо (Бог небесного огня); То Ялаха – шаманское божество (Бог огня, во время жертвоприношения она крепится к телу женского шамана).

В китайской культуре «огонь» имеет множество функций: многие народности рассматривают Бога огня как божество, защищающее от болезней и смерти. Предполагается, что огонь очищает все вокруг; огонь также широко используется в иглоукалывании и прижигании, а также китайской народной медицине. В похоронных обрядах огонь является посредником между живыми и мертвыми и коммуникационным мостом между раем и адом. Кроме вышесказанного, огонь имеет и философскую функцию: в традиционной культуре он играет важную роль в теории Пяти Первоэлементов (металл, дерево, вода, огонь и земля). Древние китайские философы объясняют теорией Пяти элементов все, что существует и происходит в мире.

Хотя культуры Китая и России в целом имеют значительные расхождения, но поклонение огню имеет схожие черты, что очень хорошо показано в мифах и легендах народов двух стран.

Из вышесказанного можно сделать вывод, что символ «огня» действительно широко распространен в жизни русского и китайского народов. Огонь как один из важнейших элементов человеческой жизни играет незаменимую роль в человеческой цивилизации. Узнав о важности огня, древние люди начали поклоняться огню и пользоваться им в разных обрядах, чтобы получить благословление. Со временем некоторые традиционные ритуальные обряды постепенно стали элементами многих праздников.

В разных праздниках обеих стран огонь является одним из главных символов, ему придается особое значение и таинство. Люди верили в высшие силы и ассоциировали его, в первую очередь, с явлениями окружающего мира, поэтому среди многообразных символов выделяют Солнце, Природу, Землю и Плодородие, Воду, Огонь, Воздух и Пространство. Каждая стихия и явление природы широко представлены в праздниках. Например, в русском празднике Ивана Купалы (Иванов день, Купальская ночь), широко используется огонь. В это время люди водят хороводы и перепрыгивают через костер. «Считается, тот, кто перепрыгнет выше и не заденет пламя, будет счастливым. В огне сжигали колесо "солнце", одежду больных и старые вещи» [2, с.132].

Главным символом многих праздников у китайцев, как у русских, выступает огонь. Например, во время праздника Весны (первое января по лунному календарю) китайцы совершают следующие ритуалы: перепрыгивание через огонь костра и растапливание печи. Люди строят башню из угля и кладут в башню дрова, где напишут: «В новом году продолжится удача» [3, с.35].

На Иванов день и праздник Весны общим элементом является символ «огонь». Находясь в разных уголках земли, люди совершают один ритуал: перепрыгивание через огонь. Еще в Китае на свадьбе новобрачные должны прыгнуть через жаровню. Это означает, что супруги не могут быть разделены никакими трудностями. Таким образом, люди выражают свою надежду на будущее. Кроме того, на Ивана Купала русские сжигали старую одежду, чтобы избавиться от невезения. Выбрасывание вредных, опасных или вышедших из употребления предметов домашней утвари считается эффективным способом избавления. Словом, для русских и китайцев огонь – это символ очищения. Это связано с тем, что раньше человек использовал его для освещения, обогрева, ловли зверей, приготовления пищи и т.д., а также получал различные преимущества посредством производственной деятельности. И постепенно люди начали верить в высшие силы, которые связаны с огнем.

На основе сопоставления символа огня в русских и китайских обрядах мы обнаружили, что в обрядах народов двух стран существует много общего в праздновании и почитании огня: символ огня имеет функцию изгнания зла. Две далёкие и разные страны имеют общие черты, что говорит о единстве и общности народов. Таким образом, при международных обменах необходимо уметь ориентироваться во взаимопонимании сходства культуры между странами, что содействует процессу коммуникации между сторонами.

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К ВОПРОСУ О ПЕРЕВОДЕ ЛЕКСИКИ С КИТАЙСКОЙ СПЕЦИФИКОЙ В КИТАЙСКИХ И РУССКИХ НОВОСТЯХ

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Аннотация: В статье рассматриваются различия перевода лексики с китайской спецификой в китайских и русских новостных сообщениях; сделана попытка представить причины возникновения различий, связанные с культурной средой и идеологией СМИ; предложены стратегии перевода лексики с китайской спецификой.

Ключевые слова: лексика с китайской спецификой; перевод с китайского на русский язык; СМИ

TO THE QUESTION OF TRANSLATION OF CHINESE-SPECIFIC WORDS IN CHINESE AND RUSSIAN NEWS REPORTS

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Abstract: This article describes differences in translations of Chinese-specific words in Chinese and Russian news reports and explores the causes from two perspectives. Through comparison of different translations, this article studies how cultural backgrounds and media ideologies affect translation strategies.

Keywords: Chinese-specific words; news reports; translation; culture; media

Лексика с китайской спецификой охватывает почти все сферы жизни — политическую, экономическую, культурную и социальную. В связи с тем, что такая лексика богата политической и культурной информацией, в процессе общения между представителями Китая и зарубежных стран трудно найти прямые соответственные выражения в иностранных языках.

На сегодняшний день имеется достаточно фактов того, что языковая относительность – вопрос чрезвычайной важности [1,с.115]. Некоторые официальные переводы лексики с китайской спецификой китайских СМИ значительно отличаются от вариантов русских СМИ.

Например, словосочетание“计划生育”обычно переводится китайскими СМИ как «плановое деторождение», а в русских новостях данное словосочетание переводится как политика «одна семья – один ребенок».

Почему возникла разница в китайских и русских новостях при переводе такой лексики? Ответ на этот вопрос позволяет переводчику использовать наиболее подходящую стратегию перевода в соответствии с конкретной ситуацией. В данной статье рассматриваются причины различий с трехточек зрения: переводчика, средств массовой информации и культурной среды, в которой находятся читатели.

Язык есть, если можно так сказать, зеркало, отражающее культуру [2,с. 158]. Первая причина заключается в том, что различаются культура и институциональная структура между странами исходного языка (ИЯ) и языка перевода (ПЯ). Читатели новостей находятся в конкретной культурной среде, и иностранным читателям трудно понимать уникальные китайские явления. В связи с этим нужно с помощью перевода уменьшить препятствия понимания и культурные конфликты. Различия в культурах ИЯ и ПЯ оказывают влияние на стратегию перевода. Россия, ориентированная на Европу, с одной стороны, старается приближаться к западному обществу, с другой стороны, в культуре имеет много общего с Китаем.

Например, в 1978 г. в Китае был восстановлен режим “高考”(букв. высший экзамен) и до сих пор его история насчитывает около 40 лет, а в англо-американских странах режима единого экзамена не существует. Британские и американские университеты самостоятельно устанавливают стандарты приема и оценки. Оканчивая школу, ученики могут принять участие в отборе ряда университетов и по результатам приема выбрать желаемый университет. При переводе данного словосочетания на английский язык используется описательный перевод. Таким образом,“高考” переводится как «college entrance exam». При переводе с китайского на русский язык СМИ Китая применяют модель английского перевода и переводят его в китайских новостях как «вступительный экзамен в вузы». В России внедрена система единого государственного экзамена (ЕГЭ). Впервые эксперимент по введению ЕГЭ был проведен в 2001 году. С 2009 года

ЕГЭ является единственной формой выпускных экзаменов в школе и основной формой вступительных экзаменов в вузы. Ввиду этого в русских новостях “高考”переводится как «примерный аналог ЕГЭ».

Если культура ИЯ близка к культуре ПЯ, то при переводе некоторые культурные компоненты, как правило, сохраняются. Например,“红色”(букв. красный цвет) воспринимается как символ коммунизма и революции в английском, русском и китайском языках. В английском языке есть выражение «communist red». В связи с историей пролетарской революции и Советской Красной Армии восприятие“红色”у русских сходно с восприятием китайского народа. Таким образом, словосочетание “红色旅游”, которое имеет в виду посещение памятных мест, связанных с жизнью коммунистических лидеров и революционнойисторией, в русских новостях переводится как «красный туризм», а в английских новостях – «red tourism».

Другой причиной является идеология СМИ. Хотя, с традиционной точки зрения, новости должны быть объективными, мы не можем игнорировать их идеологический характер. Китайские СМИ сообщают о событиях, которые происходят в своей стране, чтобы информировать иностранцев о них. В то же время с помощью новостей китайские СМИ желают создать хороший имидж на международной арене. Таким образом, отечественные СМИ в новостях сообщают больше «положительной информации». В переводе неизбежно учитывать эмоциональную окраску слова при выборе лексики иностранного языка, чтобы не только объяснять феномены с китайской спецификой, но и избежать у иностранных читателей неблагоприятного впечатления о Китае.

Например, в новостях Китая словосочетание“留守儿童”(букв. оставленный дома ребенок) часто переводится как «дети, родители которых уехали работать в большие города». Согласно этому варианту перевода СМИ обращают внимание читателей только на тот факт, что родители детей-мигрантов выходят на работу. А русские СМИ переводят это словосочетание как «оставленные дети», что отражает ситуацию долговременной разлуки детей и родителей. Читатели почувствуют, что дети не только «остаются в своем родном городе», но и «оставлены, как бы брошены своими родителями». Очевидно, что по сравнению с переводом иностранных СМИ, китайские СМИ намерены ослабить значение того факта, что дети остаются без присмотра своих родителей, а иностранные СМИ активно подчеркивают этот аспект.

Итак, можно сделать вывод, что отдельный язык есть индивидуальное и неповторимое историческое явление, принадлежащее к данной индивидуальной культурной системе [3, с.211]. Если в культуре целевого языка существуют явления или вещи, которые сходны с китайскими, то при переводе мы можем сопоставлять их с китайскими, чтобы объяснить читателям смысл лексики с китайской спецификой. Но следует отметить, что явления или вещи, которые используются для сопоставления, должны обладать высокой степенью осознанности в культуре ПЯ.

Как показывает языковой материал, если лексика с китайской спецификой содержит элементы, которые могут вызвать споры среди иностранных читателей, то эти «чувствительные» элементы часто отфильтровываются при переводе новостей. Это требует от переводчика углубленного понимания культуры и ценностей целевого языка и повышенного профессионализма. Кстати, при ослаблении данных элементов нужно максимально сохранять точность информации. Как отмечает Л.С. Бархударов, переводом называется процесс преобразования речевого произведения на одном языке в речевое произведение на другом языке при сохранении неизменного плана содержания [4, с.11].

На основе анализа мы обнаружили, что в отличие от обычного словарного запаса и иностранных терминов лексика с китайской спецификой, имеющая яркие черты эпохи, обладает уникальной формой выражения и демонстрирует свои особенности. Таким образом, необходимо обратить внимание на перевод такой лексики в новостных сообщениях, чтобы повысить эффективность перевода и избежать коммуникативного провала.

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УДК 33

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ЭКСПОРТНЫХ ДОКУМЕНТОВ НА АНГЛИЙСКОМ И РУССКОМ ЯЗЫКАХ НА ПРИМЕРЕ ТРАНСПОРТНОЙ НАКЛАДНОЙ

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Аннотация: Статья посвящена сопоставлению одного из важнейших экспортных документов накладной на русском и английском языках. Проанализирован состав документов на двух языках. Выявлен ряд отличий и общих черт.

Ключевые слова: экспортные документы; коносамент; автомобильная накладная

COMPARATIVE ANALYSIS OF EXPORT DOCUMENTS IN ENGLISH AND RUSSIAN LANGUAGES BY THE EXAMPLE OF THE CONSIGNMENT NOTE

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Abstract: The article is devoted to the comparison of one of the most important export documents the consignment note in Russian and English languages. The composition of documents in two languages has been analysed. A number of differences and common features have been revealed.

Keywords: export documents; bill of lading; CMR consignment note

An obvious question arises why export documentation is required in doing business? Answer to this question lies in the nature of the business relations between the exporter and the importer operating in different countries. Everybody knows commercial practices and legal systems are different in various countries the exporter and importer are operating from.

Therefore, in order to protect the respective interests of the exporter and the importer involved in export business, certain documentary formalities become essential. Export documents based on the functions performed are broadly classified into five types:

1) documents of dispatch – movement of goods from the exporters to the docks;

2) shipping documents – movement of goods from country to another;

3) customs documents – clearance goods thought Customs;

4) bank documents – issue by banks;

5) insurance documents – financial protection against loss and damage [2, p.4].

One of the important export documents is bill of lading.

Bill of Lading is a shipping document that is issued by the carrier to the shipper for receipt of the goods. It is a contract between the owner of the goods and the carrier to deliver the goods, which gives details of a consignment, its destination and the consignee [3].

Both in English and in Russian, the form of a bill of lading depends on the mode of transport on which the goods are moved.

There are four types of bill of lading:

1) Air Waybill;
2) The CIM consignment note;
3) The CMR consignment note;
4) Bill of lading (sea waybill).

The aim of the article is to compare CMR consignment note in Russian and English languages.

In English language CMR consignment note is governed by road – the Convention on the Contract for the International Carriage of Goods by Road (CMR).

The conventions describe the key documents (the CIM consignment note).

CMR consignment note serves as a receipt for goods and an evidence of the contract of carriage. However, they are not a document of title to the goods. The consignee can obtain the goods from the carrier at the destination point without presentation of the road or rail consignment not damaged, or short shipped.

The CIM note is to be completed in one or more languages of which one must be English, French or German.

The CMR note must be made out in three original copies. The first is for the exporter, the second accompanies the goods and the third is retained by the carrier.

The CMR note must contain the following details in English:

1. the place at which and the day on which they are made out;
2. the name and address of the consignor; the consignee; the carrier who has concluded the contract of carriage;
3. the place and the day of taking over of the goods; the place of delivery;
4. the description of the nature of the goods; the method of packing; the gross weight and the number of
5. packages and the special marks and numbers;
6. the number of the wagon in the case of carriage of a full wagon load;
7. the number of the railway vehicle running on its own wheels if it is handed over for carriage as goods;
8. in the case of intermodal transport units, the category, the number or other characteristics necessary
9. identification;
10. a detailed list of the documents which are required by customs or other administrative authorities. They are attached to the consignment note;
11. the costs relating to carriage (the carriage charge, incidental costs, customs duties and other costs) [2, p.31].

Turning to the Russian CMR consignment note it should be noted that it is made out in four copies to the shipper, consignee, payer and the carrier.

The sample of Russian CMR consignment note is established by Rules of transportations of cargoes by motor transport approved by the decree of the Government of the Russian Federation of 15.04.2011 № 272[1].

The shipper or his representative fills in the following information in Russian CMR:

1. Certificates of quality and other mandatory documents for the cargo;
2. The name and description of the cargo (volume, weight, quantity, etc.);
3. Vehicle for transportation of consignment;

4. The address of acceptance, date and time of submission of loading and the actual time and date of submission of vehicles;

5. Address, date and time of submission of vehicle for unloading and actual time and date of arrival of vehicles.

The carrier fills in the following information in Russian:

1. The acceptance of the order (application) for execution. The carrier provides information about the time and place of acceptance of the order;

2. The mode, model, serial number, capacity in tones and in cubic meters of transport;

3. Comments filled in after loading and specifies their comments;

4. The transportation of dangerous, oversized or heavy cargo shall specify the number, date and validity period of the special permits and route;

5. The cost of transportation or the procedure of its calculation;

6. Required signatures and stamps.

The same information in English CMR does not state clearly who must make out the note and in practice it is often made out by the road carrier. However, most of the information is related to the exporter, who is made responsible for the accuracy of that information. This also prevents the common but extremely undesirable practice of the note being made out well after the goods have started on their journey and sometimes by someone who is not the CMR first carrier. Where the carrier does enter the information, he does so as an agent for the consignor, who will be liable for any inaccuracies in the information shown.

Having compared CMR consignment notes in Russian and English languages, we have found out a number of common and different features of these documents. There are 24 boxes in English, 17 – in Russian. In English CMR consignment note, columns are located in the horizontal and vertical position and for each criteria item its own box is assigned, and in the Russian one, the columns are located vertically and certain data are combined in one column. For example, there is only one box (box3) for description of goods in Russian. But in English CMR there are 6 boxes specifying detailed description of goods : mark number (box6), number of packages (box7), method of packing (box 8), nature of the goods (box 9), statistical number (box 10), gross weight (box 11), volume in m^3(box 12).

Therefore, in comparing CMR consignment notes in English and Russian languages a number of differences has been revealed that allow us to understand the essence and details of the document and that show its importance.

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ЭТАПЫ РАЗВИТИЯ ПЕРЕВОДЧЕСКОГО ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ

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Аннотация: В данной статье рассматривается история развития переводческого программного обеспечения. Основной целью является установка хронологических рамок. Проведен анализ основных этапов в истории переводческого программного обеспечения.

Ключевые слова: переводческое программное обеспечение; машинный перевод; PROMT; CAT-инструменты

THE STAGES OF DEVELOPMENT OF THE TRANSLATION SOFTWARE

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Abstract: This paper presents the history of the translation software development. The main target of the study is to set a chronological framework. The analysis of the main stages in the history of the translation software has been carried out.

Keywords: the translation software; machine translation; PROMT; CAT-tools

We live in the "age of information". Accordingly, every sphere of human activity is subject to its influence. And we as linguists have to face it every day. Consequently, language software cannot be ignored.

Based on the international standards, software is a set of many programs that allow computers to be universal and use them to meet a variety of challenges. The word "soft" can be used for this term in computer slang [1].

The language software refers to computer programs and data that provide analysis, processing, storage and retrieval of audio, images (OCR) and natural language texts. There are three types of such soft:

1. Natural Language Processing

2. Optical Character Recognition (OCR) systems
3. Speech Recognition Systems

We are interested in the first type, which includes automated translation systems such as SmartCAT, Trados, Déjà vu, etc. These systems can be classified as a computer-assisted translation software as well as cloud computing [4]. But, in order to understand how progress has reached the creation of such programs, it is necessary to review the history of the development of these programs, starting with machine translation (MT).

In fact, the story of machine translation starts with the Georgetown–IBM experiment. That demonstration was able to show the first system based on a dictionary of 250 words and 6 syntax rules, providing the translation of 49 pre-selected sentences [3].

The first experiment of translating from English into Russian using the BESM machine was conducted at the end of 1955. The programs for this machine were formulated by N.P. Trifonov and L. N. Korolev.

The first generation of machine translation systems were based on the sequential translation algorithms “word for word” or “phrase for phrase”. The capabilities of these systems were determined by the available dictionary sizes, which are directly dependent on the amount of computer memory. The translation of the text was carried out by separate sentences. Such systems are called direct translation systems. They have been replaced over time by systems in which language translation was performed at the syntactical level. The translation algorithms used a set of operations enabling the analysis of the translated sentence aimed at building its syntactic structure according to the source language grammar rules. Then the data were converted into a syntactic structure of the target sentence to fit the words received from the dictionary query.

V. A. Uspensky called the period from 1956 till 1976 the "silver age" of structural, applied and mathematical linguistics in the USSR [9].

In the 1970s, the development of the machine translation technology basics was continued by the team of specialists under the supervision of Professor G. G. Belonogov. As a result, the industrial version of RETRANS phraseological machine translation system from Russian to English and vice versa was created in 1993 and used in the Ministries of Defence, communications, science, and technology [3].

And since the early 1980s, when the PC began to conquer the world with confidence, such systems could be accessed any minute. This means that machine translation had finally become economically profitable [2]. In addition, in these and subsequent years, the improvement of the programs has made it possible to translate many types of texts fairly accurately, but some of the problems of machine translation remain unresolved to this day.

That was a brief review on the history of the machine translation and now we can consider more modern software that is used nowadays.

The first breakthrough was made by such program as PROMT. It was founded in 1991 by Russian linguists. The company developed revolutionary machine translation technology that allows using different dictionaries, translation memory system, online translation and services of machine translation.

The translation technology of PROMT is based on a linguistic description of two natural languages, formal grammars and, indeed, translation algorithms. The quality of the translation depends on the volume of dictionaries and the depth of grammatical features description. Today, the term "cloud computing" is frequently used [5].

In order to use the existing translation and ensure its consistency, there is a special class of programs called CAT tools. The CAT is the Computer-Aided (assisted) Translation. But it is not worth equating the technology with machine translation when one enters text in one language, clicks the button and receives translation: automated translation is a broader concept, and in the case of CAT systems, an existing translation is post edited by a person.

CAT tools include a variety of linguistic resources that make it easier for translators to work with similar texts containing standard phrases and sentences — such as technical, legal and medical terms, product descriptions. One of the most common resources is Translation Memory.

Translation Memory (TM) is a database that stores all previously performed translations that were made by using this memory [7].

Speaking of other modern linguistics software, we can briefly consider such programs as SmartCAT and Trados.

SmartCAT provides users with a convenient workspace for translation and editing. By using this program, you can reduce the time of the translation process and increase its accuracy. The core resources that can boost your productivity in SmartCAT are Translation memories (TM), glossaries and machine translation (MT).

You can upload a document in a variety of formats and download the finished translation in the same way [8].

Trados is an automated translation system developed by Trados GmbH (Germany) in 1992. It consists of three main components. Firstly, it is a work environment. An interpreter can open a file in a special software wrapper with various features that are useful for translation. Secondly, Trados contains two types of databases. One database is translation memory. Another database is MultiTerm. An interpreter can add terms and their meanings, some explanations, and even pictures to this base [6].

There are as well other systems for translation that show what humanity has achieved for all these years. We mustn’t forget that the world is in progress and many scientists say it is possible to create a perfect robot for the translation. This can be a very exciting chapter we're about to open.

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ЛЕКСИЧЕСКИЕ ОСОБЕННОСТИ МАГИЧЕСКОГО СОЦИОЛЕКТА В СЕРИИ РОМАНОВ ДЖ. РОУЛИНГ О ГАРРИ ПОТТЕРЕ

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Аннотация: В данной статье рассматриваются понятия «социолект» и «артланг», их отличительные признаки, а также лексические особенности магического социолекта в системе артлангов в серии романов Дж.Роулинг о Гарри Поттере.

Ключевые слова: социолект; социолектизмы; артланг; вымышленные языки

LEXICAL FEATURES OF THE MAGICAL SOCIOLECT IN THE J. ROWLINGSERIES OF NOVELS ABOUT HARRY POTTER

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Abstract: In this article we consider the concepts of "sociolect" and "artlang", examine their distinctive features, and the lexical features of the magical socioselect within the artlang system in the series of novels by J. Rowling about Harry Potter.

Keywords: sociolect; sociolectisms; artlang; fictional languages

The research into the sociolect part of artistic languages is topical due to the growing interest in the fantasy worlds and fictional languages used in them. Since ancient times, and up to now, new dialects and artistic languages have been invented in different communities, especially in cinema and literature for creating the new mysterious worlds. Authors of art works and fantastic stories very often introduce artistic languages into their works. Separate lexical systems of artlangs can be considered as sociolects, as authors try to show the language of individual classes within a fictional society. A particularly interesting example of this phenomenon, in our opinion, is the lexical system of the language of magicians in a series of novels about Harry Potter. The appearance of such units in an artistic original text causes difficulties for understanding the meaning conceived by the author during reading and can cause difficulties in translating such texts. The article is aimed at revealing the linguistic peculiarities of the socilolect units used by J.K. Rowling.

Sociolect consists of the totality of linguistic features, which are characteristic of a certain sociocultural group, e.g. professional, class, age, etc., within a given subsystem of the national language [1, p. 30]. Thus, the linguists distinguish some groups of social dialects: professional (*bomb / block-buster, submarine / tin-fish, knockout blow / outer*), class (*very / jolly; toilet / loo; horrible / beastly*), age (*angry / salty, guy / cat, friend / frenemy*) etc.

Sociolects are used by the certain groups of people identified by socio-cultural characteristics, and are manifested in the form of words, phrases and syntactic constructions. The phonetic and grammatical basis of sociolects is practically similar to the national language.

According to V. P. Korovushkin, the sociolect has its own system of sociolinguistic norms of the second level; it is used in socially professional and antisocial societies, and also includes lexical vernaculars, phonetic and grammatical extra-literary features [2]. By the "norms of the second level" the author means the norms of the non-literary language, which are assigned to certain sociocultural groups that have phonetic, lexical and grammatical features according to different criteria (territorial, class, ethnic, etc.).

According to the definitions and interpretations of the sociolect, we can distinguish its characteristic features:

• specificity of lexical and grammatical language features;
• existence only in a certain community;
• a special kind of non-literary language;
• connection to a particular social stratum.

Thus, we can say that the "sociolect" is a subsystem of the national language, which includes the linguistic features of a particular social group. Specificity of the sociolect appears partly in pronunciation, grammar and for the most part in vocabulary, where non-literary speech is more diverse than literary. Sociolect exists in different layers of society, distinguished by territorial, professional and socio-cultural criteria.

Now let us consider what artistic languages are. These languages are created by authors of fantastic or artistic works that describe fictional worlds. Linguist A. Piperski writes that linguistics is skeptical about artistic languages or artlangs. Nowadays, there are a lot of fictitious languages, and many linguists (D. Paterson, A. Piperski, M.Yu. Sidorova, O.N. Shuvalova) demonstrate great interest in this phenomenon in their study, that is why we cannot deny the importance of artlangs in modern linguistics.

Usually artlangs are based on natural languages, but there are also those that are created from scratch. Fictional languages based on natural language are called “a posteriori”, and languages invented without any basis are called “a priori”.

In the modern world, artlangs have often appeared in fantasy literature, as well as in cinematography, where a special vocabulary is used, which indicates the existence of a fictional language. They help the reader to plunge into an unusual world where unreal things, which do not exist in our reality, happen.

A. Piperski says that "it is impossible to create a world from scratch, and some familiar features of the universe are preserved in it" [5, p.87]. As an example of the coexistence of invented and natural languages in a fictional world, we can note a series of epic fantasy novels by the American writer George R. R. Martin *The Song of Ice and Fire*. In this work, the author created a medieval world, where almost everyone speaks English, but at the same time, a number of artlangs in the novel exist. One of such languages is "Dothraki", i.e. the language of warlike nomads, which was coined by linguist David Peterson. In the books by Martin, there are about 30 Dothraki words, and most of them are proper names. In addition to Dotraki, the novel contains other fictional languages, for example, the Valirian, which was developed by Peterson. These languages are “a posteriori”, because “Dothraki” is based on Russian, Turkish, Swahilli and Estonian languages, and “Valirian” is built by dint of Latin.

But the most famous are, for sure, J.R. Tolkien's languages, such as Quenya, Sindarin, Adunai (Westron), Talisk, Proto-Elf, etc. One of the most popular languages is Quenya from the *Lord of the Rings* trilogy. The basis of the language of Quenya was Finnish, and also partly Latin and Greek. In addition, Quenya has its own fictional history, so we can say than this language is diachronic and “a posteriori” one. Tolkien called Quenya

"Elvish Latin", although the main language of the elves was Sindarin. Nowadays, some magazines are published in the language of Quenya, and in the US and the UK, several dissertations on the grammar of this language are protected.

We believe that in a number of fantasy novels, one can distinguish between sociolects within the systems of the artlangs. For instance, in the abovementioned *The Song of Ice and Fire* David Peterson divided the Valirian language into classical ("high Valirian") and folk ("low Valirian") to show different classes of people, only competent and respected citizens could speak high Valirian. It means that these are sociolects of one artistic language in the fictional reality.

The same, for example, we can observe in the series of novels about Harry Potter. The writer J. Rowling took the English language and its dialects as a basis, while in the work itself, there is a fictional reality with its features reflected in the language. Two languages (the wizards' and the mugles'ones) coexist in the magical work of a British writer, moreover there are two different worlds located in different dimensions, thus there are not only social, but also territorial differences between two realities. And in our research we examine a magic sociolect of the wizards' society.

The results of functional analysis of 91 lexical units coined by Rowling showed that, in the novel, they perform mostly nominative and rarely the emotional-evaluative functions to name and describe the realities of the fictional world.

Having conducted semantic analysis, we have distinguished sixteen thematic groups of the words under study. The first and the biggest one is the group of "Spells and Charms", such words like *"Avada Kedavra"* (the killing curse), *"Expecto patronum"* (Spell to guard against Dementors), etc. This group constitutes 32.6% of all lexical units. The second place takes the group of "Magical Creatures":*Hippogriff, Goblins, Niffler, Ararog,* etc. This group compiles15.2% of all words. The next group is "Foodstuffs"(mostly sweets) with its 10.8%, for example, *acid pops, cockroach clusters and nosebleed nougat*. Then there are groups of words, which constitute the minority in the novel: "Magic Items"*(foe-glass, horcrux)*, "Potions and Medicine" (*bezoar, felix felicis)*, "Names of the institutions" *(Eeylops Owl Emporium, Hogwarts)*, "Quidditch (wizard's sport) and its elements"*(bludger, quaffle)*, "Magic skills"*(apparate, metamorphmagu),* “Social status” *(mudblood, mugle)*, “Mass Media”*(The Daily Prophet, The Quibbler)*, “Occupation”*(auror, inferius)*, “Monetary units of wizards” *(galleon, knut)*. The less percentage is taken by groups of words like “Wizard’s speciality” *(animagi),* “Inventions” *(extendable ears),* “Plants”*(bubotubers)* and “Magic Symbols”*(dark mark)*.

The etymology of such lexical units can be traced back to English and Latin languages. That is why the artistic language created by J. Rowling in her Harry Potter series of novels belongs to “a posteriori” languages with little degree of linguistic creativity.

To conclude, it is worth mentioning that the examined lexical units can be considered sociolectisms (i.e. the words of the sociolect) because such words can be understood only among the specific society (i.e. among the wizards), they have their own meanings, functions and structure. Also, we have already noticed that there are two absolutely separate worlds with their features and customs; accordingly,we can say that these lexical units are sociolectisms by territorial and social criteria. Moreover, the wizards’ language is fictional one, so we can emphasize that sociolects in the novels about Harry Potter are included in the system of artlang.

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АНАЛИЗ ОБРАЗА «МОЛЧАНИЕ» В ПРОИЗВЕДЕНИИ АННЫ АХМАТОВОЙ «ПОЭМА БЕЗ ГЕРОЯ»

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Аннотация: Образ «молчание», представленный в «Поэме без героя», рассматривается как доминирующий образ поэмы А. Ахматовой, через который внутреннее состояние автора, связанное с неблагоприятными внешними факторами, и любовь к жизни. В творческом подходе поэтесса использует многоуровневый сенсорный опыт, углубляет акцент художественного образа «молчание».

Ключевые слова: Анна Ахматова; «Поэма без героя»; образ молчания

ANALYSIS OF THE IMAGE 'SILENCE' IN ANNA AKHMATOVA'S WORK "POEM WITHOUT A HERO"

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Abstract: This article considers "silence" as the dominant image of the poem; through this image, the author expresses her deep inner depression and love of life. In the creative approach, the poet uses a multi-level sensory experience, and deepens the artistic accent of the image of "silence."

Keywords: Anna Akhmatova; Poem without a hero; image of silence

Произведения Анны Ахматовой – великого поэта Серебряного века, – неоднократно являлись предметом научных исследований, известны эмоциональностью и деликатностью, сохраняют традиции русской литературы и, вместе с тем, стремятся к инновациям, свойственным поэтам Серебряного века. Под влиянием акмеизма творчество Ахматовой в полном объеме отражает способность создавать образы. «Поэма без героя» отражает взгляд Ахматовой на современную эпоху: от Серебряного века до Великой Отечественной войны, – и является наиболее важной работой автора в её зрелые годы.

В этом произведении она представила «молчание» как доминирующий образ поэмы, не только глубоко отразив внутренние чувства, но и внеся философское осмысление всей работы.

«Поэма без героя», написанная после смерти Сталина, сразу вызвала острую дискуссию. Ахматова не шла на компромисс, а высокомерно заявила: *«До меня часто доходят слухи о превратных и нелепых толкованиях «Поэмы без героя», и кто-то даже советует мне сделать поэму более понятной. Я воздержусь от этого. Никаких третьих, седьмых и двадцать девятых смыслов поэма не содержит. Ни изменять, ни объяснять я ее не буду. «Ежё писахъ - писахъ»* [1, с.298].

В «Поэме без героя» нет определенного героя, в семистах строках поэмы не прослеживается ни конкретных лиц, ни сюжета. Несмотря на страдания, душа поэтессы всегда наполнена добротой, добротой женщины. Мы не можем выбирать время, в котором мы хотим жить, мы живем в своей стране и даже не можем выбирать свою жизнь, но мы способны к любви, к снисходительности. После того, как люди и вещи принесли нам несметную боль, через несколько лет осадки от боли, в конечном счёте, превратились в молчание. Мы никогда не запомним, что произошло, как выглядел человек, но молодость оставит в наших сердцах некоторую бесконечную красоту и счастье. Прошедшее оставляет только эмоции, а не определенные лица или вещи, и не нужно выбирать конкретные объекты для описания.

Если доктрина акмеизма опирается на экзотические образы или конкретные вещи, то данное произведение выходит за пределы конкретных вещей, а основным образом становится эмоциональное переживание.

Мы полагаем, что «молчание» является доминирующим образом в поэме. «Молчание» не является объективным состоянием мира и оно не является субъективным переживанием, а это результат непрерывного обмена между субъективным и объективным мирами. «Молчание» А. Ахматовой не только имеет индивидуальное, но и философское значение. С одной стороны, подразумевает полное репрессивное общество, с другой стороны, выражает молчание жизни и старости. Это «молчание» подразумевает не молчание смерти, а удивительную силу, которая может «взорваться» в любой момент.

Таким образом, «Поэма без героя» прославляет жизнь, стремление к будущему, – это песня, полная надежды и силы, не для конкретного личного лица, а для всех тех, кто любит и ценит жизнь.

Как показывает анализ произведения, для выражения молчания автором используются визуальные и слуховые образы. Рассмотрим их последовательно.

Россия – православная страна. Ахматова клялась Богом, что заложило серьёзность и торжественность поэмы, создавая визуальные образы не только как отражение бытия, но и понятие глубинной сути образа. В посвящении к поэме отмечается следующее:

«…а так как мне бумаги не хватило,
Я на твоём пишу черновике.
И вот чужое слово проступает
И, как тогда снежинка на руке,
Доверчиво и без упрека тает…
Нет, это только хвоя
Могильная, и в накипаньи пен
Все ближе, ближе…» [1, с. 299].

В этих коротких строках автор использует разнообразные цвета: белый, зелёный, тёмный, голубой, серый и т.д. Эти «прохладные» цвета, сплетаясь воедино, добавляют чувства достоинства и спокойствия. Тем не менее, мы замечаем, что за этими холодными цветами, на самом деле, проступает жизнь. В первой части «Петербурская повесть» Ахматова использует черный цвет, чтобы произвести ощущение тишины: чёрная земля, чёрное небо, чёрный император и ожерелье чёрных агатов. Эти артефакты кажутся безграничными, при этом люди не могут дышать, как будто это смертельный яд. Таким образом, «молчание» это отнюдь не чисто визуальный образ, ведь, оно заполняет авторскую душу. Это чрезвычайно удушливое настроение. Однако, в разделе «Белый зал» автор использует другой цвет, который полностью ликвидирует чёрную тишину. Это белое молчание, которое дарит людям теплоту и надежду. В «Белом зале» автор вспоминает о танце с любовником в молодые годы. Эти годы уже ушли. Внешний мир так тёмен, но внутренний мир полон светом. Таким образом, тишина внешнего мира совершенно отличается от покоя внутреннего мира.

Для того, чтобы создать напряжённое чувство ритма, А. Ахматова не использует традиционную метрику, а постоянно меняющийся размер. Таким образом, «Поэма без героя» имеет очень богатую, нарушающую традицию ритмическую структуру.

Рифма в первой главе очень свободна, так что стих кажется живым, освобождённым. Это символизирует активную жизненную позицию в молодости автора. В последующих главах строй рифмы очень сложный, что вызывает чувство торжественное и тяжёлое, что говорит о среднем возрасте автора, который всегда находится в напряжении. В таком размере появляется «молчание». В последней главе строй рифмы имеет спокойную, мирную тенденцию, это указывает на покой автора в её пожилом возрасте. Это молчание уже не гнетущее молчание, а покой в душе после немалых страданий. Все образы, видения складываются с мыслями автора, и, следовательно, эта поэма является картиной внутреннего мира автора. Кроме того, автор также использует много перекрывающихся слов, чтобы усилить музыкальный ритм. Каждый из них представляет собой форму изображения, и эти изображения собираются вместе, чтобы стать доминирующим образом молчания. Поэтому «молчание» не просто образ, а конвергенция различных импульсов образа, как мы упоминали, это многоуровневый образ.

Итак, представленное в «Поэме без героя» А. Ахматовой «молчание» является наиболее искренней человеческой эмоцией, никогда не сможет исчезнуть. Оно не ограничивается эмоциональным или объективным состоянием, а скорее является отражением идеологии, выражает не индивидуальное чувство, а значение борьбы. Эта борьба, как таковая, не только физическая, но и духовная. «Молчание» не только имеет очень высокий художественный образ, но и добавляет смысл всей поэме.

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ВОСПРОИЗВЕДЕНИЕ ОСОБЕННОСТЕЙ СТИЛЯ ЯЗЫКА РОМАНА Л. Н. ТОЛСТОГО «АННА КАРЕНИНА» – НА ПРИМЕРЕ ДВУХ ПЕРЕВОДОВ РОМАНА

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Аннотация: Характерными особенностями стиля «Анна Каренина» являются синтаксические особенности, порядок глаголов в предложении, разговорный стиль в диалогах. Акцент сделан на сравнение стратегии перевода вышесказанных элементов в переводных текстах Чжоу Ян и Цао Ин данного романа. Выявлено, что перевод Чжоу Ян в большей степени ориентирован на оригинал, а Цао Ин стремится обеспечить равенство воздействия на читателя перевода.

Ключевые слова: Толстой; Китай; Россия; «Анна Каренина»; стиль языка; перевод

REPRESENTATION OF THE LANGUAGE STYLE IN THE TRANSLATIONS OF TOLSTOY'S "ANNA KARENINA" – A CASE OF TRANSLATIONS OF ZHOU YANG AND CAO YING

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Abstract: Main peculiarities of the language style of the novel "Anna Karenina" are syntactic features, the order of verbs in a sentence and the conversational style in the dialogues. This article makes comparison of the strategies of the translation by Zhou Yang and Cao Ying of the above mentioned elements. It is revealed that the translation of Zhou Yang is more focused on the original, and Cao Ying is more concerned with the reader's reflection.

Keywords: Tolstoy; China; Russia; "Anna Karenina"; style of language; translation

У каждого писателя существует более или менее постоянный стиль языка, который отражается в большей степени через синтаксис произведения. В нашей работе мы попробуем исследовать воспроизведение особенностей синтаксиса языка романа

Л. Н. Толстого «Анна Каренина», на примере переводов Чжоу Ян и Цао Ин.

Прочитав роман «Анна Каренина», мы заметим, что Толстой зачастую заменяет прямую оценку событий повествователем психологической точкой зрения персонажа. В повествовании Толстой любит использовать длинные сложносочинённые предложения. Согласно Г.Я. Солганику, для Толстого, характерно стремление вместить в предложение всё богатство, всю сложность, все оттенки мысли или переживания, дать мысль в её динамике, развитии. Для него важна не только сама мысль, но и её причины и следствия, обстоятельства, сопутствующие её появлению [6]. Выяснение и перевод этих длинных фраз оказалось очень важно.

Переводя длинные фразы в «Анне Карениной», Чжоу Ян и Цао Ин используют такие методы перевода, как членение предложения, объединение предприятий, перестановка, добавление и замена и т.д.

Примером может быть следующий приём:

1.Членения предложения

Он не мог теперь раскаиваться в том, что он, тридцатичетырехлетний, красивый, влюбчивый человек, не был влюблен в жену, мать пяти живых и двух умерших детей, бывшую только годом моложе его [5, ч.1, с.9].

他是一个三十四岁、漂亮多情的男子，他的妻子仅仅比他小一岁，而且做了五个活着、两个死了的孩子的母亲，他不爱她，这他现在并不觉得后悔。[周扬：4页]

他今年三十四岁，是个多情的美男子；他的妻子比他只小一岁，却已是五个活着、两个死去的孩子的母亲。现在他不再爱她了，这一层他并不后悔。[草婴：3页]

Это типичное сложносочинённое предложение, которое состоит из тридцати слов. В нём одно подлежащее – Степан Аркадьич Облонский. Хотя Чжоу Ян не расчленял предложение, но он поставил жену Степана Аркадьича на место подлежащего после первой запятой, такой способ более и менее выявляет логику смысла текста.

Цао Ин разделял предложение на две фразы. Отделяя описания об Облонском и о его жене в первой фразе, точка с запятой подчёркивает сравнительную связь между ними, что и соответствует смыслу подлинника. Вторая фраза как вывод, подчёркивает причинно-следственную связь между двумя фразами.

Видимо, перевод Чжоу Ян в большей степени ориентирован на оригинал, сохраняет части речи и отсутствует членения, а Цао Ин стремится членить предложения, что позволяет подчёркнуть смысловую конструкцию текста.

2.Объединение предложений и перестановка

Ответа не было, кроме того общего ответа, который дает жизнь на все самые сложные и неразрешимые вопросы. Ответ этот: надо жить потребностями дня, то есть забыться [5, ч.1, с.10].

要解决这个问题，
除了用生活中解决最复杂难解问题的那个常用的办法外，
没有其它解决办法——即是：人必须在日常生活的需要中生活——
那就是， 忘掉自己。[周扬：10页]

在生活中遇到各种最复杂、最棘手的问题时，他通常解决的办法就是：过一天算一天，抛弃烦恼忘记愁。他现在也别无他法。[草婴：9页]

Чжоу Ян объединил два предложений в одно с помощью двух тире. Переводя конструкцию «кроме…, не…» Чжоу Ян использовал метод имитации, но он изменил порядок слов, поставил «Ответа не было» в конце первого части предложения, чтобы целая фраза соответствовала китайской грамматике.

Используя метод опущения и перестановки, Цао Ин реструктурировал подлинник: опустил конструкцию «кроме…, не…», поставил «Ответа не было» в конце как отдельная фраза, и переработал фразу «надо жить потребностями дня, то есть забыться». Его лексико-грамматические адаптации соответствуют принципу «динамическая эквивалентность», что позволяет фразе звучать так, как автор написал бы на ином языке. Нужно отметить, что выделенная часть Цао Ин «Ответа не было» выражает суть духовной ситуации персонажа, представляет собой заключение целого толкования.

3. Активный и пассивный залоги

И при этом воспоминании, как это часто бывает, мучила Степана Аркадьича не столько самое событие, сколько то, как он ответил на эти слова жены [5, ч.1, с.8].

回想起来的时候，斯捷潘•阿尔卡季奇，像常有的情形一样，觉得事情本身还没有他回答妻子的话的态度那么使他苦恼。[周扬：3页]

每次想到这个情景，奥勃朗斯基感到最难堪的往往**不是**事件本身，**而是**他回答妻子时的**那副蠢相**。[草婴：3页]

В «Анне Карениной» повествование от лица автора занимает не столь обширное место, как в других произведениях Толстого. Здесь собственно авторский рассказ появляется лишь для того, чтобы дать место объективной сцене, которая и становится главной формой развития действия. Данная сцена происходит после того, как жена узнала, что муж был в связи с бывшей в их доме француженкой-гувернанткой. Жена спрашивала мужа Степана Аркадьича про записку. При переводе глагола «мучила», в соответствии с оригинальным переводом, Чжоу Ян сохранял пассивный залог. Цао Ин изменил его на активный, что позволит читателям слушать голос самого Степана Аркадьича. Кроме этого, Цао Ин и добавил связанные слова “不是，而是”, что указало настоящую причину мучения мужа. С помощью добавленных слов “那副蠢相”, перед нами представляется образ мужа. Такое воссоздание повысил выразительнось языка.

В романе Толстого «Анна Каренина» насчитывается около 20 структурных типов диалога. Причём каждый из них имеет свои художественные признаки, характеризующие индивидуальную манеру писателя. В традиционном диалоге разговор двух персонажей передается обычно в форме прямой речи. Создавая образ персонажа, прямая речь непосредственно отражает его внутреннюю ситуацию. Чтобы точно передать читателям информацию о героях и ситуациях, необходимо обратить внимание на грамматику и привычку выражения выходного языка.

Примером такого диалога может быть следующий:

1. Изменение порядка слов при переводе

– Из присутствия есть бумаги? Спросил Степан Аркадьич, взяв телеграмму и садясь к зеркалу [5, ч.1, с.10].

“衙门里有什么公文送来没有？”斯捷潘·阿尔卡季奇问，接过电报，在镜子面前坐下。[周扬：5页]

“衙门里有没有来公文？”他接过电报，在镜子前坐下来，问。[草婴：4页]

В данном примере три глагола «спросил», «взяв» и «садясь». Среди них «взяв» и «садясь» есть деепричастие. В русском языке деепричастие – это самостоятельная часть речи, обозначающая добавочное действие при основном действии. Здесь «спросил» есть главное действие. Несовершенный вид деепричастия «садясь» обозначает настоящее или прошедшее времена, сопровождает основное действие «спросил». Совершенный вид деепричастия «взяв» – прошедшее время, совершается раньше основного действия «спросил».

Чжоу Ян перевёл по очереди слова подлинника, не достаточно обращал внимание на внутренние грамматические отношения подлинника. Цао Ин сохранил порядок слов «взяв» и «спросил», но не показал сопровождающее отношение между «садясь» и «спросил». Так мы попробуем дать наш вариант:

“衙门里有公文送来吗？” 斯捷潘·阿尔季奇接过电报，一边坐在镜前， 一边问。

2.Замена положительного выражения конструкцией двойного отрицания

– *Нет, я так рада случаю побыть с тобою наедине, и признаюсь, как ни хорошо мне с ними, жалко наших зимних вечеров вдвоем* [5, ч. 6, с. 594].

“不，我很高兴有机会和你单独在一起，我应该承认，虽然我和他们在一起是快乐的，可是我老是怀念着只有我们两人在一起的去年冬天的晚上。”[周扬：614页]

“不累， 我真 高兴 同 你 单独在一起。老实说，同他们在一起不管怎么有趣，也不能使我忘记冬天晚上咱俩在一块儿的快乐。”[草婴：598页]

Слово «жалко» в словаре “大 БКРС” значит可惜；舍不得. В переводе Чжоу Ян, наречие“老是”усиливает эмоциональное настроение текста. Двойное отрицание в переводе Цао Ин подчёркнуло, что вспоминание Лёвина о их зимних вечерах вдвоем незабываемо. Используя метод добавления и замены, оба переводчика смогли показать читателям внутренний мир персонажа.

3. Разговорный стиль языка в диалогах

– И о Сергее Иваныче и Вареньке? Ты заметил?... Я очень желаю этого, – продолжала она. – Как ты об этом думаешь? – И она заглянула ему в лицо.

– Не знаю, что думать, – улыбаясь, отвечал Левин. – Сергей в этом отношении очень странен для меня. Я ведь рассказывал... [5, ч. 6, с. 594].

“而且谈了谢尔盖·伊万内奇和瓦莲卡。你注意到吗？……我非常希望这成为事实，”她继续说。“你对这个怎样想呢？”说着，她注视着他的面孔。

“我不知道怎样想好，”列文微笑着回答。“在这点上谢尔盖·伊万内奇在我看来是很奇怪的。要知道，我告诉过你……”[周扬：614页]

“还谈到谢尔盖·伊凡诺维奇和华仑加呢。你没注意到吗？……我真希望这事能成功。”吉娣继续说，“你对这事有什么看法吗”她说着瞧了瞧他的脸。

“我不知道该怎么看”列文含笑回答，“我觉得谢尔盖这人有点古怪。我不是对你说过吗……”[草婴：598页]

Лёвин и его любимая беременная жена Кити пошли пешком вперед других и вышли из дома на усыпанную колосьями и зернами дорогу. Это частная беседа между ними. В разговоре Кити упоминала Сергея Иваныча и Вареньку. «Иваныч» – сокращенный разговорный вид «Иванович». Мадам Шталь звала её Варенька, а другие звали "m-lle Варенька". Разговорная ситуация в проведённом диалоге очевидна.

Цао Ин перевёл вопросительное предложение без вопросительного слова «Ты заметил?» и декларативное предложение «Я ведь рассказывал...» на подтверждающее предложение «你没注意到吗？», «我不是对你说过吗…», что усилило интонацию и создало близкую атмосферу между героями.

В переводе Чжоу Ян подчёркнутые слова «成为事实，注视着, 面孔, 在我看来» носят книжный, официальный стиль, что не пойдёт к данной ситуации.

Наш перевод:

“还谈到谢尔盖·伊凡诺维奇和华仑加呢。你没注意到吗？……我真希望这事儿能成。” 吉娣又说。“这事儿你是怎么想的？”她说着瞧了瞧他的脸。

“我不知道该怎么想”列文笑着说，“我觉得谢尔盖在这方面很古怪。我对你不是说过嘛……”

В нашем варианте используются эризация «事儿» и модальная частица «嘛», что добавило тексту разговорную окраску.

В общем, перевод Чжоу Ян ориентирован на оригинал, сохраняет части речи при переводе, а Цао Ин стремится обеспечить равенство воздействия на читателя перевода, приблизить свой перевод к правилам и особенностям китайского языка, создает функциональную связь между оригиналом и переводом.

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EUROPE – RUSSIA – ASIA: THE PROBLEMS OF INTERREGIONAL DIALOGUE

УДК 327

СОВРЕМЕННЫЙ КИТАЙ: СТЕРЕОТИПЫ И РЕАЛЬНОСТЬ

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Аннотация: Статья посвящена изучению стереотипов российских студентов о Китае и международной коммуникации между русскими и китайцами. Проанализированы результаты исследования общественного мнения студентов о китайцах и их культуре. Представлены рекомендации по совершенствованию международной коммуникации с представителями Китая.

Ключевые слова: международная коммуникация; международное сотрудничество; стереотипы; китайская культура

MODERN CHINA: STEREOTYPES AND REALITY

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Abstract: The article is devoted to a study of the students' stereotypes about modern China and international communications between the Russians and the Chinese. The results of the study of the students' opinion about the Chinese and their culture are analyzed. Recommendations for improving international communications with representatives of China are presented.

Keywords; international communication; international partnership; stereotypes; Chinese culture

With the development of international cooperation, there is a need for active interaction with representatives of different countries. To form a constructive dialogue, it is necessary to take into account the mentality and cultural characteristics of the participants of communications.

Communication acts as the important tool of the human relations and progress in a human community. Intercultural communication is a more difficult process as it is the communication between representatives of various cultures [1, p.18]. Communication plays an important role in creation of the multipolar world, being a basis of cultural integration. International communication has its own very specific features. The differences between morals, customs, cultures, differences in the economy, religion and way of life – all this generates its own very specific communicative barriers among representatives of the peoples of different countries.

The modern world can be characterized from the point of view of postmodernism, and it is pluralist and fragmentary [2, p.126]. Modern socio-cultural conditions of the development of society are globalization processes, cultural integration and informatization [3, p. 92]. That's why, in international communications, special tools are needed to effectively conduct international communication with the least risk of occurrences of situations that could negatively affect the result of communications.

The relevance of this topic is due to the fact that at present the interest in the successful and rapid economic development of China is very strongly manifested. Today China is one of the fastest growing economies in the world. However, in general, the Chinese remain not fully understood by their international partners. China will always have its own uniqueness, both in business culture and in international communication. A lot of problems in the process of building communication with representatives of the PRC, are mainly caused by the lack of understanding and ignorance of the mental characteristics of the Chinese, so today this problem is one of the most urgent to be resolved.

As a result of an analysis of the main aspects of Russian-Chinese relations, three main areas of international communications can be identified, within which an increase in contacts and ties between Russia and China will have been manifested.

1) The political level of communication. Communication of the heads of regions, implementation of inter-parliamentary ties, interparty interaction.

2) Business level of communication. Communication between the businesses, in the scientific and expert spheres.

3) Interpersonal level of communication. Communication between individuals at the household level, especially in the context of tourist interaction.

To find out the opinion among young people about the Chinese, we conducted a survey among the students of our Institute which showed that about 13 % of respondents have already been to China. According to our survey, 20% of young people have friends in China. The majority of the respondents associate China with an ancient culture, large population, the Great Wall of China, variety of goods, new technologies, Chinese food, Chinese people, tea, Dragons and rice.

The students highlighted that the main features of the Chinese people's temperament, are industry, impressibility, kindness, intelligence, discipline, working efficiency, friendliness, modesty, purposefulness and so on.

The majority of responders approve of the development of friendship between China and Russia (82%).

Our research revealed that most students have stereotypes about the Chinese. As I work in a tourist agency in Novosibirsk in summer dealing with foreign tourists, I found out many interesting things about this sphere and gained valuable experience when communicating with Chinese people. I'd like to offer some recommendations after paying attention to the following peculiarities of the Chinese culture.

4. Correct naming

Firstly, you shouldn't change the order of name and surname. The surname always goes first, because belonging to a clan for the Chinese is more important than the individuality that the name symbolizes. Address by name using just the first name is impolite. In China, they are incredibly proud of their posts and titles, and therefore they should be mentioned in circulation: "Chairman Mao", "Professor Wang", "Director Hu" or even "driver Lee." To call a person simply by name is a huge misunderstanding.

2. No criticism

You shouldn't never ever criticize the Chinese culture or an individual well-known person from Chinese history in a conversation with a Chinese. The Chinese are fanatical patriots, it is absolutely normal for them to respect and even worship their leadership. They deeply uncomprehend the western ironic attitude towards "bosses", politicians and their countries.

3. Logic is not important

If you want to prove something to a Chinese person, do not try to appeal to logic. This reasoning is not understandable for them: to the Chinese there is nothing rational or irrational; there is something to which they are accustomed, and something that is not.

4. Conservatism in everything

For forty years, being deliberately modest and uniform was aggressively cultivated here. Now, of course, China is changing, but still it remains convinced that a serious person will not wear jeans with a shirt or a shirt of bright colors. Only a suit or, at least, a shirt with a tie (quiet colors) and trousers. The claims for women are similar. True, unlike many Asian countries, pants on a woman are perceived to be normal.

On the whole, the attitude of the Chinese to foreigners is very difficult to understand. They are deeply convinced that their country is at the center of the world, and that their culture is the highest form of civilization. On the other hand, there is still a grudge against Europeans who, a century ago, roughly imposed their will and treated their customs and traditions with contempt. Foreigners are still suspected of arrogance, although the attitude to Russians is better.

In conclusion, cooperation between Russia and China is already sufficiently well developed and, obviously, will continue to expand. Despite the gradual erasure of cultural differences taking place in today's world, many trifles and nuances need to be taken into account when dealing with the Asians. China's mentality is very different from ours and is practically is unknown for us. That’s why it is important in international communication to rely not only on stereotypes, but to study the cultures and customs of another country very thoroughly.

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ВЕДЕНИЕ БИЗНЕСА: АНАЛИЗ РЕЙТИНГА СТРАН

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Аннотация: Данная статья раскрывает различные аспекты создания благоприятной бизнес среды в различных странах мира. В исследование раскрыты критерии оценки бизнес-среды, изучены показатели некоторых стран и выявлены наиболее значимые индикаторы.

Ключевые слова: ведение бизнеса; всемирный банк; рейтинг; индикаторы; бизнес-среда

DOING BUSINESS: RATING INDICATORS ANALYSIS

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Abstract: The article is devoted to the problem of creating a favourable business environment in different countries of the world. The study reveals the criteria for the evaluation of the business environment, the indicators of some countries are explored and the most significant indicators are identified.

Keywords: doing business; World Bank; rating; indicators; business environment

It is common knowledge that nowadays the wellbeing of national economies is in direct dependence on business environment. Business environment is a complex of conditions for the effective business conducting. Thus, the World Bank and the International Finance Corporation estimate the business climate of 183 countries for the purpose of its further improvement [3].

All the above mentioned confirms the relevance of this research. Its aim is to study specific features of doing business in different countries. The aim, in turn, covers the following objectives: to investigate the criteria for the evaluation of business environment; to identify the leading counties with most favorable business conditions, and to consider the business environment in the RF in comparison with other countries.

According to the first objective, it is necessary to clarify the concept of 'Doing Business'. It is a global research aimed at ranging countries on the basis of some indicators of creating attractive business environment. According to 'Doing Business' all countries are ranged from 1 to 183: the country which takes the first place in this rating has the most favorable business conditions [3].

The factors, that are taken into consideration are the following: starting a business, dealing with construction permits, getting electricity, protecting property, getting credit, protecting minority investors, paying taxes, trading across borders, enforcing contract, resolving insolvency. It should be noted that according to the data of the World Bank the most significant indicators are:

1) starting a business
2) dealing with construction permits
3) getting electricity
4) paying taxes
5) trading across borders [3].

Further, the countries will be compared according of these indicators. It is important to mention, that business environment of the countries is considered without any regard to the political aspects, but only in the context of state regulation. Essentially, the high position of a country in the rating of 'Doing Business' means that it is quickly, simply and safely to start and to run a business in a particular country.

Basing on the previous conclusions, we are passing on to the identifying the leading counties with the most advantageous conditions have been established (See Table 1) [3].

As follows from the table below, New Zealand has the most enabling business environment in 2017. Singapore was the leader of the rating within nine years but was displaced to the second place. We should underline that the Russian Federation for the last year has risen in rating by 11 points from 51 to 40, in comparison with 2016.

Table 1

The rating of countries on ‘Doing Business’ (2017)

Rating	Country	Rating	Country	Rating	Country	Rating	Country
1	New Zealand	**11**	Taiwan	**21**	Lithuania	**31**	Switzerland
2	Singapore	**12**	Estonia	**22**	Canada	**32**	Spain
3	Denmark	**13**	Finland	**23**	Malaysia	**33**	Slovakia
4	Hong Kong	**14**	Latvia	**24**	Poland	**34**	Japan
5	South Korea	**15**	Australia	**25**	Portugal	**35**	Kazakhstan
6	Norway	**16**	Georgia	**26**	The UAE	**36**	Romania
7	Great Britain	**17**	Germany	**27**	Czech Republic	**37**	Belarus
8	The USA	**18**	Ireland	**28**	Netherlands	**38**	Armenia
9	Sweden	**19**	Austria	**29**	France	**39**	Bulgaria
10	Macedonia	**20**	Island	**30**	Slovenia	**40**	The RF

Considering the indicators of New Zealand, according to the speed of starting a business the country is on the 1st place in the world; simplicity of dealing with construction permits – takes the 1st place; getting electricity – is on the 34th place; the level of paying taxes – is on the 11th place. The tax on profit is 11 %; trading across borders – takes the 55th place. Now the country pays special attention to increasing export. Therefore, the conditions of entry into the country are facilitated [3].

As for Hong Kong, according to simplicity of starting a business Hong Kong takes the 3rd place in the world. By the way, only three procedures are required to begin business in this country. Simplicity of dealing with construction permits – is on the 5th place; on the level of getting electricity Hong Kong is on the 3rd place; the level of paying taxes – takes the 3rd place. A particular advantage is that the maximum rate of the income tax in Hong Kong is only 16.5%. According to the simplicity of trading across borders, the country is on the 42nd place. Moreover, it is the center of sea transportation in the south of China [2; 3].

As a result, we can sum up that the registration of a business in the leading countries takes a very short period. Moreover, the leading countries have the developed taxation systems.

According to the third objective, we have to consider the business environment in the RF in comparison with other countries (See Table 2).

Table 2

New Zealand, Hong Kong, Russia in ‘Doing Business’ rating

INDICATORS (the place in rating)	**COUNTRIES**		
	New Zealand	**Hong Kong**	**Russia**
1. Starting a business	1	6	26
2.Dealing with construction permits	1	10	115
3.Getting electricity	34	10	30
4.Paying taxes	11	3	45
5.Trading across borders	55	41	140

As noted in the table above, one may conclude that the registration of a business in Russia takes 9 days on average, so the country is on the 26th place. In comparison with the high-performing countries, the country does not have a very high position, e.g. in New Zealand only 1 procedure is needed to register an entrepreneurial entity, and 1 day is required; in Hong Kong it is possible to start business for 3 days [1; 3].

According to the indicator ‘dealing with construction permits’, Russia takes the 115th place. We can conclude that it is a problem sphere for Russia, as a number of days necessary for obtaining a construction license in Russia reaches 239. Moreover, getting a permission for the construction is a high-cost procedure.

As shown in table 2, the taxation system is also problematic for Russia in comparison with the leading countries. In Russia, the tax on small business is 21% which consists of an income tax and sales tax [1].

According to the criterium ‘trading across borders’, obviously there are significant differences in the countries mentioned above. The time necessary for passing of customs procedures in Russia is 96 hours in comparison with

9-12 hours on average in New Zealand and Hong Kong. It explains the fact that Russia is lower in the rating approximately by three times [1; 3].

To sum up, it is possible to say that for Russia to reach the higher position in the rating, it is necessary to improve several major factors:

1) to develop production of renewable energy resources and make the electric power more available.

2) to reduce time and expenses which enterprises waste concerning export and import formalities.

3) to reduce the costs and time of obtaining construction licenses. In order to do it, it is necessary to eliminate a number of requirements necessary to the projects approval.

In addition, the ‘Doing Business’ is a relevant rating as it is updated and the indicators are modified every year. Moreover, ‘Doing Business’ research not only points out problems that hamper the development of entrepreneurship, but also identifies their cause and provides recommendations for necessary reforms.

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ЯДЕРНАЯ ВОЙНА БЕЗ ВОЙНЫ: ВСЕМИРНОЕ ОБЪЕДИНЕНИЕ

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Аннотация: В данной статье рассматривается проблема последствий аварииАЭС на Фукусиме, которые влияют на международные отношения. Цель статьи заключается в рассмотрении возможных путей развития международных отношений Японии после распространения радиоактивных веществ в Мировой океан.

Ключевые слова: Япония; Фукусима; катастрофа; национальная безопасность; радиация

A NUCLEAR WAR WITHOUT A WAR: WORLDWIDE INTEGRATION

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Abstract: This article deals with the consequences of the accident at the nuclear power plant in Fukushima, which affects international relations. The purpose of the article is to consider possible ways of developing Japan's international relations after the leak of radioactive substances into the World Ocean.

Keywords: Japan; Fukushima; disaster; national security; radiation

The Fukushima catastrophe in Japan has conveyed to the cutting edge the risks of overall atomic radiation. The emergency in Japan has been portrayed as "an atomic war without a war". In the expressions of prestigious author Haruki Murakami:

«This time no one dropped a bomb on us … We set the stage, we committed the crime with our own hands, we are destroying our own lands, and we are destroying our own lives».

If you asked someone about the most dangerous nuclear disaster in the world , you can almost bet, they would say Chernobyl. While there is certainly merit to that claim, they would be wrong. In fact, just six years ago, and earthquake believed to be an aftershock of the 2010 earthquake in Chile caused a major meltdown at the TEPCO nuclear power plant in Fukushima, Japan [6]. The quake caused three nuclear reactors to fail, leading to the largest release of radiation into the water in our Earth's history. In the three months following the disaster, radioactive chemicals continued to leak into the Pacific Ocean. Now, it appears scientists may have underestimated the real impacts [7].

Hazardous radioactive elements being released in the sea and air around Fukushima accumulate at each step of various food chains (for example, into algae, crustaceans, small fish, bigger fish, then humans; or soil, grass, cow's meat and milk, then humans). Entering the body, these elements – called internal emitters – migrate to specific organs such as the thyroid, liver, bone, and brain, continuously irradiating small volumes of cells with high doses of alpha, beta and/or gamma radiation, and over many years often induce cancer. There are compelling reasons to end production and use of the nuclear material and enough highly enriched uranium on hand to fuel non-weapon uses of the fissile material for a century [5].

Unscrupulous and risky experimentation without a doubt proceeds in mystery up to the present time, apparently under the pretense of "national security". What is the best test humankind faces in this atomic age? How would we characterize security now, in the period of environmental change, atomic vitality, and psychological warfare? How, as researchers, do we consider time and obligation in a world with quickly developing atomic innovation [4]?

«In all actuality most lawmakers, businesspersons, engineers and atomic physicists have no innate understanding of radiobiology and the way radiations induce cancer, inborn mutations and sicknesses which are passed age to age. Low dose of ionizing radiation can increase the risk of longer-term effects such as cancer. The effects of radiation dose are either prompt or delayed, prompt effects occur within the first several months and delayed effects occur over many years» [7]. The deferred impacts incorporate cancer and different illnesses. Risk estimate assumes that even small amount of ionizing radiation represents some hazard. Nobody knows for sure, what levels of radiation are sheltered?

In the atomic weapons contest, government specialists and researchers indoctrinated general society into trusting that low measurement radiation isn't hurtful. A few authorities even attempted to persuade individuals that "a little radiation is beneficial for you." They totally disregarded the information that the radiation from atomic aftermath could prompt an expanded danger of tumor, coronary illness, neurological disarranges, invulnerable framework infection, regenerative irregularities, sterility, birth abandons, and hereditary changes, which could be passed on from age to ages. As per researchers, chemotherapy murders individuals instead of growth. Chemotherapy is more hurtful than helpful. The greater part of that examination persuades that "driving edge" malignancy treatment is a trick. Researchers are very much aware that malignancy is a billion dollar industry and individuals who declined chemotherapy treatment live by and large 12 and a half years longer than individuals who are experiencing chemotherapy [5].

Fukushima catastrophe is thoroughly wild. This is an atomic war without a war. Atomic researchers fled and never returned and Fukushima atomic office is a ticking time bomb.

The effect of the occurrence on Fukushima in 2011 prompted horrible results inside the nation. This disaster was the start of extraordinary economical, political and ecological issues in Japan, because of which the state was not ready to dispense with the hole at the Fukushima-1 atomic power plant in a convenient way [8]. Looking at the mishap at Fukushima and in Chernobyl, you can truly discover numerous normal purposes of help, yet the mischance happened for different reasons and their end happened in various ways. Obviously, on account of Chernobyl, many individuals relinquished their lives to dispose of the break, which was called «patriotism», at Fukushima, 50 individuals endeavored to stop the fiasco, and individuals unexpectedly calling them "suicides." The state rejected various help from different nations, offering its most profound thanks for the sensitivity. Japan for the initial couple of months covered a considerable measure of data about the issues in disposing of radioactive waste, the level of radiation and released squanders into the sea, in this manner making a few nations misconstrue, others have an enthusiasm for the circumstance. A couple of months after the fiasco, the state itself was worried about the circumstance in the nation, both monetarily and politically, and reestablished relations with various states, starting to get material and helpful help from them. In this way, mischance at atomic power plants, Japan's relations with states, for example, the United States, China and the United Kingdom achieved another level. Of course, all of them pursue their own goals [1].

This circumstance has created in any case from the purpose of logical advance. For instance, today, the United Kingdom and Japan are expanding the degree to which they team up in atomic control, business, and research. The UK government, basically through the Office for Nuclear Regulations, is sharing its mastery in the non-prescriptive, objective setting way to deal with direction. Japanese makers are additionally moving into the UK atomic new form advertises with the possibility to coordinate significantly more in the supply chains of the two nations. The choices taken by the UK government have had extra and unexpected advantages. Initially, the UK government's science-based correspondence and basic leadership forms have been talked about universally as a model of good practice. Second, UK atomic area specialists upgraded their notoriety by exhibiting they could be a compelling group in this crisis circumstance. Third, the United Kingdom and Japan have built up a substantially nearer atomic collaboration in zones from innovative work to new form tasks and control. Along these lines, political contemplations must not thwart the trading of science learning and comprehension in a crisis, which requires thinking ahead as science discretion [2].

What's more, there was a "historical" factor, in the case of the United States. The United States endeavored to help Japan in this circumstance, as though apologizing for Bombing of Hiroshima and Nagasaki and proceeding with significance of solid relations with Japan. U.S. offices in Japan made it simpler for the partners to coordinate in protect and remaking. By the by, obviously those endeavors can't address different major issues in the respective financial and security relationship. Those different issues may well abandon the altruism created between the two nations later on.

Likewise, obviously, each state pursued to strengthen economic ties with the developed state, which currently needs economic support. Strongly pronounced since 2011, China has taken the position of a confidential partner and the new Chinese leadership under Xí Jìnpíng also intends to strengthen miscellaneous links with its economically developed neighbor, despite the disputes over rights to the Senkaku Islands. Behind the professions of friendship and mutual understanding lie insurmountable difficulties leading to recurrent frictions. At the same time, however, the leaders of the two countries are aware of the necessity to maintain stable and sustainable development in relations between China and Japan, which have become more active in recent years thanks to people's diplomacy and economic cooperation. The modern stage of Sino-Japanese relations distinguishes itself in that the aggravation of politico-military rivalry and competition is accompanied by an increase in economic interdependence and the extent of mutual interest in solving regional problems [9].

But all of the above does not negate the fact, that further south in Oregon, USA, starfish began losing legs and then disintegrating entirely when Fukushima radiation arrived there in 2013. Now, they are dying in record amounts, putting the entire oceanic ecosystem in that area at risk. However, government officials say Fukushima is not to blame even though radiation in Oregon tuna tripled after Fukushima. In 2014, radiation on California beaches increased by 500 percent. In response, government officials said that the radiation was coming from a mysterious "unknown" source and was nothing to worry about.

On the whole, Fukushima is having a bigger impact than just on the West coast of North America. What is more, scientists are now saying that the Pacific Ocean is already radioactive and is currently at least 5-10 times more radioactive than when the US government dropped numerous nuclear bombs in the Pacific during and after World War II. After analyzing all this data, it can be concluded that if we do not start talking about Fukushima soon, it will lead to much more serious problems.

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ПРОБЛЕМА КИТАЙСКОЙ МИГРАЦИИ

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Аннотация: В данной статье рассматривается такой аспект как миграционная ситуация в Китае. Цель работы – выяснить, каково же влияние китайской миграции на мировые процессы как внутри самого Китая, так и на страны, куда иммигрируют китайцы. Проанализировав этот процесс в России и Казахстане, мы сделали вывод, что нет никаких фактов, чтобы говорить о «Китайской угрозе».

Ключевые слова: миграция; Китай; история; китайская диаспора; миграционная политика

CHINESE MIGRATION ISSUE

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Abstract: In this article, we’re investigating the problem of migration situation in China. The aim of the work is to find out what is the impact of Chinese migration on the world processes both inside China itself and on the countries where the Chinese immigrate. After analyzing this process in Russia and Kazakhstan, we concluded that there are no facts to talk about the "Chinese threat".

Keywords: migration; China; history; the Chinese Diaspora; migration policy

Human migration is the movement of people from one place to another with the intentions of settling, permanently or temporarily in a new location. The movement is often over long distances and from one country to another, but internal migration is also possible.

Today’s world population is growing fast and China is not just one of the countries with the biggest number of citizens, but also a country with the fastest growing population.

Since long time till 1978 the Chinese had different ways of immigration. We first heard of Chinese immigration in Qin and Han dynasty, since 221 B.C. to 220 A.D. But migration of that period was spontaneous, that is why it’s better to retrace immigration tempo starting from Tang dynasty (618 - 907) [4].

At this period a huge mass of people started to concentrate on a south part of china’s territory and that caused a problem of overpopulation. So they started to move to other countries, countries of south east region, such as Philippines, Malaysia, Vietnam, and many others. Chinese market was getting larger, and so the ways to move too. Qin dynasty was a period of the biggest immigration abroad from China. At that period, there was a mass of illegal immigration, but since People’s Republic of China was built, Beijing put under control all the borders and all immigration nearly faded away. The only exception was for those who travelled abroad to study. In 1949 - 1978 Chinese Diasporas increased. So overpopulation always was the main reason for Chinese migration.

Nowadays, migration in China goes with its own tempo. Unemployment is the main problem of today's main migration issues. In 2010 the official statistics of unemployment come to 4 %in a city, the number of unemployed is 7 million people, and it is not full records [1].

But not all the reasons of migration are bad. Most people now have got a chance to migrate because years of hard work lead Chinese nation to a better life; their salary increased as well as their quality of life. Some of them migrate in order to get another education. But sometimes people migrate because of political issues.

Chinese Diaspora is considered the most numerous. Nobody knows the real head count, but the majority of experts suspect that Chinese Diaspora is between 30 and 40 million people. Some facts: contribution of Chinese Diaspora to economics of south East Asia is rather high. In 1996, Chinese business made 60% of Malaysian GDP, 50% – in Indonesia and Thailand and 40% – in Philippines [2].

The main directions of Chinese migration policy are: business and work, studying, and illegal. Business and work are probably the main, as for frequency and for strategy in Chinese migration policy. Business and work direction could be divided into four parts: business migration (with settled domicile, often with the help of special programmes); new Chinese enterprise opens in another country; the export of manpower; individual employment.

As for studying, migrants could help to tide over underrun in scientific and technical sphere. In order to do that, they are sent to other countries to study and there are three ways: at the expense of the government, at the expense of a company, on their own.

In 1988, Ministry of Personnel of PRC at a meeting about “brain drain” claimed that if students or scientists returned after studying abroad, they wouldn’t get a proper job [5]. But if they stay there, work some time and gain extra skills, they will help to modernize the country after returning. But everything changed after Tiananmen Square protests of 1989, and it was allowed to travel abroad to study if you work in the civil service.

Since 1989 till 1996, there was the most active illegal migration in the history of China. It’s difficult to say how many people left their country, but some specialists say that only since 1978 to 1995 nearly 200000-400000 people illegally left China [3]. Chinese government is trying to solve this problem at any cost, and one of the directions is to get rid of vice joints that help to migrate illegally [2].

A detailed acquaintance with the materials of Chinese historians allows us to talk about the presence of interest mainly to three aspects: the study of the factors of Chinese-Russian migration; analysis of the causes of the emergence and dissemination of ideas about the "Chinese threat", countermeasures to address the "Chinese migration issue."

As for Russia and Kazakhstan, Chinese people come here mostly as traders or manpower. In Russia, accurate statistical records of international migrants, including Chinese, are not established; there are discrepancies between data from different departments, sometimes significant. In the expert community, the most reliable estimate 200-400 thousand, maximum 500 thousand people. In the Far East, according to Russian experts, in the mid-2000s, every year there were 65-70 thousand Chinese migrants [5]. According to the Association of Chinese Citizens of Vladivostok, their number was approaching 200 thousand. The number of Chinese citizens entering Kazakhstan is increasing every year. According to the statistics of the KNB PS, the number of crossings of the Kazakh-Chinese border has increased tens of times over the past 10 years. In 2008, 191,223 citizens of the PRC moved to the RK, in 2010 – 134.9 thousand, in 2011 – 161.1 thousand [4].

Another significant category of Chinese labor migrants in Russia and Kazakhstan are specialists and workers arriving under contracts. Data on their numbers are contradictory, but all of them indicate a gradual increase in their number.

The share of the Chinese in the overall balance of the foreign labor force is particularly noticeable in the Far Eastern region of Russia, which suffers from shortage of labor force.

Nevertheless, most Chinese workers have low qualifications, and the objects they build are usually residential or public buildings. One of the few exceptions is the segment of the Eastern Siberia-Pacific Ocean oil pipeline in Yakutia. In Kazakhstan, as in Russia, the number of workers employed under the quota increased. In 2008, the number of quoted workers from the PRC reached a maximum: 10,104 people, or 22% of all foreign labor [4].

The problem of Kazakhstan is the shortage of highly qualified specialists in virtually all spheres of the national economy, caused by large-scale emigration processes, a ”brain drain”, “the outflow” of the Russian-speaking population in the 1990s.

It can be concluded, that there is no Chinese “demographic expansion” in Russia. The Russian-Chinese border is protected and controlled by both sides. In addition, the PRC authorities are not interested in giving ground for talking about the "Chinese threat". Moreover, Chinese migration as a world process has a positive impact on China and on the countries where Chinese people immigrate. China and Russia are cultivating interdependent, durable relationship which is beneficial for both nations.

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УДК 327.7

ПЕРСПЕКТИВЫ РАЗВИТИЯ АМЕРИКАНО-КИТАЙСКИХ ОТНОШЕНИЙ

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Аннотация: Отношения между США и Китаем, чаще известные как китайско-американские отношения, относятся к международным отношениям между Соединенными Штатами Америки и Китайской Народной Республикой (КНР). Партнерство между Китаем и Соединенными Штатами, в котором каждая нация рассматривает другого как потенциального противника, а также экономического партнера, была описана мировыми лидерами и учеными как самые важные в мире двусторонние отношения века. Цель статьи – проанализировать развитие американско-китайского сотрудничества.

Ключевые слова: американо-китайские отношения; Мирсхаймер; соперничество; экономика; ядерное оружие

PROSPECTS FOR THE DEVELOPMENT OF US-CHINA RELATIONS

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Abstract: United States-China relations, more often known as Sino-American relations, refer to international relations between the United States of America and the People's Republic of China (PRC). The partnership between China and the United States, in which each nation regards the other as a potential adversary as well as an economic partner, has been described by world leaders and academics as the world's most important bilateral relationship of the century. The aim of the article is to analyze development of US-China collaboration.

Keywords: Sino-American relations; Mearsheimer; rivalry; economy; nuclear weapons

The United States had not been recognizing formally recognize the People's Republic of China (PRC) for 30 years after its founding. Instead, the US maintained diplomatic relations with the Republic of China government in Taiwan, recognizing it as the sole legitimate government of China. On March 1, 1979, the two countries formally established embassies in each other's capitals. In 1979, outstanding private claims were resolved and a bilateral trade agreement was completed. Sino-US military cooperation also began in 1979 [5].

As for 2017, the United States has the world's largest economy and China the second largest, although China has a larger GDP when measured by PPP. Though the US has the most in terms of national wealth.

Relations between the two countries have generally been stable with some periods of open conflict, most notably during the Korean War and the Vietnam War. Currently, China and the United States have mutual political, economic, and security interests, including but not limited to the proliferation of nuclear weapons, although there are unresolved concerns relating to the role of democracy in government in China and human rights in both respective countries. China is the largest foreign creditor of the United States. The two countries remain in dispute over territorial issues in the South China Sea [3].

The election and ascension of current U.S. President Donald Trump has considerably strained U.S.-China relations with multiple news reports anticipating potential trade or military conflict between the United States and China. This is largely due to comments made during his presidential campaign citing Chinese currency manipulation and outsourcing of American trade to China [2].

The prominent realist international relations scholar John Mearsheimer says there is a greater possibility of the U.S. and China going to war in the future than there was of a Soviet-NATO general war during the Cold War.

Mearsheimer made the comments at a lunch hosted by the Center for the National Interest in Washington, DC on Monday. The lunch was held to discuss Mearsheimer’s recent in The National Interest on U.S. foreign policy towards the Middle East. However, much of the conversation during the Q&A session focused on U.S. policy towards Asia amid China’s rise, a topic that Mearsheimer addresses in greater length in the updated edition of his classic treatise, *The Tragedy of Great Power Politics*, which is due out this April [1].

In contrast to the Middle East, which he characterizes as posing little threat to the United States, Mearsheimer said that the U.S. will face a tremendous challenge in Asia should China continue to rise economically. The University of Chicago professor said that in such a scenario it is inevitable that the U.S. and China will engage in an intense strategic competition, much like the Soviet-American rivalry during the Cold War.

While stressing that he didn't believe a shooting war between the U.S. and China is inevitable, Mearsheimer said that he believes a U.S.-China Cold War will be much less stable than the previous American-Soviet one. His reasoning was based on geography and its relation to nuclear weapons.

The U.S.-China strategic rivalry lacks this singular center of gravity. Instead, Mearsheimer identified four potential hotspots over which he believes the U.S. and China might find themselves at war: the Korean Peninsula, the Taiwan Strait and the South and East China Seas. Besides featuring more hotspots than the U.S.-Soviet conflict, Mearsheimer implied that he felt that decision-makers in Beijing and Washington might be more confident that they could engage in a shooting war over one of these areas without it escalating to the nuclear threshold.

For instance, he singled out the Sino-Japanese dispute over the Senkaku/Diaoyu Islands, of which he said there was a very real possibility that Japan and China could find themselves in a shooting war sometime in the next five years. Should a shooting war break out between China and Japan in the East China Sea, Mearsheimer said he believes the U.S. will have two options: first, to act as an umpire in trying to separate the two sides and return to the status quo ante; second, to enter the conflict on the side of Japan.

Mearsheimer said that he thinks it's more likely the U.S. would opt for the second option because a failure to do so would weaken U.S. credibility in the eyes of its Asian allies. In particular, he believes that America trying to act as a mediator would badly undermine Japanese and South Korean policymakers' faith in America's extended deterrence. Since the U.S. does not want Japan or South Korea to build their own nuclear weapons, Washington would be hesitant to not come out decisively on the side of the Japanese in any war between Tokyo and Beijing.

Mearsheimer did add that the U.S. is in the early stages of dealing with a rising China, and the full threat would not materialize for at least another ten years. He also stressed that his arguments assumed that China will be able to maintain rapid economic growth. Were China's growth rates to streamline or even turn negative, then the U.S. would remain the preponderant power in the world and actually see its relative power grow through 2050.

In characteristically blunt fashion, Mearsheimer said that he hopes that China's economy falters or collapses, as this would eliminate a potentially immense security threat for the United States and its allies. Indeed, Mearsheimer said he was flabbergasted by Americans and people in allied states who profess wanting to see China continue to grow economically. He reminded the audience that at the peak of its power the Soviet Union possessed a much smaller GDP than the United States. Given that China has a population size over four times larger than America's, should it reach a GDP per capita that is comparable to Taiwan or Hong Kong today, it will be a greater potential threat to the United States than anything America has previously dealt with[4].

Nevertheless, I do not share Mirsheimer's opinion. I believe that China and the United States have more reasons for cooperation than for competition.

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СЕВЕРНАЯ КОРЕЯ И ЮЖНАЯ КОРЕЯ. СОВРЕМЕННЫЕ РЕЗУЛЬТАТЫ ИХ РАЗДЕЛЕНИЯ

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Аннотация: В статье речь идет о Корейском полуострове. Показаны исторические аспекты разделения Кореи на два независимых государства, их современное экономическое и социальное состояние.

Ключевые слова: Северная Корея; Южная Корея; разделение; экономика; бедность; ВВП; безработица

NORTH KOREA AND SOUTH KOREA. THE MODERN RESULTS OF SPLIT

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Abstract: The present paper reviews the Korean peninsula. The division of Korean peninsula into two independent countries is presented. The current economic and social situation is analyzed.

Keywords: North Korea (the Democratic People's Republic of Korea); South Korea (the Republic of Korea); division; economy; poverty; GDP; unemployment

Today the situation on the Korean peninsula is very important for the world economy. But it is known little about the countries in terms of their economies, social life and historical background.

The Korean Peninsula was occupied by Japan beginning in 1905 following the Russo-Japanese War. Korea regained its independence following Japan's surrender to the US in 1945. Afterwards, Soviet troops occupied the area north of the 38th parallel, and US troops – the south. In 1948, this parallel became the boundary between the Democratic People's Republic of Korea (North Korea) and the Republic of Korea (South Korea) [7; 10].

Since their division these countries have experienced very different fortunes. Firstly, there is some background information.

North Korea boarders China, Russia and South Korea, while the Republic of Korea boarders only North Korea. On the one hand, the Democratic People's Republic of Korea occupies a large territory, but, on the other hand, the population is 2 times smaller than in South Korea (see Table 1). The Capital of North Korea is Pyongyang and Seoul is the capital of South Korea. Kim Jong Un is the supreme leader of North Korea and Moon Jae-in – is the leader in South Korea [11].

Table 1

Population and area of South Korea and North Korea, 2016

Country	**Population, mln.**	**Area, sq. km.**
South Korea	50,924,172	99,720
North Korea	25,248,140	120,538

As for a social situation in North Korea, 40% of the population, which amounts to 24 million people, live below the poverty line. Most workers earn $2 per month. While in South Korea just 1.5 million people live below the national poverty line [4; 9].

The most important and informative indicator about economic situation in a country is GDP. There is a sharp difference between South and North Korea as to the indicator. South Korea over the past four decades has demonstrated incredible economic growth, while North Korea,– is one of the world's most centrally directed and least open economies (see Table 2) [2; 11].

Table 2

Gross Domestic Product and GDP-per capita, 2016, USD

Country	**Population, mln.**	**Area, sq. km.**
South Korea	50,924,172	99,720
North Korea	25,248,140	120,538

The next significant economic indicator is unemployment rate. Unemployment rate in North Korea is much higher than in South Korea. Fortunately, inflation rate is relatively at the same low level. It amounts to about 1.0% (see Table 3).

Table 3

Unemployment and inflation rate, 2016, %

Country	Unemployment rate	Inflation rate
South Korea	3.7	0.8
North Korea	25.6	1.0

[1; 3].

GDP by sectors is very useful indicator, because it shows country`s priorities in economy. There is a sharp difference between North Korea and South Korea concerning agriculture. South Korea is more service-oriented. The most developed industries in South Korea are electronics, telecommunications, and automobile production. North Korea specializes in military products and machinery (see Fig. 1).

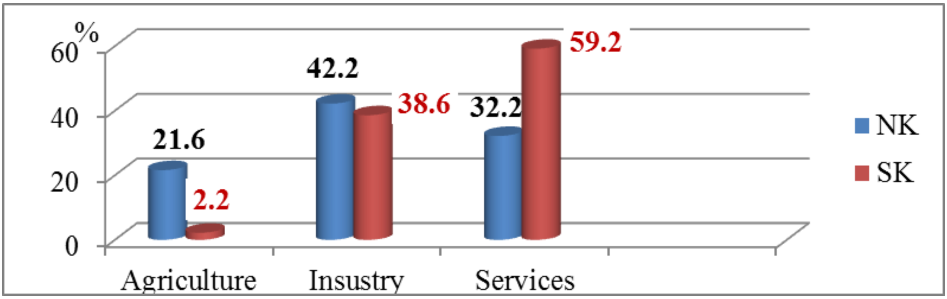

Fig.1 GDP by sectors, 2016, %

[9; 11].

From Table 4 we can see the top-three importers from North and South Korea. The total value of export varies greatly. China is the main trade partner for NK and SK (see Table 4).

Table 4

Top-3 importers from North Korea and South Korea, 2016, USD ths

Value exported - (NK)		Value exported - (SK)	
Total:	*2,904,545*	*Total:*	*495,465,606*
China	2,537,314	China	124,432,718
India	87,442	USA	124,432,718
Phillippines	51,809	Viet Nam	32,650,609

The same situation with the import value. China also occupies the first place (see Table 5).

Table 5

Top-3 exporters from North Korea and South Korea, 2016, USD ths

Value imported - (NK)		**Value imported - (SK)**	
Total:	*3,130,791*	*Total:*	*406,059,974*
China	2,841,206	China	86,962,000
Russian Federation	68,051	Japan	47,454,088
India	54,187	USA	43,396,444

[5; 11].

On the one hand, trade and investment flows are impeded by the North Korean government. Access to financing for domestic companies is very limited. On the other hand, South Korea has adopted the open market economy, and is negotiating with other countries to sign more FTAs [8, 10].

There are 5 sources of funding that are completely different. In SK, capital usually comes from the government. Furthermore, sources of funding in NK are illegal. It's very strange and inappropriate to be funded with income from cybercrime, overseas slave labor and drugs (see Table 6) [6].

Table 6

Five sources of funding

North Korea	**South Korea**
China	Governmental support
Overseas slave labor	Volunteer effort
Weapons sales	Funding from other enterprise or governmental agencies
Drugs	Local or municipal government
Cybercrime	Charities

There is a very large gap between these countries in both economic and social terms. Economy is much better in the Republic of Korea; companies operate freely with foreign partners and peoples living in peace (except nowadays situation, of course).

It is important to note the fact that most of the federal budget of NK is directed to military spending. But, unfortunately the social situation in the country is less than desirable.

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РОССИЯ И КИТАЙ: МЕЖКУЛЬТУРНЫЕ ПРОБЛЕМЫ

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Аннотация: В современных условиях глобализации актуальным становится изучение диалога между разными культурами, предполагающего доверие, понимание и взаимодействие на различных уровнях социокультурных систем. Цель данной работы заключается в выявлении условий, факторов и процессов формирования образов России и Китая в межкультурном взаимодействии.

Ключевые слова: Россия; Китай; межкультурные связи; пути ведения бизнеса

RUSSIA AND CHINA: CROSS-CULTURAL ISSUES

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Abstract: In modern conditions of globalization, the study of dialogue between different cultures, involving trust, understanding and interaction at various levels of sociocultural systems, becomes topical. The purpose of this work is to identify the conditions, factors and processes of forming image of Russia and China in intercultural interaction.

Keywords: Russia; China; cross-cultural issues; ways of doing business

In the dialogue of cultures, the image of the country plays an important role. Intercultural communication becomes an increasingly important tool for interaction between cultures, a condition for the process of forming positive images of countries.

Long-standing traditions are still of vital importance in Russia. Moreover, many of them are truly unique and have their roots in paganism. Other traditions are closely connected with religion: Orthodoxy (the most wide-spread religion in Russia), Islam, Buddhism and other religions. Certainly, major Russian holidays are greatly connected with a crop calendar and life milestones [1].

Traditions in China have been formed over thousands of years, and today, the Chinese have their traditional system of values, with the etiquette as its major aspect. Like in Russia, the traditions and customs of China are closely related not only to its history, but also to the religions professed in the country. The western part of China is occupied by Xinjiang Uygur Autonomous Region, so the locals observe the customs and traditions specific to the Muslim peoples. Tibet is also a part of China, where the people have their own unique culture; therefore their traditions differ from those of the rest of China. Along with the Muslims, there also live the Confucians and Buddhists who, in their turn, also follow their own traditions and customs [5].

In Russia as well as China, there is one holiday that is not celebrated anywhere else in the world, and they are both related to the New Year.

Russian old New Year: The Julian and Gregorian calendars were the most used computation systems in the recent millennium. However, many Russians celebrate the beginning of a new year on January 14 instead of January 1.

Chinese New Year (or Spring Festival) is the most important festival celebrated all over the country. The first day of the New Year falls on the new moon between 21 January and 20 February.

In the conduct of business between China and Russia, there are similar points and radically different. It is difficult to do business in Russia without the help from a local "connections". To help with this, small gifts are often a good idea when doing business in Russia. Presents may symbolise the stature of your company and the importance of the impending business deal, preferably an item characteristic of your local area or one that displays the company logo. In China, the situation is completely opposite. Do not bring presents! The gesture is considered bribery, which is illegal in the country [2].

In Chinese culture, the questions "Have you eaten?" or "Where have you been?" are pleasantries equivalent to the traditional "How are you?" in the English-speaking culture [3].

Greetings in Russia and China are similar. To greet somebody, shake hands firmly and maintain direct eye contact. Avoid shaking hands and giving things across a threshold a house or room. Handshakes are common but it should be remembered that you should wait for your Chinese counterpart to initiate the gesture. With Russians, always remove gloves when shaking hands, it is considered rude not to. Never use first names unless invited to do so, as it important to respect authority and formality. You can use ‘Gospodin’ (Mr.) or ‘Gospozha’ (Mrs.) plus their surname. In China, there is a similar situation: regarding titles of courtesy, most people should be addressed with a title followed by their last name [4].

In the ways of negotiating, the Chinese and the Russians also have a lot in common. Chinese prefer to establish a strong relationship before closing a deal, so you might have to meet up several times to achieve your objectives. Causing embarrassment or showing too much emotion could have a negative effect for a business negotiation. Regarding decision-making, the Chinese tend to extend negotiations far beyond the agreed deadline to gain some advantage. Patience is important with Russians, negotiations can often be slow. Russians don't usually make an immediate decision in a meeting.

But there are some differences in the way of negotiation. Chinese people are very careful about strong negative statements. For instance, negative answers are considered impolite, so find alternatives ("I'll think about it"/"maybe"/"we'll see") instead of a blunt "no" [3].

However, don't necessarily expect your Russian counterpart to be on time, this may be just an attempt to test your patience. For Chinese, punctuality is also vital. Being late is a serious offence in the Chinese business culture.

Dress code is also similar: conservative suits. Bright colors of any kind are considered inadequate.

Russians and Chinese appreciate an interest from foreigners in their own language, so an attempt to learn or at least partially speak with them in their language is a good idea.

If you are invited to a business meal in China, do not be startled if everyone starts slurping and belching - these are signs of enjoyment while eating.

Always pay attention to numbers and their significance with Chinese. «8» is the luckiest number in Chinese culture. «6» is considered a blessing for smoothness and progress. «4» is a taboo number because it sounds like the word "death" and is considered unlucky. «73» means "the funeral". «84» means "having accidents". If you decide to give flowers to Russians as a present, make sure the number of flowers is odd (not 13 though as it is unlucky). An even number of flowers is associated with funerals.

Having examined differences of Chinese and Russian cultures, we can conclude that if you want to succeed in communicating with foreigners, you need to study their mentality. You should consider the traditions and customs of your foreign partners. Moreover, flexibility is a key to success.

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АВСТРАЛИЯ И ЮЖНАЯ КОРЕЯ КАК ЛИДЕРЫ ВОСТОЧНОГО ПОЛУШАРИЯ

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Аннотация: Статья посвящена проблеме влияния Австралии и Южной Кореи на страны восточного полушария. Цель статьи рассмотреть данные государства в качестве лидеров восточных стран.

Ключевые слова: Австралия; Южная Корея; история; культурные ценности; международные отношения

AUSTRALIA AND SOUTH KOREA AS THE EASTERN HEMISPHERE'S LEADERS

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Abstract: The article is devoted to the problem of the influence of Australia and South Korea on the countries of the Eastern hemisphere. The purpose of this article is to examine these States as leaders of the Eastern countries.

Keywords: Australia; South Korea; history; cultural uniqueness; international relations

In the 20th century, Chinese, Russians and Americans saw Korea as a strategic battleground in their quest for regional power. After liberating Korea from Japanese occupation in 1945, it was divided at the 38th parallel in accordance with a United Nations arrangement, to be administered by the Soviet Union in the north and the United States in the south. In 1950 the north, backed by Russia and China, attacked the south, backed by the US and the UN. By 1953, the war had reached a stalemate. Millions of lives had been lost and Koreans had been turned against Koreans [3].

Unlike Korea, Australia has never been used as a battleground between foreign powers. Prior to the English, Australia was discovered by Portuguese, the Dutch, the Spanish, Indonesians, and the Chinese; however, the countries looked around the barren landscape populated by nomads and decided Australia had nothing of value. When the British discovered Australia in 1772, they decided it would make a great dumping ground for criminals [2].

To outsiders, South Korea’s traditional culture looks as Chinese and its modern culture looks as Japanese. However, South Koreans assertively argue that their culture, both traditional and modern, is unique.

In regards to traditional culture, Koreans talk of “Korean Confucianism”, “Korean Buddism” and “Korean Martial arts.” For Koreans, it is important to believe that their traditional culture either originated in Korea or was shaped in Korea [1].

In Australia, it is difficult to talk of cultural uniqueness and expect other Australians to share the sentiments. For many Australians, Australian culture does not exist, there is nothing unique about Australia and Australia has no need for a national identity. Ironically, such a view is a uniquely Australian thing to say. No other country in the world has a significant segment of the population openly expressing their hostility to the notion that their country might have a culture.

Koreans yearn for love. For example, during karaoke, Koreans sing heartfelt love ballads that allow them to express the deepness of their heart. One problem is that Korean men usually prize beauty above all other qualities, and Korean women value money above other qualities. Another problem is arranged marriages. In Korea, a marriage is often seen as a union between families so parents choose the partner for their children. This often results in a marriage between two people that don't like each other.

Australians are perhaps more promiscuous than South Koreans before marriage but less promiscuous after marriage. Australian marriages are more based on the friendship between two people. Money is not so important for Australian women because they are capable of earning as much money as men, and prior to the age of 30, actually have higher incomes on average than men. Likewise, as a culture, Australia doesn’t value beauty as much as Korea, which gives Australian men comparatively more freedom to marry women who are not physically perfect [2].

South Korea is trying to set itself up as the eastern hemisphere's middle power that brings the region together. As a result, South Koreans have invested heavily in English language tuition. In partnership with Australia, they also conceived and initiated APEC [3].

South Korea is unlikely to achieve its objectives because it is suffering political and cultural disputes with its close neighbors that it seems unable to resolve. With Japan, Korea is in dispute over the name of the Sea of Japan. Koreans argue that it should be called East Sea. With China, Korea is in dispute over cultural heritage. Some Koreans argue that much of China's traditional culture, such as Confucianism, came from Korea. With North Korea, South Korea is still at war. Unlike the former West Germany, South Korea has been unable to bridge the divide with its communist brother.

The disputes felt at a political level are also played out at a community level. The problem for Korea is that it is a nationalistic and mono-cultural society that is not experienced in cross-cultural relations. Furthermore, few nations tolerate hierarchical values being expressed by foreigners in their country. Because South Koreans are accustomed to hierarchical thinking, they are often viewed as impolite when they express their hierarchical thinking in foreign countries. For example, although a Chinese waitress will accept hierarchical values being expressed by a Chinese customer, they will not accept them being expressed by a South Korean in their country.

Even though Australia is not an Asian country, and most Australians know very little about Asia, it is more likely to bring the region together than is South Korea. Australia's strength is that it is one of only two countries in the eastern hemisphere to have a significant migration program [4]. Cities, such as Sydney, are being flooded with Chinese, Japanese, Korean, Indian and Vietnamese migrants. In Australia, the Asian migrants are being forced to get over their historical or cultural barriers and form relationships. Whereas Koreans are not mixing with Chinese in China, they are mixing with Chinese in Australia. In turn, they are making Australians more literate about Asia [4].

It can be concluded that both of these countries have some possibilities to unite the Eastern Hemisphere's countries. In the future, both of them can become the eastern hemisphere's middle power. But, at the same time, the main problem of Korea is that it is a nationalistic and mono-cultural society which is not experienced in cross-cultural relations. On the contrary, it is more likely that Australia can bring the region together because Australians are more literate about Asia.

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ОТНОШЕНИЯ КИТАЯ И ИНДИИ – ПРОБЛЕМА ДОКЛАМА

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Аннотация: В статье рассматриваются отношения между Китаем и Индией на современно этапе, а именно конфликт из-за плато Доклам, который сохраняет свой проблематичный потенциал и становится неким индикатором дальнейшего развития отношений между государствами. Целью исследования является изучение причин конфликта из-за плато Доклам и рассмотрение перспектив урегулирования данного вопроса.

Ключевые слова: международные отношения; Китай; Индия; конфликт

CHINA AND INDIA RELATIONS – DOKLAM ISSUE

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Abstract: The article deals with China and India relations at the present stage, specifically describes the conflict on the Doklam plateau, which preserves its problematic potential and becomes an indicator of the further development of relations between states. The objective of the study is to investigate the causes of the conflict on the Doklam plateau and the consideration of the prospects in order to arrange the issue.

Keywords: international relations; China; India; conflict

The relations between China and India, the two countries with the largest population in the world, are worsening rapidly. Unless the situation changes dramatically, the two countries could even have an armed conflict with each other. It would be no strange thing if this really happens, because they really went through armed conflict due to Sino-Indian border dispute in 1962, when the two countries were engaged in a bloody border war, and skirmishes have continued to break out sporadically in the decades since.

In June 2017, a military standoff occurred between China and India as China attempted to extend a road on the Doklam plateau southwards near the Doka La pass and Indian troops moved in to prevent the Chinese. The Doklam plateau sits a few kilometers north of the tri-junction of India, Bhutan and China. About 100 years ago, an agreement was made to draw the borders and there is ambiguity in the text regarding who owns the plateau. Bhutan and India think it is owned by Bhutan. China thinks it is theirs [4].

The Doklam conflict, as of now, is a socio-political stand-off between India and China at the meeting point of three nations – India, China and Bhutan. It has been so, for a little over than 6 weeks at the tri-junction, where the Doklam plateau is situated. Without even a single bullet being fired, there has only been rhetoric from the two major powers involved – India and China, with the latter being a bit extra vociferous and outspoken with the language used through its state-run press.

On June 26, China accused Indian border guards in the state of Sikkim of crossing into its territory in southwestern Tibet, in an attempt to obstruct the construction of a new mountain road. India has not denied its troops were present in the area. According to a statement released by the Indian Ministry of Foreign Affairs, Indian personnel «approached the Chinese construction party and urged them to desist from changing the status quo»[1].

In response, China blocked religious pilgrims from India from visiting the Manasarovar shrine, accessible only via the Himalayan Nathu La that runs alongside the border between the two nations, out of security concerns [1]. The moves come at a time of steadily deteriorating ties between the two countries, say analysts, who point to Chinese investment in Pakistan-administered Kashmir, and Chinese frustration with India's unwillingness to join its One Belt One Road (OBOR) development initiative as points of contention.

During this time Chinese media are accusing India of violating China’s sovereignty. They give unsolicited advice that India has been underestimating the «military might» of the People’s Liberation Army. The PLA enjoys an «overwhelming advantage» over India, in case the stand-off escalates to a conflict. China used a series of actions, including diplomatic engagement and military drills, to pressure India and eventually gained the result with India’s withdrawal.

The Chinese media — a majority of them are state-owned — seemed to have consciously avoided making any references to China also pulling back its troops from the Bhutan trijunction. The major general of the Indian army claimed that the Chinese media wrote aggressive articles about India, about a possible armed confrontation between the two countries, — thereby pulling India into conflict [4].

China has not responded to India's suggestion that both the countries push back their troops by 250 meters from the disputed territory. Instead, China has insisted that India unilaterally withdraw its troops from the Doklam plateau, while refusing to withdraw its own troops. China has also refused all diplomatic overtures from India to amicably resolve the issue. But India's unique hard power advantages in the Himalayan region give its bargaining position with China something of a unique characteristic that other Asian states facing Chinese irredentism — notably Southeast Asian states in the South China Sea — do not enjoy. The closest analog to India's position may be Japan in the East China Sea [4].

While China may have conceded to a return to the status quo — an outcome rendered palatable with face-saving claims of India withdrawing first — the Doklam region won't be off the table for future attempts at prodding India and Bhutan.

Political experts believe that for any strategic rhetoric to happen, both China and India need to withdraw troops from the disputed area and the NSAs and other officials of both nations need to sit down with a cool head and discuss the grave matter. Bhutan, being a friend of India's and to avoid further disputes with China, would have to act as the mediator for the same [3].

As the acute tensions generated by the Doklam standoff fade, the relationship is likely to return to something like the pre-June 2017 status quo, which was consisted of cooperation and competition alike. Recent incidents, such as the widely discussed stone-pelting episode in Eastern Ladakh's Pangong Lake area, may become more likely too should the PLA choose to escalate again in the aftermath of the 19th Party Congress.

For India, the challenge in the aftermath of Doklam too will be to ensure that the existing patchwork of bilateral border agreements with China, ranging from the 1993 agreement that established the Line of Actual Control, the 1996 agreement on confidence-building measures, the 2012 bilateral understanding on triboundary resolution, and the 2013 border defense cooperation agreement, remain in good health.

After analyzing the data, it is concluded that while the standoff at Doklam is over for now, with troops from both India and China having disengaged, the debate over the meaning of this standoff will continue. In addition, the question of who «won» at Doklam may appear clear on the tactical level, but the broader strategic and geopolitical picture remains murky. It is unlikely, however, that the Doklam issue will be settled in the foreseeable future. China is not going to renounce their claim to the plateau. Moreover, India cannot allow the Chinese road project to continue, whereas China's precondition for talks is the Indian withdrawal from the plateau, which is unacceptable for New Delhi at this stage.

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ИНСТИТУТ КОНФУЦИЯ: ЖЕСТКАЯ СТОРОНА МЯГКОЙ СИЛЫ КИТАЯ

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Аннотация: В данной статье мы рассматриваем амбициозную и агрессивную инициативу Китая по распространению своих культурных центров по всему миру. Правительство Китая считает мягкую силу важным элементом в культивировании лучшего образа Китая. Основная цель статьи – проанализировать роль Института Конфуция в росте мягкой силы китайского правительства на международной арене.

Ключевые слова: Институт Конфуция; мягкая сила; культура; международные отношения; внешняя политика; дипломатия

CONFUCIUS INSTITUTE: THE HARD SIDE OF CHINA’S SOFT POWER

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Abstract: In this article we examine China`s ambitious and aggressive initiative to spread its cultural centers around the globe. China's government considers soft power an important element in cultivating a better image of China. The main purpose of the article is to analyze the role of Confucius Institute in increasing of the Chinese government's soft power in the international arena.

Keywords: Confucius Institute; soft power; culture; international relation; foreign policy; diplomacy

The Confucius Institute's purpose is to bring Chinese language and culture learning opportunities to the region, increase understanding, knowledge of and appreciation for the people and culture of China, and organize travel, scholarship and study exchanges. Since its inception in 2004, the program, funded by the Chinese government and with the mission of promoting Chinese language and culture globally, has grown rapidly around the world. It now has a network of 1,086 affiliates (440 institutes and 646 classrooms) in 120 countries. Clearly, China has embarked on an ambitious and aggressive initiative to spread its cultural centres around the globe. «There are multiple driving forces behind this remarkable growth, including institutional incentives and resources provided by Hanban (the Beijing-based Office of the Chinese Language Council International), a growing interest in China and the resulting need for Chinese language instruction, and its affiliate-based organizational model» [2].

On the surface, the Confucius Institutes initiative launched by the People's Republic of China seems similar to the cultural diplomacy of other countries. «China appears to be promoting the Chinese language and culture in an effort to increase its soft power in the international arena. Joseph Nye viewed the attractiveness of a country's culture, political ideals, and policies of a nation as an important soft power resource that a nation can wield to enhance its appeal or attraction. While many countries share the goal of promoting their language and culture, China's Confucius Institutes (CI) are enjoying a remarkable growth rate. Following a pilot program in Tashkent, Uzbekistan in June 2004, the first Confucius Institute opened in Seoul, South Korea in November 2004. By late 2005, there were 32 more CI in 23 countries. In 2006, a new Confucius Institute was established every four days on average. In early 2007, there were 128 CI worldwide. Two years later, in 2009, the number had doubled to 256 institutes in 81 countries. At the end of 2013, there were 440 CI in 115 countries and regions in the world» [4].

Unlike most cultural institutes that are stand-alone, independent entities in a host country, CI is partnered with a Chinese university, and both are linked to the CI headquarters in Beijing. This in effect creates a multi-dimensional, multi-layered global network structure. The relational structure is only part of the picture. Equally important are the relational dynamics. The CI initiative's many online and offline activities are not just culturally themed, they also contain powerful elements of internal and external relationship-building that lead to collaboration. Understanding the relational dynamics is a key to understanding the growth, sustainability, and collaborative benefits of the CI.

«Countries that can successfully leverage their national power are able to affect the behavior of other political actors. This can be accomplished through traditional "hard" power measures, such as threats or coercion, or through “soft” power, which enables countries to persuade or attract others to support their interests» [1]. A country’s soft power is heavily dependent upon its global image and international prestige. In the case of China, the central government has developed top-down strategies for enhancing China’s soft power, which in conjunction with public diplomacy, is designed to cultivate a positive international image of China.

«China's government considers soft power an important element in cultivating a better image of China. This article examines how recently revived Confucianism and Confucius Institutes serve as tools of the Chinese government's soft power and foreign policy goals. The aim is to highlight some of the major challenges for China's soft power, particularly within politically driven Confucianism and Confucian Institutes. The question is to what extent Confucianism and Confucius Institutes are intertwined with traditional Chinese culture as part of China's soft power “to win minds and hearts” in China's global reach, thus helping China to reach its foreign policy goals. The answer to this question is grounded in the theoretical framework. The government-driven Confucianism and Confucius Institutes seem not to be as powerful ingredients in soft power as the Chinese Communist Party intended» [7]. It is widely believed that although China’s hard power has increased tremendously in the last three decades, China’s soft power is still very limited. To some degree this is true. Very few big ideas come from Chinese thinkers; even the term ‘soft power’ itself is an American invention. «Chinese leaders are well aware of this situation, and this is partly why the Chinese government in recent years has tried to promote China’s soft power through institutions like the Confucius Institutes and so on. The results, so far, have been mixed, as foreigners, in general, are still skeptical about China’s own values and ideas. Part of the problem is that foreigners tend to view governmental efforts as pure propaganda» [6]. Realizing this situation, the Chinese government has, since the third plenum of the 18th Party’s Congress in 2013, called for a new approach to soft power, one that emphasizes the unique role of independent think tanks in generating new ideas and enhancing China’s soft power. «Thus, the Dean of Institute for National Condition Studies at Tsinghua University, Professor Hu Angang, argued that China’s think tanks could help showcase Chinese thought, Chinese positions, and Chinese voices on the international stage. Ultimately, China’s think tanks can make big contributions to the realization of the ‘Chinese Dream.’ It is safe to say that now it is springtime for China’s think tanks to influence government policies and enhance China’s soft power» [5].

«Traditional approaches to cultural diplomacy echo Nye’s discussion on trying to wield culture as a soft power resource. In this view, culture, like messages, is a static attribute produced and disseminated by an individual country. From a communication vantage point, culture appears to be a product. This product can be promoted, as in the efforts of various cultural and language institutes. As a product, culture can be exchanged, as in cultural exchanges, cultural visits, and themed cultural years. It can also be a vehicle for relationship-building, such as through two-way dialogues. They can also create elaborate relational networks for promoting and transmitting culture and cultural products» [3]. Despite the innovation in relational dynamics and relational structures, because the two are separate and not integrated, they do not create the synergy needed to sustain the initiative. Wielding culture as a soft power resource requires the sustained effort and outlay of other resources of the sponsor in order to grow the initiative. The consensus emerging in Western scholarship is that public diplomacy, which focuses primarily on policies with the goal of advocacy and influence, should be separate from cultural diplomacy, which is more relationship-based with a focus on mutual understanding.

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СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ ЯПОНСКОЙ И КИТАЙСКОЙ КУЛЬТУРЫ

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Аннотация: В данной статье мы исследуем культуру Японии и Китая. Китайская культура оказала огромное влияние на культуру Японии. Целью данной статьи является выявить сходства и различия данных культур.

Ключевые слова: Япония; Китай; история; культурные ценности

COMPARATIVE STUDY OF JAPANESE AND CHINESE CULTURE

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Abstract: In this article we are investigating Japanese and Chinese cultures. Japanese culture has been greatly influenced by the Chinese culture. The purpose of this article is to find out similarities and differences of these cultures.

Keywords: Japan; China; history; cultural values

Japanese culture has been greatly influenced by the Chinese culture, and yet they are almost as different from each other as any two neighboring countries can ever be. Part of these differences may lie in the self-imposed isolation of Japan till Meiji revolutions, but there are other important reasons too, that make the two societies and cultures vastly different. So here we are comparing Japanese culture with that of Chinese to bring similar beliefs, traditions and cultural aspects as well as differences they hold.

Along with Indian Civilization, Chinese Civilization has influenced all societies inhabiting the Eastern part of the globe. Thus, there is an unmistakable influence of Chinese civilization on Japan. Yet, as a society, Japan is so different and the basic underlying culture and ethics of these two societies so distinct that similarities soon fade away completely. Their comparison brings out very interesting observations [1].

To begin the comparison, there is no dearth of similarities between the two. Both are typical Asian cultures, surviving since a few millennia. Like all old cultures, many of the traditions in both societies are woven around the family structure and social hierarchy that they have nurtured over several centuries.

Both the societies followed a patriarchal system of inheritance, and the head of the family used to be the eldest male. In both societies, extended families were common, and the social order dictated request for elders and teachers. In both China and Japan, modesty of womenfolk was part of the culture, though restrictions on women were far less compared to those practiced in Middle East countries.

Both China and Japan provide a lot of emphasis on Confucian values in life. Confucianism, along with Buddhism is one of the common links that bind the two cultures. In both societies, one can observe apathy towards blatant consumerism, and a high tendency to save, as part of social and moral fabric.

There are numerous similarities in language and vocabulary used in the two countries. Kanji, the symbol characters in Japan have a lot in common to the Chinese characters, and can actually be the common link between a Chinese and a Japanese, who do not understand each other's language.

In modern times, both societies have changed in somewhat comparable manners. The majority of people in both countries have adopted the Western outfit as the usual default dress, and traditional outfits are used occasionally for celebrations and festivities. However, in spite of all the Western influence, both countries still follow their own language and script, and though Christmas is an important event, both the countries have their own set of festivals and celebrations.

Thanks to the continuous exchanges between people, both societies have commonalities in Music, arts, sculpture and architecture. Typical inclined roofs giving a pagoda like appearance are a common feature in both countries. Lastly, the popularity of martial arts among the people is a common feature in both societies, even though there may be differences in Japanese and Chinese martial arts techniques [2].

Chinese culture has a very long history, and the vast Chinese territory provides a plethora of varieties in each facet of culture, like dresses, food habits, local customs and dialects. The long history and exposure to several nationalities from Indians to the Europeans has brought in a lot of heterogeneity in Chinese culture. In comparison, Japan has remained isolated from external influence for the majority of its recorded history a factor, which, along with its smaller size has allowed Japan to have a far more homogenous society. These differences between the cultures have deviated apart further during the last one and a half century, because of the Japanese high growth in the twentieth century.

Unlike China, Japan also has a phonetic script, the Hiragana, which has little similarity with Chinese language. It is more like the Indo-European language group. Unlike China, Japanese people are far more religious, and follow both Buddhism and Shinto beliefs. However, modern Japanese has practically very little time to spare for religion, and his actual religious practices may be very different from his ancestors. Unlike China, loyalty and respect to the Emperor is an important part of Japanese public life. The Emperor continues to be an important influence in Japan.

Japanese culture puts a lot of emphasis upon harmony in society. Thus, the level of self discipline that is expected from a Japanese person is very high. Even in conversation with each other, Japanese persons follow a very polite approach. In Japan, it would not be easy to come across quarrels in public, people yelling at each other, or other signs of social stress. In comparison, China poses the picture of a typical developing country, with level of politeness being less common [3].

Japanese music is very much influenced by the Western counterparts. Another important feature of Japanese culture is its folk dances and traditional festivities. All these are very different from the Chinese dance and music.

The Japanese food does not have much in common with its Japanese counterparts. While the Chinese food is spicy and involves a lot of frying and cooking, the Japanese food is far less spicy, and has very subtle flavors compared to other local foods in Asia. Honor and hard work are two important characteristics of the Japanese culture today. Compared to their Chinese counterparts, Japanese are likely to be more hard working.

Moreover, most Chinese names are monosyllabic for example: Lee, Ma, Lú. Although, there has been some change seen in this trend off late.

While most of the Chinese names are monosyllabic, Japanese names are polysyllabic for example: Hayate, Minato, Yuzuki.

We can conclude that Japan and China are two completely different countries, with their own culture. Japanese culture is distinctive, therefore with great difficulty perceived elements of Western culture, whereas China has organically absorbed the influence of the West. On the whole, these are two absolutely different countries, which are beautiful and strong in their own way.

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РОЛЬ КИТАЯ В КОНФЛИКТЕ МЕЖДУ США И КНДР

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Аннотация: В статье мы рассматриваем Американо-северокорейские отношения на современном этапе. Целью статьи является определить роль КНР в происходящем конфликте между США и КНДР. В ходе статьи будут освещены политические события, которые касаются КНДР и США, а также причины конфликта.

Ключевые слова: Китай; США; КНДР; внутренняя и внешняя политика; ядерное оружие

THE ROLE OF CHINA IN THE CONFLICT BETWEEN THE USA AND THE DPRK

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Abstract: In this article we examine the US-North Korean relations at the present stage. The aim of the article is to determine the role of the PRC in conflict between the US and the DPRK. The article reveals political events that have affected the DPRK and the US and the causes of the conflict.

Key words: China; USA; DPRK; domestic and foreign policy; nuclear weapon

China is North Korea’s most important trading partner and main source of food and energy. Pyongyang’s nuclear tests and ongoing missile launches have complicated its relationship with Beijing, which has continued to advocate for the resumption of the Six Party Talks, the multilateral framework aimed at denuclearizing North Korea. Yet China’s policies have done little to deter its neighbor’s nuclear ambitions.

After North Korea’s most recent nuclear test in September 2017, China called on North Korea “to stop taking wrong actions that exacerbate the situation and are not in its own interest.” [1]. Still, Beijing continues to have significant economic ties with Pyongyang. Yet Beijing may be poised to take some limited measures to squeeze Pyongyang economically. As of September 2017, media reports cited efforts by Chinese banks, including China Construction Bank, Bank of China, and the Agricultural Bank of China, to restrict the financial activities of North Korean individuals and businesses. The measures include closing some accounts, freezing others, and banning the opening of new ones. Some regional experts say such actions may suggest that the Chinese regime is losing patience with Pyongyang, while others say that these shifts by Beijing are merely tactical. Still, North Korea's dependence on China continues to grow. Moreover, established informal trade along the China-North Korea border in items such as fuel, seafood, silkworms, and cell phones signals that despite stricter sanctions, smugglers are likely to continue to operate[3].

China regards stability on the Korean peninsula as its primary interest. Its support for North Korea ensures a buffer between China and the democratic South, which is home to around twenty-nine thousand U.S. troops and marines. "While the Chinese certainly would prefer that North Korea not have nuclear weapons, their greatest fear is regime collapse," writes Jennifer Lind, a professor at Dartmouth University. Beijing has consistently urged world powers not to push Pyongyang too hard, for fear of precipitating the leadership's collapse and triggering dangerous military action [2]. "Once a war really happens, the result will be nothing but multiple losses. No one can become a winner," said Chinese Foreign Minister Wang Yi in April 2017, urging the United States and North Korea to show restraint [1].The specter of hundreds of thousands of North Korean refugees flooding into China is also a worry for Beijing. "Instability generated on the peninsula could cascade into China, making China's challenge of providing for its own people that much more difficult," says Mike Mullen, former chairman of the U.S. Joint Chiefs of Staff [3].The refugee issue is already a problem for China: Beijing's promise to repatriate North Koreans escaping across the border has consistently triggered condemnation from human rights groups. Beijing began constructing a barbed-wire fence more than a decade ago to prevent migrants from crossing, but the International Rescue Committee estimates thirty to sixty thousand North Korean refugees live in China, though some nongovernmental organizations believe the total to be more than two hundred thousand. The majority of refugees first make their way to China before moving to other parts of Asia, including South Korea. However, tightened border controls under Kim Jong-un have decreased the outflow of refugees. Though Beijing favors a stable relationship with Pyongyang, it has also bolstered its ties with Seoul. China's Xi Jinping has met with South Korean President Moon Jae-in。 Recently China has taken retaliatory measures against South Korean businesses to oppose the deployment of the U.S. missile defense system in South Korea's eastern province of North Gyeongsang. Experts say China has also been ambivalent on the question of its commitment to defend North Korea in case of military conflict. Beijing has also intimated that if Pyongyang initiates conflict, it would not abide by its treaty obligation [3].

The United States has pushed North Korea to irreversibly give up its nuclear weapons program in return for aid, diplomatic benefits, and normalization of relations. But experts say Washington and Beijing, while sharing the goal of denuclearizing North Korea, have different views on how to reach it. The United States values using pressure to force North Korea to negotiate on its nuclear weapons program, while China advocates for the resumption of multilateral talks and what it called a "freeze for freeze," a freeze in military exercises by the United States and its allies for a freeze in North Korea's nuclear and missile testing. Ultimately, for Beijing, "stability on the Korean Peninsula has always been prioritized over denuclearization."[2]. Washington has also tried to pressure Beijing to lean more heavily on Pyongyang. U.S. presidential executive orders and congressional moves impose sanctions on countries, firms, or individuals contributing to North Korea's ability to finance nuclear and missile development; some measures targeted North Korean funds in Chinese banks, while others focus on its mineral and metal export industries, which make up an important part of trade with China. Washington deployed a missile defense system known as the Terminal High Altitude Area Defense, or THAAD, in 2017 to boost regional security, though Beijing strongly condemns the move and sees it as a threat to Chinese national security. The administration of President Donald J. Trump has shaken up U.S. policy toward North Korea. Officials have stated that "all options are on the table," alluding to the possibility of preemptive military strikes to thwart Pyongyang's nuclear tests and development [2]. Trump has also warned that Washington will be prepared to take unilateral action against Pyongyang if

Beijing remains unwilling to exert more pressure on its neighbor. “If China is not going to solve North Korea, we will,” Trump said in an April 2017 interview with the Financial Times. Going even further, Trump told the UN General Assembly in September 2017 that the United States would “have no choice but to totally destroy North Korea,” [1]. If it was forced to defend itself or its allies. The U.S. military has stepped up joint exercises with Japan and South Korea and has periodically dispatched U.S. carrier strike groups near North Korea as a show of force. Still, the United States appears more interested in leveraging China’s economic influence over North Korea. Some experts argue that Washington should impose more secondary sanctions that will penalize Chinese banks that help finance North Korean front companies. The U.S. Treasury has done just that, imposing some secondary sanctions on both Chinese and Russian entities. Meanwhile, other analysts worry that such economic pressures and further alienation of Pyongyang could embolden the Kim regime to resort to rash military action. Others question the effectiveness of sanctions in getting China to bring North Korea to the negotiating table. North Korea has vowed that the country’s nuclear weapons program will never be up for negotiation [2].

“North Korea is in a category all its own”. “The North Korean leadership has thus convinced itself that its existence as an autonomous state derives directly from its possession of nuclear weapons.”[1]. Thought China may be unhappy about North Korea’s nuclear brinkmanship, analysts say it will avoid moves that could cause a sudden regime collapse. Even as China signals that it will toughen its stance toward North Korea—though stopping short of challenging its survivability—there is mounting skepticism that China alone can resolve the North Korea problem. Chinese officials have emphasized that they do not “hold the key to the issue.” Some analysts say that China’s tightening of economic ties are unlikely to deter Kim’s nuclear ambitions, while others say the North Korean leader no longer cares what China thinks of its actions. Whether Chinese pressure can sway Pyongyang to alter its behavior remains to be seen, especially in a climate of mounting distrust in Northeast Asia, but North Korea’s nuclear program is becoming increasingly problematic for China’s desire to maintain regional stability. North Korea is a ROGUE state sandwiched between South Korea and China. Also, its immediate maritime neighbor to the east is Japan. North Korea is a country that has been developing nuclear weapons from quite some time now. It has accelerated this process of piling up the nuclear weapons in the recent times. Since it is not a signatory to the Nuclear Non-Proliferation Treaty, there is no legal binding on North Korea to put a hulk to its nuclear weapon program. China, which sees South Korea as a potential threat in the region due to the US military base in South Korea, has been helping North Korea significantly to achieve a nuclear deterrence. United States. North Korea. Even though the range of these weapons is not long enough to reach up to the mainland of the USA, they can cause a significant damage and cast a shadow over the security of South Korea and Japan. United States and other major powers of the world have been dissuading North Korea from developing nuclear weapons any further. To pursue this aim, they have even isolated North Korea from the global. The growing tensions between the 2 countries, USA and North Korea, have turned the region into a potential nuclear flashpoint. Both the nuclear weapon states should practice strategic restraint otherwise any escalation of the dispute may be tyranny [3].

China is North Korea's biggest trade partner and arguably has the most leverage on Kim Jong-un's regime. But while Beijing appears willing to condemn its neighbor's nuclear developments, analysts say its cautious policies remain focused on stability.

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ВЕСТЕРНИЗАЦИЯ В ЯПОНИИ

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Аннотация: Статья посвящена проблеме влияния запада на культуру Японии. Целью статьи является анализ явления вестренизации в контексте одной страны, которое оказало огромное влияние на модернизацию японского общества.

Ключевые слова: влияние; Япония; вестренизация; образование; культура; урбанизация; индустриализация

WESTERNIZATION IN JAPAN

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Abstract: This article addresses the problem of the influence of the Westernization on Japan. The purpose of the article is to analyze the phenomena of westernization in the context of one country, which affected greatly the modernization of Japanese society.

Keywords: influence; Japan; westernization; education; culture; urbanization; industrialization

The 1873 Land Tax Revision affected the modernization of Japanese society. After the nullification of the han and class divisions, the new Japanese government turned its regard for making a concentrated, proficient expense framework to fund its program of fukoku kyohei.

This brought about a 3% charge on the saleable estimation of land. Installment, in real money, moved from the maker to the proprietor and along these lines "the cultivator was pushed from a place of near independence to reliance on the market."[1].

Another change that affected Japanese society was that the land ended up plainly private property and subsequently alienable. Additionally, lands which had already been held in like manner (frequently for timber and cover) wound up noticeably assessable and started to be assumed control by town headmen and the wealthier ranchers.

Horticultural profitability expanded, however arrive was packed in less hands, as poor cultivators were compelled to offer their territory and end up plainly inhabitants. As the monetary hole amongst proprietor and inhabitant enlarged, more youthful children and little girls regularly relocated to the town to look for some kind of employment in new businesses, or as servants, coolies and rickshaw pullers. Home creation of wares declined because of the loss of normal land however mechanical generation expanded which, thusly, encouraged relocation to the urban communities and Japanese displacement abroad to Hawaii and South America [2].

The Meiji government straightforwardly invigorated and contributed the incomes from the land assess and the obligations on the fare of silk and tea in industry as a component of its arrangement of "advancing the country".

Meiji experts declared flexibility in business which nullified the societies' syndications and enabled the samurai to take part in exchange. The transformation of samurai stipends to bonds gave them some money to do as such. The development of business entities and restricted risk were new to Japan as of now.

A range of more noteworthy change and modernization was in the field of training; however the progressions owed more to Western goals than genuine practice. After the production of the Mombusho in 1871 the Fundamental Code of Education in 1872 gave the plan to a broadly bound together government controlled framework to accommodate rudimentary and center schools and colleges. Mandatory participation for all paying little respect to sex and past class refinements was set at four years. This did not turn into a reality until 1900, be that as it may, when training was made free [3].

The early accentuation of Meiji Period training was utilitarian, with information seen as the capital for self-change and raising the person. From the 1880's onwards, the Mombusho under Mori Arinori started to change training to a more nativist position to serve the interests of the country.

In this manner in the 1890 Rescript on Education, educators progressed toward becoming workers of the state, conventional estimations of dedication and obedient devotion were worried alongside commitment to the Emperor and the country. The Mombusho decided educational module, chose reading material, arranged examinations, expanded the accentuation on ethics and chose showing strategies so that, "The educational system turned into a compelling instrument of national strategy." [4]

At the tertiary level, Tokyo University was made out of an amalgam of three shogunal schools in 1877, and Kyoto University was established in 1897. Private colleges including Fukuzawa's Keio, Shigenobu Okuma's Waseda and Niishima Jo's Christian Doshisha were additionally established around this time. Hokkaido University became out of the Sapporo Agricultural College and the impact of its first outside VP William Clark, brought over from Amherst.

Every one of these schools utilized remote instructors and was to a great degree westernized and through the expansion of the educating of law, which turned into a course into taxpayer supported organization, Japan step by step turned into a more meritocratic culture.

The administration and through it, the armed force, were the first to roll out improvements to attire in Japanese society. A control of 1872 requested the substitution of Western dress for the formal robes of court nobles, and even the Emperor had showed up in Western dress in 1870.

However essential garments did not change altogether for most Japanese amid the second 50% of the nineteenth century because of high expenses and reasonableness to different parts of Japanese living, for instance, sitting on the floor and the custom of expelling shoes before going into a house made the high-catch styles of this period rather unrealistic [5].

More recognizable were the adjustments in haircuts with the easy route supplanting the topknot, so that by 1890 it was hard to discover a man in the urban communities with a conventional hairdo. For ladies, darkened teeth and shaved eyebrows started to vanish rapidly from the urban areas and all the more gradually in the wide open.

After men trim their hair, they started to wear Western style caps and convey umbrellas and pocket watches. Imported fleece started to be utilized for coats and shawls yet these were by and large worn over the kimono and were costly and in this manner constrained to the prosperous few. In fact, Western apparel frequently appears to have been utilized as an extra. It shows up authorities would for the most part wear conventional dress in the home in the wake of wearing Western clothing to work.

The significant changes that happened in Japanese lodging in the period appear to have be "a dispersion of developments from the Tokugawa period" [Hanley, 1986] including the appropriation of shoji (paper-on-wooden-outline room dividers), engawa (the overhang) and fusuma (sliding divider style boards) from samurai houses by the developing number of salaried laborers and ranchers where they could bear to do as such.

It was in Tokyo and the bigger urban communities that new, Western style solid, stone and block structures and extensions were constructed. These were regularly composed by outside modelers and the most well known incorporate The Bank of Japan, Ginza Bricktown, The Asakusa Twelve Stories, Tokyo Central Station, Shimbashi Station and the notorious Rokumeikan Dance Hall. Gas lighting went to the Ginza in 1874 and power in 1878. In any case, it was not until well into the twentieth century that Tokyo started to look like London, Paris or New York as opposed to old wooden Edo.

Thus, it can be concluded, that influence of west on Japan is comprised of changes in instruction, expressions, and the general public itself. In any case, while it may not appear to be along these lines, a larger part of these progressions are a direct result of the Western impacts on the Japanese. As a result, Westernization had extraordinarily changed the instructive framework in Japan by making another framework for obligatory tutoring in 1871. Moreover, like the way the Meiji government was made, the instructive framework had likewise been based off the European framework.

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УГРОЗА МИРОВОЙ ЯДЕРНОЙ ВОЙНЫ

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Аннотация: В данной статье затрагивается проблема ядерного конфликта между Соединенными Штатами Америки и Корейской Народной Демократической Республикой. Целью статьи является анализ развития и перспектив данного конфликта.

Ключевые слова: ядерное оружие; международные отношения; угроза ядерного конфликта; страны участники конфликта

THE THREAT OF THE WORLD NUCLEAR WAR

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Abstract: This article addresses the issue of a nuclear conflict between the United States of America and North Korea. The aim of the article is to analyze the development and perspectives of this conflict.

Keywords: nuclear weapons; international relations; the threat of nuclear conflict; the countries parties to the conflict

The existence of the DPRK and the United States nuclear weapons policy and intolerance of each other is not news, but a few months ago seriously the possibility of military conflict involving weapons of mass destruction was not discussed. Aggressive statement by Donald trump on "fury and flames" that are waiting for North Korea in case of threats to America immediately became the occasion for a scenario of nuclear war.

Objectively, Korea is behind the US in nuclear power, but "a schoolboy in front of the bullies" Kim Jong-UN cannot be called. Last year, North Korea has twice tested nuclear bombs, and just a month ago showed the presence of good speakers. According to the test results, attack the DPRK without problems will reach the continental United States. A nuclear explosion can destroy Chicago or Denver.

A potential threat to NATO generals could not be ignore, in the direction of Kim Jong-UN flew export sanctions. However, oil under the ban was not included, but 30 per cent reduction in the quota of ore (coal) and seafood. However, the new leader of America clearly hinted to the military conflict.

The North Korean authorities did not fail to put forward their version of events, selecting as the first objective, the island of GUAM in the Pacific Ocean. To attack the American territory at any time, noted in the defense Ministry of Korea, is just order of a political leader.

In the event of a conflict, affected nearby Japan and South Korea, the USA expects to carry out a surgical strike on the installations of the DPRK, but it is simply impossible. North Korea has hidden mines under the ground throughout the country. So you can direct the attack only against military complexes. You can remember the bomb shelters and defense systems, but many victims cannot be helped. Likely the President is a billionaire and the leader of North Korea is not ready for such a radical change the history of their countries. However, the emergence of such conflicts is a legitimate concern for the fate of all mankind.

President Trump seems to have absorbed at least one piece of advice from Barack Obama: North Korea's nuclear program is a problem in urgent need of a solution. That was driven home on Tuesday when the North tested a missile that appeared to be capable of striking Alaska.

Mr. Trump may also be learning another lesson that he cannot rely on China alone to force North Korea to rein in its nuclear program. What he hasn't grasped is that a solution will eventually require direct dialogue with the North.

Mr. Trump has long insisted it is up to China, the North's main food and fuel provider, to force North Korea to abandon its nuclear program, with its dozen or more nuclear weapons. And after a meeting with President Xi Jinping at Mar-a-Lago in April, Mr. Trump seemed confident that China would do so. But the intervening weeks have proved that China remains reluctant to exert the kind of pressure that could force the North to denuclearize. Beijing fears tough sanctions could destabilize North Korea, leading to the collapse of its government, chaos, a surge of refugees across the border and absorption of the country by South Korea, an American ally.

After Mr. Trump acknowledged in a recent tweet that depending on China “has not worked out,” his administration took steps that reflected his annoyance. It approved a $1.4 billion arms sale to Taiwan, which China considers a renegade province; it imposed sanctions on a Chinese bank accused of acting as a conduit of illegal North Korean financial activity; and an American naval destroyer passed near disputed territory claimed by China in the South China Sea. There is now talk of Washington moving on steel tariffs, which would be aimed partly at China.

Some of America’s most experienced nuclear experts, George Shultz, the former secretary of a state; William Perry, the former defense secretary, and Siegfried Hecker, the former director of Los Alamos National Laboratory, recently wrote to Mr. Trump urging him to begin talks as the “only realistic option” to prevent North Korea’s potential use of nuclear weapons. And 60 percent of Americans regardless of political affiliation agree with them. There is no indication that Mr. Trump has a better strategy [3].

There is likelihood that Washington will seek solutions to problems through dialogue, involving countries such as China and Russia. However, for America's condition for dialogue is the nuclear disarmament of the DPRK, while Pyongyang does not accept this condition. Even if the countries concerned will be able to bring the DPRK to the negotiating table, it may be just a waste of time. And if neither the pressure nor the dialogue work, the US can use force — such a possibility cannot be ruled out. Indeed, some American officials suggest an aircraft carrier strike group should be send to the Korean Peninsula [2].

Since North Korea’s April 2017 ballistic missile tests, Russia has consistently argued that its strategy of maintaining favorable relations with both North and South Korea is more likely to peacefully resolve the Democratic People’s Republic of Korea (DPRK) crisis than Washington’s aggressive posturing toward North Korea.

For instance, in May, Russian President Vladimir Putin told South Korea’s special envoy Song Young-gil that he would be willing to dispatch a Russian diplomatic delegation to the Korean Peninsula to mediate between the DPRK and South Korea (ROK).

During that phone conversation, Putin also criticized Washington’s THAAD (Terminal High Altitude Area Defense) missile system, designed to shoot down short, medium and intermediate range ballistic missiles, which has begun to be deployed in South Korea. Putin justified this criticism by arguing that THAAD actually worsens tensions with North Korea and threatens Russia's security, while failing to adequately defend South Korea against North Korean artillery [1].

According to experts the sanctions, which were unanimously supported by all member countries of the UN Security Council, constitute a most serious lever of pressure upon the DPRK.

In early August, 2017 the conflict the United States and North Korea regarding nuclear weapons tests deteriorated significantly. The DPRK stated that they are developing as a "warning" the US plan to launch ballistic missiles near the island of GUAM, which houses two air force base. The President of the United States in response to this stated that the U.S. is ready to respond to the DPRK by force and the office of national security of the island of GUAM has published on its website a number of recommendations for residents in case of nuclear attack from North Korea. Moreover, exacerbating the conflict, the US and North Korea pursue their own interests.

The exchange of threats between the DPRK and the United States raised questions and speculation that the situation may reach a nuclear conflict. However, this option is now unlikely.

Global nuclear war will not, but the incident involving nuclear weapons may occur. It should be understood that if such an incident is likely to be the launch of North Korea missiles... the implications of this launch for North Korea would be disastrous, because they will provoke a reciprocal military response. This means that the North Korean regime in this case will definitely be destroyed; its nuclear program and the rocket Korean program will be destroyed.

If such an incident happens, it is likely due either to a human error, or a technical failure, not a solution to the North Korean leadership to strike. According to the experts today the two countries are just exchanging political threats.

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УДК 327.2

ПРОБЛЕМЫ ГОСУДАРСТВЕННЫХ ОТНОШЕНИЙ РОССИИ И ТАДЖИКИСТАНА С РАСПАДА СССР ДО НАШИХ ДНЕЙ

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Аннотация: Статья посвящена проблемам, которые возникли в государственных отношениях между Российской Федерацией и Республикой Таджикистан после распада СССР. В результате анализа автор данной работы приходит к выводу, что Российско-Таджикистанские отношения строятся на взаимозависимости, где политические нужды России отвечают экономическим и военным нуждами Таджикистана.

Ключевые слова: российско-таджикские отношения; внешняя политика; Центральная Азия

PROBLEMS OF RUSSIAN-TAJIK RELATIONS FROM THE FALL OF THE SOVIET UNION TO THE PRESENT DAYS

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Abstract: The article is devoted to the problems that Russian-Tajik relations have met since the fall of the Soviet Union. As the result of analysis the author comes to the conclusion that Russian-Tajik relations are built upon interdependence, where political needs of Russia meet economic and military needs of Tajikistan.

Keywords: Russian-Tajik relations; foreign policy; Central Asia

Tajikistan is traditionally viewed as one of the most loyal and consistent geopolitical partners of the Russian Federation [2]. Regardless of that fact, the relationship between two countries has experienced periods of warmth and cold.

Tajikistan is a country that is heavily dependent on Russia and on the influx of the monetary supply from abroad. Tajikistan is also a country, the membership of which at the World Trade Organization could be described as a 'bumpy road' – and both trends are not likely to change in the near future. It means that membership of Tajikistan in WTO will not lead to the reduction of the Russian influence on the country. Tajikistan will continue its attempts to meet needs of the republic avoiding conflict with Russia concerning some important agreements with other countries. The agreements that were signed in October 2012 by the president of Russia Vladimir Putin and the president of Tajikistan Rahmon Emomali confirm bilateral economic and military relations of the countries. It was a signal to those western politicians who were actively seeking for an opportunity to extend influence and direct presence of the US in Central Asia on the whole and Afghanistan particularly [10, 11].

While these agreements were mainly focused on military cooperation, migration policy, and energy supply issues, the main result of the Putin's visit to Tajikistan was the extension of the Russian 201st military base presence in Tajikistan. In accordance with the agreement Russian troops will not leave Tajikistan at least until 2042 [10]. The agreement was signed while Kirgizstan Republic foreign policy is aimed at improving relationships with the US. The Kirgizstan government allowed the US air forces to rent a part of the Manas International Airport which has been used for several military operations in Afghanistan [13, 8]. By contrast Tajikistan has always been the main point of Russian influence in Central Asia. At the same time the presence of Indian aircrafts that were constructed in Russia at Farkhor Air Base could be considered as a proof of Russian loyalty to its Asian partner [9]. India was not only granted permission to rent a part of air base, but was persuaded by Russia to extend Indian's sphere of influence. Russia does not consider India's presence on Tajikistan's territory as a threat to its influence which is based on economic and military help to the republic.

It means that the country which can pay more will dictate Tajikistan's foreign policy. Russian participation and influence on the republic economy is greater than other countries together [1]. For example, many Tajik families are dependent on constant and reliable influx of money and oil from Russia, which are milliards of US dollars per year [7]. At the same time, the president Rahmon's government counts on the supply of modern weaponry and equipment for the republic military forces which are the key elements for the regime's stability and prevention of war with Uzbekistan, with which Tajikistan has had tensions for many years.

Nowadays Russia views Indian presence in Tajikistan as a way to diminish the US influence on Central Asia [12].

It is a paradox, but considering high economic dependence of Tajikistan on Russia, it is Russia which is interested in the continuation of close bilateral relations, even though there is an opinion among government members of both countries (Russia and Tajikistan) that it is necessary to put an end to the mutual dependence. From time to time, the proposal to introduce visa regime between two countries is put forward in Russia as well is in Tajikistan [2]. For the republic it means an opportunity to look for alternative ways to meet workplace demand of population. For Russia it may mean replacement of immigrants from Tajikistan, who occupy a specific niche on the labor-market, by its own citizens. However, any attempts of Tajikistan to find another country to work have given no results [13]. In spite of increasing investments and, therefore involvement into big projects by Iran and China, Russia is still the most important economical partner and sponsor of Tajikistan.

The withdrawal of the US army in 2014 gave an opportunity to American politicians to continue the support of pro-western Central Asian regimes, particularly in regions where Russian influence is still great thanks to sponsorship of authoritarian regimes [5]. However, the republic will become an arena of political changes or fights between world powers only when Russian interest in the republic weakens or when "color revolution" happens in Tajikistan. But if we take into consideration Putin's statement that relations with neighboring countries should be prioritized and the fact that the US agree with the present situation, then both scenarios are unlikely to happen. Even though the Russian presence in the republic is a major constraint to the US spread of influence from Afghanistan to the north, the government of the United States, understanding that there is no real alternative to the present Tajikistan's regime and having a desire to keep the region stable, is satisfied with the present situation. Russian and American support of government institutes of Tajikistan shows that both countries are worried about possible start of a new war in the republic. Neither party wants Islamic fundamentalism to spread in Central Asia.

After the fall of the USSR Russian foreign policy not only with Tajikistan, but also with other members of the CIS, was not formed on ideological basis of any regime or a particular leader of an ex-soviet republic, but on the basis of pragmatism, the attitude of this particular leader to Russia and geopolitical interests. Left wing and communist movements often viewed the soviet past with nostalgia and often became "natural" allies of Russia.

Russian-Tajik relations are built on interdependence, on some kind of symbiosis, where political and strategic needs of one country are met with economic needs of the other; interdependence that only a wonder can break, which the Tajik government understands as either finding rich deposits of gas or building of a large hydropower plant.

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НЕМЦЫ В РОССИИ

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Аннотация: в статье речь идет о российских немцах. Цель статьи – рассказать об истории немцев в России, их роли в судьбе России и влиянии отношений между Россией и Германией.

Ключевые слова: русские немцы; депортация; история; реабилитация

DIE DEUTSCHEN IN RUSSLAND

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Zusammenfassung: In diesem Artikel handelt es sich um Russlanddeutschen. Der Zweck des Artikels ist über die Geschichte der Deutschen in Russland, ihre Rolle in dem Schicksal Russlands und den Einfluss der Beziehungen zwischen Russland und Deutschland zu berichten.

Schlüsselwörter: die Russlanddeutschen; die Deportation; die Geschichte; die Rehabilitation

Die Geschichte der Russlanddeutschen gehört sowohl zur russischen als auch zur deutschen Geschichte. Die deutsche Volksgemeinschaft hatte starke Auswirkungen auf die Entwicklung Russlands und auf die Beziehungen zwischen beiden Ländern.

Schon zu Zeiten der Kiewer Russkamen Deutsche ins Gebiet des heutigen Russlands, ums1200 ein Hansekontorin Nowgorod einzurichten. Diese Stadtrepublik stand in dieser Zeit für das souveräne Russland, während andere große russische Fürstentümer unter Herrschaft der Goldenen Hordestanden.

Der östliche Nachbar, das Großfürstentum Moskauunter Iwan III.(Regentschaft 1462–1505), unterwarf Nowgorod (1478) und löste später auch das Hansekontor auf. Iwan III. war gleichzeitig der erste in einer ganzen Reihe von Zaren, die ausländische Fachleute anwarben. So kamen wiederum Deutsche nach Russland, von denen sich einige im neuen Machtzentrum Moskau dauerhaft niederließen.

Während der Herrschaft Ivan des Schrecklichen wurden vermehrt deutsche Fachleute ins Land geholt. Peter der Große setzte diese Tradition fort und ließ viele Deutsche, aber auch andere Ausländer nach Russland kommen.

1762 erließ Ekaterina II ein Manifest, in dem sie alle Ausländer einlud, sich innerhalb der Grenzen des riesigen Zarenreiches niederzulassen. Sie bot den Einwanderungsinteressenten eine Reihe von Privilegien als Anreiz.

1763 begann die Umsiedlung von Deutschen nach Russland. Zweifellos waren die ersten 30 bis 40 Jahre für die deutschen Siedlungen sehr hart. Es fehlte an allem, auch an landwirtschaftlichen Geräten, an Getreide-, Gemüse- und Obstsorten.

Der Weltkrieg und der anschließende Bürgerkrieg brachten die deutsche Bevölkerung in Russland nicht nur an die Grenzen des wirtschaftlichen Ruins, sondern fügten ihr auch große personelle Verluste zu.300000 Deutsche dienten in der zarischen Armee, der Hass gegen alles Deutsche während des 1.Weltkrieges erreichte einen neuen Höhepunkt.

Die russische Regierung verabschiedete 1915 zwei Gesetze. Das Verbot der deutschen Sprache und Verbannungen hatten während des Ersten Weltkriegs und der darauffolgenden Schrecken des Bürgerkrieges eine deutsche Einigungsbewegung hervorgerufen. 1918 wurde eine „autonome Arbeiterkommune“ an der Wolga gebildet und 1924 die Autonome Republik der Wolgadeutschen ausgerufen.

1929/30 setzte unter Stalin die Enteignung und Verbannung sowie die Zwangskollektivierung ein. Das führte dazu, dass die Deutschen noch härter durch die „Stalinschen“ Säuberungsaktionen zwischen 1936 und 1939 betroffen waren. In manchen Ortschaften wurde mehr als die Hälfte aller deutschen Männer verhaftet. In ganz seltenen Fällen ist jemand von ihnen zurückgekehrt.

Mit dem Beginn des Zweiten Weltkriegs wurden Deutsche aus dem europäischen Russland, aus Georgien und Aserbaidschan in den Osten deportiert. Sie mussten dort nach Überlebensmöglichkeiten suchen. Die meisten von ihnen mussten in Arbeitslagern unter unmenschlichen Bedingungen arbeiten. Mehrere hunderttausend Menschen starben in dieser Zeit vor allem an den schlechten Arbeits-, Lebens- oder medizinischen

Bedingungen.

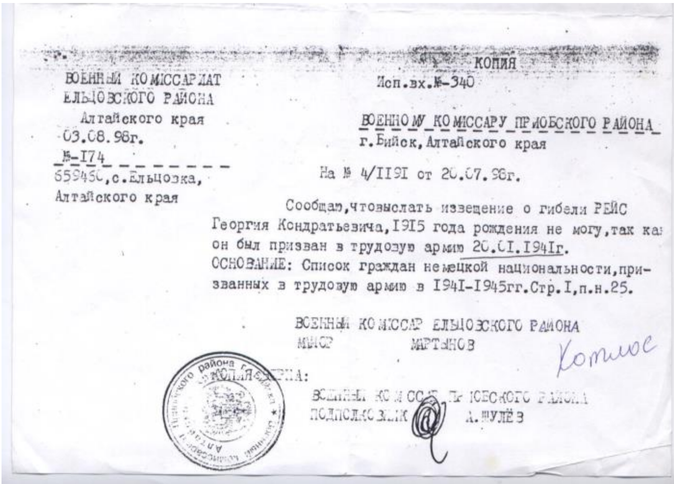
Erst nach Stalins Tod verbesserte sich die Situation der Deutschen in Russland allmählich. Die Russlanddeutschen konnten im Osten des Landes ihren Wohnsitz selbst bestimmen. Am 29. August 1964 wurden die Russlanddeutschen durch ein Dekret des Obersten Sowjets rehabilitiert.

Kaum eine Branche in Russland blieb ohne deutschen Einfluss, wovon die hohe Anzahl deutscher Ärzte, Apotheker, Lehrer, Wissenschaftler, Architekten, Ingenieure, Musiker, Musikpädagogen, Geistlicher, Archivare, Bibliothekare, Offiziere und Staatsbeamter im Russischen Reich zeugte. Unter den ersten 111 Mitgliedern der 1724 gegründeten Akademie der Wissenschaften Sankt Petersburg waren 67 Gelehrte deutscher Abstammung. Der erste Akademiepräsident war ein Deutscher, nämlich Lorenz Blumentrost (1692- 1755).

Die meisten Russlanddeutschen leben in Sibirien, Kasachstan und Mittelasien unter Russen, Kasachen, Uzbeken, Kirgisen, Turkmenen, Tadshiken. Sie sind in zahlreichen Vereinen und Verbänden gut organisiert. Die Grundlage ihrer Tätigkeit bilden über 400 örtliche Begegnungszentren und vier Deutsch-Russische Häuser in großen Städten.

Fast 35 000 russische Deutschen leben im Nowosibirsker Gebiet. Mein Urgroßvater, Reis Georg Kondratowitsch, arbeitete in der Stadt Kotlas mit anderen Russlanddeutschen, die Gefangene waren. Sie bauten die Brücke über die Nördliche Dwina. An diesem Bau nahmen mehr als 25 000 Russlanddeutsche teil. Das waren die Menschen, die laut des Erlasses des Präsidiums des Obersten Sowjets von 28. August 1941 wegen ihrer Nationalität ihre Heimat verlassen sollten.

Niemand weiß, wo mein Urgroßvater begraben wurde. Bis heute findet man in Katlos Knochen der Gefangenen, namenlose Friedhöfe.



КОПИЯ

ВОЕННЫЙ КОМИССАРИАТ
ЕЛЬЦОВСКОГО РАЙОНА
Алтайского края
03.08.98г.
№-174
659450,с.Ельцовка,
Алтайского края

Исп.вх.№-340

ВОЕННОМУ КОМИССАРУ ПРИОБСКОГО РАЙОНА
г.Бийск,Алтайского края

На № 4/1191 от 20.07.98г.

Сообщаю,чтовыслать извещение о гибели РЕЙС Георгия Кондратьевича,1915 года рождения не могу,так ка: он был призван в трудовую армию 20.01.1941г.
ОСНОВАНИЕ: Список граждан немецкой национальности,призванных в трудовую армию в 1941-1945гг.Стр.1,п.н.25.

ВОЕННЫЙ КОМИССАР ЕЛЬЦОВСКОГО РАЙОНА
МАЙОР МАРТЫНОВ

Копию

КОПИЯ ВЕРНА:
ВОЕННЫЙ КОМИССАР ПРИОБСКОГО РАЙОНА
ПОДПОЛКОВНИК А.ШУЛЁВ

Bild. Die Antwort auf unsere Anfrage

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АФГАНИСТАН – ЦЕНТР МИРОВОЙ ТОРГОВЛИ ГЕРОИНОМ

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Аннотация: Данная статья главным образом рассматривает актуальную на сегодняшний день проблему распространения героина из Афганистана. В статье приведены данные статистики по задержанию контрабанды наркотиков за 2009 год в разных частях света. Целью статьи является обозначить масштаб проблемы. В результате исследования были выявлены основные пути распространения наркотиков и даны рекомендации по дальнейшей работе с обозначенной проблемой.

Ключевые слова: героин; Золотой полумесяц; наркотики; Афганистан

AFGHANISTAN – THE CENTER OF GLOBAL HEROIN TRADE

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Abstract: This article is devoted to the analysis of the current situation of the problem of the heroin distribution from Afghanistan. The article presents statistics on the arrest of drug smuggling in 2009 in different parts of the world. The purpose of the article is to indicate the scale of the problem. As a result of the research, the main distribution routes were identified and recommendations for further work with the indicated problem were given.

Keywords: heroin; Golden Crescent; drugs; Afghanistan

Afghanistan's opium poppy production provides more than 90% of heroin worldwide. Afghanistan has been the world's greatest illicit opium producer, ahead of Burma (Myanmar), the «Golden Triangle», and Latin America since 1992, excluding the year 2001. Afghanistan is the main producer of opium in the «Golden Crescent», one of Asia's two principal areas of illicit opium production (with the other being the Golden Triangle), located at the crossroads of Central, South, and Western Asia. This space overlaps three nations, Afghanistan, Iran, and Pakistan, whose mountainous peripheries define the crescent. Opium production in Afghanistan has been on the rise since U.S. occupation started in 2001. Based on UNODC data, opium poppy cultivation was more in each of the growing seasons in the periods between 2004 and 2007 than in any one year during Taliban rule. More land is now used for opium in Afghanistan than is used for coca cultivation in Latin America. In 2007, 93% of the non-pharmaceutical-grade opiates on the world market originated in Afghanistan. This amounts to an export value of about $4 billion, with a quarter being earned by opium farmers and the rest going to district officials, insurgents, warlords, and drug traffickers. In the seven years (1994–2000) prior to a Taliban opium ban, the Afghan farmers' share of gross income from opium was divided among 200,000 families.[3] In addition to opiates, Afghanistan is also the largest producer of cannabis (mostly as hashish) in the world. In 2004, a fatwa was issued by Muslim clerics claiming that opium production is contrary to the sharia law and that opium producers would face punishments in accordance with the sharia.[1]

In Afghanistan and elsewhere, transnational organized crime groups were the main beneficiaries of this extremely profitable trade. UNODC estimates that the Afghan Taliban earned around US$155 million in 2009, Afghan drug traffickers US$2.2 billion, and Afghan farmers US$440 million. Although Afghan heroin is only directly trafficked to the Islamic Republic of Iran, Pakistan and Central Asia, it flows from there to the rest of the world; In 2009, Afghan heroin was trafficked to numerous destinations worldwide, with the exception of South and Central America. Europe is the largest market for Afghan heroin. In 2009, 150 tons of pure Afghan heroin were estimated to have been consumed in Europe. According to the European Monitoring Centre for Drugs and Drug Addiction, heroin is present in the majority of drug-induced deaths reported in Europe, making heroin a significant public health threat.[1]

East and South-East Asia have also become significant destinations for Afghan heroin due to the decrease in opium production in Myanmar during the last decade. Almost 50 per cent of the Chinese market and most of the East Asian market may have been supplied by Afghan heroin in 2009. Africa has also received increasing Afghan heroin flows, emerging as a cost-effective heroin trafficking route to Europe, North America and

Oceania in 2009. Trafficking through this new route is likely facilitated by relatively high levels of corruption, widespread poverty and limited law enforcement capacity in many countries. Increased pressure on traditional heroin trafficking routes may be providing an incentive to traffickers to diversify itineraries and reopen the African route to Europe that had been very active in the 1980s and early 1990s. Increasing flows of heroin to Africa are also apparently leading to increases in drug abuse in parts of the continent.[4]

In 2009, it is unclear how much raw opium was trafficked to the Russian Federation, as it is difficult to estimate the number of opium abusers in the country. Most of the country's opium is shipped from Afghanistan through Central Asia.[3]

In 2009, just 3.4 tons of heroin was seized in all of Central Asia – less than 4 per cent of the 90 tons that entered the region. Law enforcement efforts are exacerbated in Central Asia due to the mountainous terrain, lack of road infrastructure and inhospitable climate. Tajikistan made the majority of regional seizures over the last decade. Interestingly, between 1999 and 2004, Tajikistan's seizures increased from 700 kg to 5,600 kg; however they have since decreased to just 1,132 kg in 2009.[3]

In 2009, 3 tons of heroin was seized in Eastern Europe, opium seizures also occurred, however these were small compared to global seizure levels. Seizures in the Russian Federation accounted for the majority of Eastern Europe's seizures. The majority of heroin seizures in the Russian Federation are made along – or in the vicinity of – the border with Kazakhstan. This is not surprising given that the majority of heroin trafficked to the Russian Federation comes through Central Asia. Traffickers make use of nearly the entire length of Kazakhstan-Russian Federation border (6,846 km). This indicates that there is no fixed route for the traffickers, who choose the least risky route at the time of trafficking.[1]

In 2009, 32 countries in Western and Central Europe seized a total of just 7.5 tons of heroin. The elimination of most border controls and internal borders within the European Union means that heroin trafficking is difficult to stop once the heroin reaches Western and Central European borders. The main European markets, namely the United Kingdom, Italy and France, seized 1-1.5 tons, while other countries seized much smaller amounts, including 14 kg in Slovakia, 190 kg in Austria, 31 kg in the Czech Republic, 42 kg in Slovenia and 124 kg in Hungary. Generally, the highest seizures occur in the main consumption countries such as in Italy, UK, France and Germany. [3]

Heroin seizures in China have varied significantly over the last decade. In 2001, the country seized 13,200 kg of heroin; since then, heroin seizures have steadily decreased in conjunction with the decline in opium production in Myanmar. However, heroin abuse in China has not decreased since 2001. Therefore, Afghan heroin is likely to be increasingly trafficked into the Chinese market, yet is not seized as effectively as Myanmar's heroin has been in the past. Opium seizures are also recorded in China, with seizures consistently ranging between 1,000 kg and 1,500 kg every year.

Heroin trafficking occurs mainly through Afghan border provinces with weak law enforcement and border control. Although considerable improvements have been brought to a number of border control points, there are still many areas along Afghanistan's borders that are not well protected or monitored, such as the borders between the southern provinces of Afghanistan (Hilmand, Kandahar and Nimroz) and the Baluchistan province of Pakistan. Drug traffickers take advantage of this situation and heavily use these borders for trafficking opium, heroin and acetic anhydride from one country to the other. The capacity to control these border crossings should be further increased. [3]

Only some 2 per cent of the millions of containers shipped every year across the globe can be physically searched. More generally, the further drugs move away from their source, the more fragmented, diverse and widespread drug shipments become, making it extremely difficult for law enforcement agencies to detect and intercept them in the legitimate and ever growing flows of goods and people. [2]

To conclude, law enforcement capacity, social and economic conditions need to be improved in Afghanistan and the poorest areas in the region. Drug traffickers and anti-government elements find in disadvantaged areas a more fertile ground to promote illicit drug production and to recruit young males in the ranks of armed and drug trafficking groups. Afghanistan and its neighbors cannot bear alone the burden of stopping the operation of the global opiate market. In line with the principles of shared responsibility and a balanced approach to reducing supply and demand, consuming countries, particularly in the regions that create the strongest demand pull, need to strengthen their own efforts to reduce opiate consumption within their borders and the outflow of drug money it generates. Strategic considerations, public health needs and humanitarian concerns all point to the need to increase, in line with international standards and guidelines, treatment efforts directed at core opiate users, who are both consuming the bulk of illicit opiates and suffering the most severe health and social consequences as a result of their use. [4]

Stopping the operations of the deadly and globalizing Afghan opiate market that has exploded over the last 20 years will require further efforts to gradually eliminate production of, demand for and trafficking in Afghan opium and heroin. Increasing the effectiveness of interventions in related areas requires guidance from accurate information and assessments of the problem and of the ways in which the performance of counter-measures can be increased.

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SOCIAL PROBLEMS OF MODERN SOCIETY

УДК 364.29

СОВРЕМЕННЫЕ СОЦИАЛЬНО-ЭКОНОМИЧЕСКИЕ ПРОТИВОРЕЧИЯ НА РЫНКЕ МЕДИЦИНСКИХ УСЛУГ В РОССИИ

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Аннотация: в данной статье рассматриваются проблемы, связанные с рынком медицинских услуг в России. Изучение и анализ данного рынка позволяет выявить ряд существенных противоречий, которые вытекают в острые социальные конфликты, требующие незамедлительного разрешения.

Ключевые слова: медицина; частные клиники; платная медицина в России; рынок медицинских услуг

CONTEMPRORARY SOCIO-ECONOMIC CONTRADICTIONS IN THE MEDICAL SERVICES MARKET IN RUSSIA

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Abstract: The research on the issues related to Russian medical services market has been carried out in this article. The investigation and analysis of this market have enabled to identify a number of significant contradictions that should be eliminated in order to resolve existing social conflicts.

Keywords: medical treatment; private clinics; paid medical care in Russia; medical services market

At present, the health status of the Russian population is one of the most important issues discussed at all levels, as it raises serious concerns in the society. Different social forces unanimously support the necessity to take immediate steps to remedy the situation. An overview of existing approaches has shown that there is no agreement on the nature and scope of the specific health care policy. The resulting controversy leads to excessive haphazard rulemaking that cannot ensure efficiency of health care in Russia. Currently, there is no clear understanding how to modernize the health care system.

Uncontrolled growth of medical services prices, which cannot be efficiently restrained, and inability of most people to take advantage of the latest medical technology are the main contradictions of the Russian medical services market. [1, p.207]

The goal of medical services market is to meet people's needs for improving and maintaining their health, it means that medical services market is supposed to ensure providing and receiving medical services of appropriate volume and quality.

The Constitution of the Russian Federation, part 1, article 41 stipulates that "medical aid in state and municipal health care institutions is provided to citizens free of charge at the expense of the corresponding budget, insurance contributions and other receipts". [4]

The adoption of the Law of 26 May 1988 "On cooperation in the USSR" laid the foundations for the development of commercial medical care. However, during that period the provisions of the 42^{nd} article of the USSR Constitution and the 40^{th} article of the Constitution of the Russian Federation were in force, entitling citizens to "free qualified medical care, provided by public health care institutions". The legal status of private medical organizations was defined by adopted in 1993 "fundamentals of the legislation on protection of citizens' health", they imposed significant restrictions on certain types of medical practice. [2, p.13]

The share of paid medical services increased to 80% in certain health care organizations, while only 25% of the population is satisfied with the quality of the medical services (see Fig. 1).

Official and unofficial payments for medical services have become a problem for persons with low income. Treatment of serious diseases requires people to incur very high expenses, therefore, it impoverishes the population of the country, leaving people with no other choice but resort to borrowing or selling property. In some cases, when patients learn about the cost of treatment they have to refuse form taking the treatment and buying expensive medication. In the minds of people, poverty is increasingly associated with failure to receive quality and timely medical care. [3, p.107]

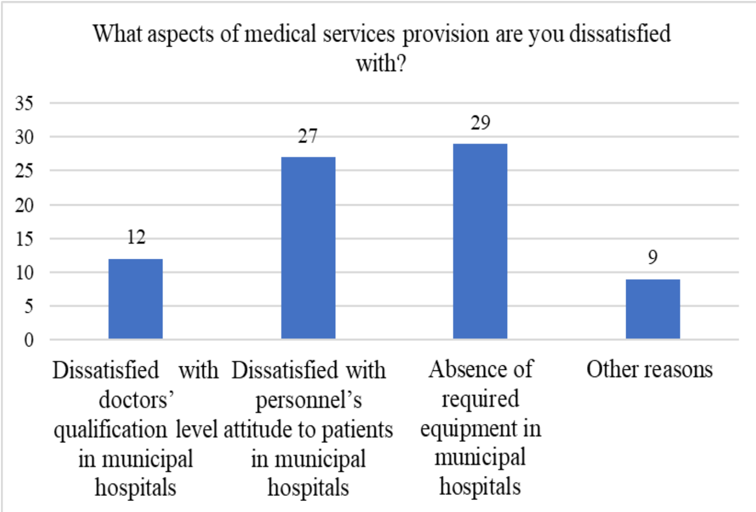

Fig.1 Patients' dissatisfaction with medical services provision in municipal hospitals

The inability of the state to eliminate vagueness of the legislative language results in malpractice of illegitimate increasing of payment for medical services. For example, this vagueness results in the situations when people are made to believe that they have to pay for certain medical services, whereas, in fact, they are entitled to get this services free of charge, such cases directly contradict the current Constitution of the Russian Federation.

Under the circumstances the morale of the medical community deteriorates. At present, patients have become convinced that even if they are entitled to receive free treatment, only paying extra money to doctors and nurses and buying all medication ensures efficiency of treatment. It is surprising that both doctors and nurses often perceive this extra money not as the form of gratitude and respect, but as a legitimate bonus to their wages. Moreover, some public healthcare institutions, which have an official range of paid services, tend to create a "shadow market" of additional paid services. For example, a doctor can arrange treatment by prescribing standard medication, but being paid extra he can advise more efficient medication. Sometimes when a hospital does not have the necessary diagnostic equipment, a doctor may advise a patient to go to the private clinic, where he is also employed part-time.

At present, the market of paid medical services develops in two main directions: extending the services range of private clinics and building networks of health care institutions (see Fig. 2 and Fig. 3).

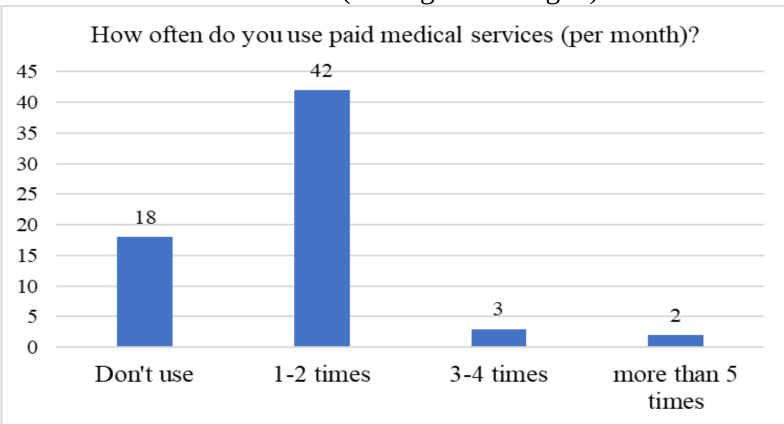

Fig.2 Visits to paid medical care organizations

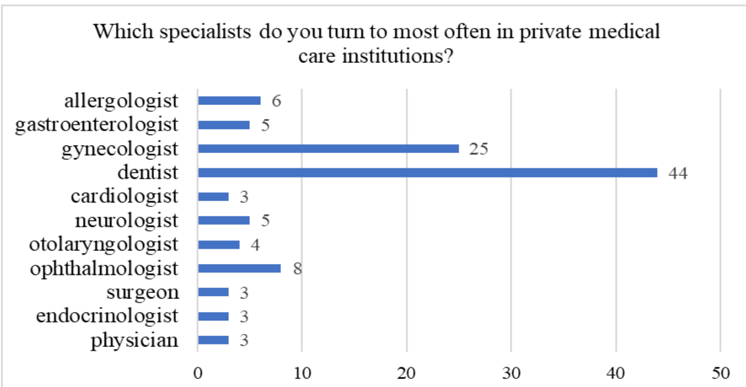

Fig.3 The most popular specialists in private medical care institutions

The health status of the population of the Russian Federation is under risk, as health indicators are steadily deteriorating. There is a low level of fertility (birth rate about 10 per 1,000 inhabitants), high total mortality (about 15%) and negative population growth. Overall, the number of deaths exceeds the number of births by 1.1 times in Russia. Life expectancy in Russia is around 67 years, while in Western Europe and the United States it is 78 years, and in Japan life expectancy is almost 82 years. [5]

Inappropriate state of the health care system results in serious social problems and, therefore, poses the threat to national security.

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ИПОТЕЧНЫЙ КРИЗИС 2007 ГОДА В США

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Аннотация: В статье рассматриваются причины ипотечного кризиса в США 2007 года, который повлиял на мировую экономику в целом, особенности кредитно-дефолтных свопов (кредитных деривативов, страхующих от дефолта по долгам) и их влияние на кризис.

Ключевые слова: ипотечный кризис; кредит; свопы; кредитно-дефолтные свопы; ценные бумаги.

THE US SUBPRIME MORTGAGE CRISIS OF 2007

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Abstract: The article analyzes the causes of the US mortgage crisis of 2007 that affected the global economy as a whole and the features of credit default swaps (SDC) and their impacts on the crisis.

Keywords: mortgage crisis; credit; swap; CDS (credit default swap); securities

The American mortgage crisis of 2007-2008 had become the collapse of the real estate market. Stability of the entire capitalist world depended on and depends on the financial activities of the US. So the mortgage crisis in the US was the first weak link of the global economy. And our country didn’t stand aloof. Russia also suffered from the global crisis.

Let’s imagine the situation that contemporary high-technologies had been developed and had been applied at those times for banking business as at present time. Thus, Information Technology (IT) experts could have foreseen relationship between customers and banks employees and could have analyzed the risks of bargains and loses.

In other words, they could have had critical analysis of customers’ perspectives and their possibilities to give back loans as a result. So they could have avoided financial loses.

There were the following reasons for the mortgage crisis in the USA having a great meaning for global economy: the reducing of requirements for borrowers, speculative investments of homeowners, major share of borrowed funds of US financial institutions, and credit default swaps. Then we will discuss the reasons of crisis in details in our article lower.

The mortgage crisis, which had occurred as a result of a sharp increase of loans by people who are not able to pay back, became a harbinger of the global crisis. And the short-sighted policy of banks in the sphere of mortgage lending has led to the consequences that maybe comparable only with the great depression in the USA. The first signs of crisis were in the decreasing sales of house building in 2006. However, the real reason of the crisis is that a few years earlier, there were strict requirements for borrowers. As a result, there was a share of subprime loans changing around 22-23 percent there by 2006. Taking in consideration statistical information, we can mark that the cost of real estate in the US had constantly increased (see Fig.1).

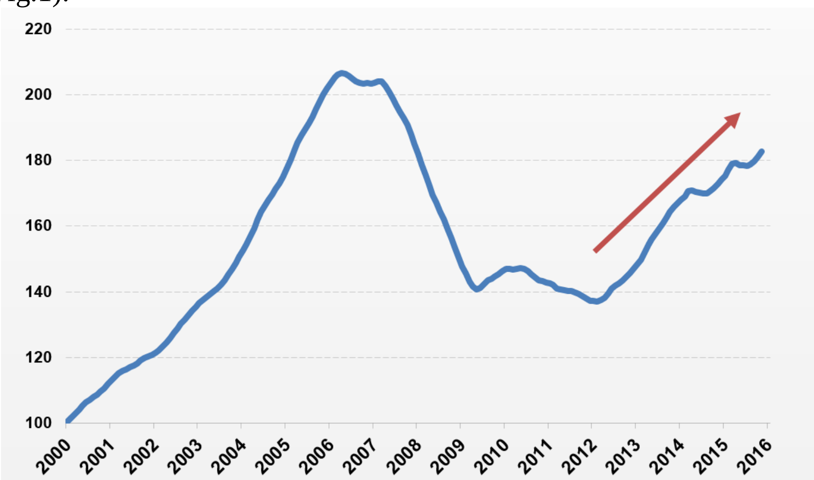

Fig.1 U.S. Housing price index

The bank gained more benefit from the giving of the substandard credit than from the average credit. The banks took away the property by non-paying borrowers after court-order. It became much more difficult for borrowers to get opportunity for refinance of the loans when prices begun to fall. Simultaneously, the interests of loans rates and floating rates began to increase, so it was the reason to increase monthly payments, and it caused a great deals of cases of non-paying of borrowers. By September 2007, because of the decline of property prices, the market cost of about 23% of residential real estate in the US became less than the amount of mortgage payments. It was a financial incentive for borrowers to refuse to pay on the loan and transfer real estate to the property banks that were pledges.

Now let us consider the issue of credit default swaps (CDS). Credit default swaps are financial instruments for insurance of holders' losses of debt obligations. It is an analog of insurance in common interpretation of term, but with some significant differences from it. For example, a CDS buyer may not have an insurance risk. Also CDS are cheaper than insurance policies. The report of the Financial Crisis Inquiry Commission (FCIC), that was published in January 2011, where it had been that the CDS had been become the instrument for the contributing significantly their role of the crisis development swaps had significantly contributed to the crisis development (see Fig.2).

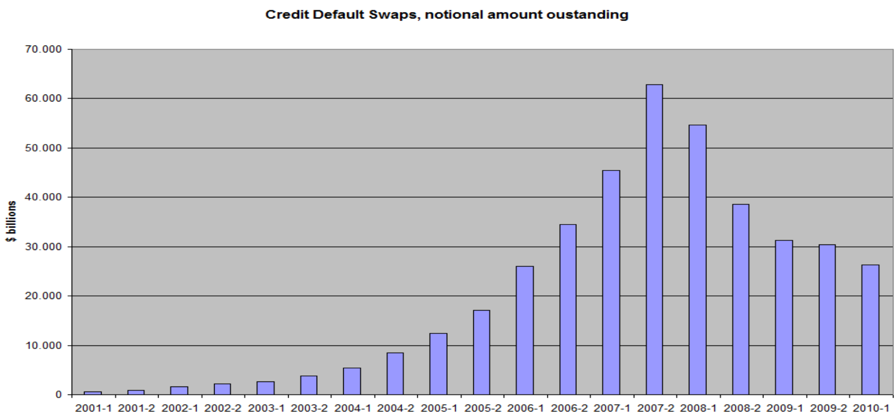

Fig.2 National amount outstanding of CDS

The owners of swaps have the rights to give companies financial guarantees when buying mortgage securities. It had made possible to make agreements of a lot of transactions on the same securities. Banks have suffered losses after a massive alienation of property. And the main actions of the state to stabilize the situation were the buyouts of the Mortgage-Backed Securities (MBS) from enterprises with state participation and control of operations.

Summarizing, we can conclude that there were 4 causes of the mortgage crisis:

1. The reducing of requirements for borrowers
2. Speculative investments of homeowners
3. Major share of borrowed funds of US financial institutions
4. Credit default swaps

Taking into consideration above mentioned, we came to the following conclusions. However, swap trading is still occurring on the Over-The-Counter (OTC) market at present time. And as for Russia, on the 31 of July, 2013, the Federal Service for Financial Markets of Russia distributed a draft order among banks that had introduced the conception of a credit default swap at the market of Russia. As for assets (houses) in Russia their prices are falling continuously even in ruble terms nowadays. And the amount of the unsettled debts on mortgages by the end of June, 2016 was equaled to 157 billion rubles. Certainly, the political crisis of Russia was affected by the USA crisis.

In spite of it the VTB 24 bank gave and gives a mortgage credits without confirmation of the income of customers. And it's doubtful, isn't it?

But we have some contrary examples in the historical development of the world's economy. For example, let us consider Brazilian economic phenomenon. Brazil is one of the few countries that hadn't been affected by the global crisis in any way. The Brazilian economic miracle was discussed by the economists. As result Brazil got the right to organize Brazilian Sport Games in 2009. Moreover, the revenue of the country was growing 4-5% per year averagely.

Due to falling prices for raw materials, the economy of the country suffered. As a result, the public debt of Brazil was 67% of GDP. Olympic Sport Games expenses played negative role in decrease of budget. It was a starting point of the political crisis in Brazil. The situation with Brazilian crisis of 2009 resembles the situation of Energy Crisis of 1990s of the same country. When cherished ways of life in Brazil have been hard hit as draconian energy conservation measures came into effect over the past 2 months.

In conclusion, we want to highlight ways out of crisis:

1. Redemption of mortgage securities from banks
2. Regulation of banking activities
3. Change in legislation on credit default swaps
4. Expedient use of resources

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СОЦИАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОСТИ И МОЛОДЁЖЬ

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Аннотация: В данной статье рассматриваются актуальные социальные проблемы современности, их виды, распространение и влияние на подрастающее поколение. Целью статьи является анализ социальных проблем современности с приведением примеров научных исследований и нахождение решений к ним; особое внимание уделяется воспитанию молодежи.

Ключевые слова: мир; демография; потребность; социальные проблемы; воспитание; молодежь

SOCIAL PROBLEMS OF MODERNITY AND YOUTH

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Annotation: The article explores actual social problems of modernity, its types, spread and influence on the growing generation. The aim of the article is to analyze the social problems of modernity with giving examples of scientific research; particular attention is paid to the education of the youth.

Keywords: the world; demography; requirement; social problems; educative; youth

“Все говорят о плохой погоде, но никто не пытается её изменить.”
Марк Твен

В процессе изучения антропологии, истории, педагогики и психологии мы сталкивались с тем, что человек, как живой организм, является разумным, и в этом же заключается его отличие от животного. Эта способность человека логически и творчески мыслить дала возможность постепенного развития, формирования и применения его умственных способностей в обществе, чтобы достичь поставленной цели и удовлетворить потребности свои.

Но человек, делая мир удобным и думая о своей выгоде, наполнил свою жизнь и некоторыми проблемами, которые нарушают привычные устои, нормы, стандарты жизни и правила поведения; которые приводят к новым формам социального взаимодействия и порождают потребность в их целенаправленном разрешении.

К ним относятся не только глобальные, но и социальные проблемы, возникающие в социуме, влияющие на человека и членов общества, которые требуют коллективных усилий для их преодоления, предотвращения и ликвидации.

Первая социальная проблема связана с усложнением демографической ситуации в мире. Например, по прогнозам экспертов Организации Объединённых Наций (ООН), к 2025 году население мира достигнет 8,3 млрд. человек. Сегодня ежегодно рождается свыше 130 млн. человек, умирает 50 млн. Таким образом, прирост населения составляет примерно 80 млн. человек [5]. Если количество людей постепенно увеличивается, то увеличится и их потребность в жильё. В результате появляется нехватка домов, возрастает количество бездомных и безработных.

Второй острой социальной проблемой считается распространение различных заболеваний, возникшее не только в результате загрязнения окружающей среды, но и из-за употребления вредных веществ *(сигареты и наркотики)* и спиртных напитков. Например:

- из-за курения человек сталкивается со многими заболеваниями: астма, язва желудка, инфаркт миокарда, атеросклероз, косоглазие, рак легких, молочной железы и мочевого пузыря, а также встречаются внезапная смерть, смертность в утробе матери, замедленность физического развития у детей до 7-14 лет, порок сердца у новорожденного и др.

- из-за алкоголя: падение количества эритроцитов, опухоли, рак слизистой оболочки ротовой полости, гортани, желудка, кишечника, образование тромба, инфаркт и инсульт, цирроз печени, а также наблюдаются у пьющих депрессия, судороги, подагра, утомляемость, постоянная усталость, одышка и т.д.

- из-за употребления наркотических веществ: воспаление печени инфекционного характера, ВИЧ и СПИД, заражение крови, поражение головного мозга, туберкулез, нарушения в половых органах и психические нарушения.

Нужно напомнить, что по результатам исследований и наблюдений ученых, среди подростков в возрасте от 14 до 18 лет спиртные напитки потребляют 88% мальчиков и 93% девочек, 56% мальчиков и 20% девочек употребляли наркотические и токсические вещества хотя бы один раз в жизни, 45% мальчиков и 18% девочек потребляют наркотики в настоящее время [5].

Следующая социальная проблема тесно связана с предыдущими. Известно, что воспитание ребенка, которое является целенаправленным воздействием на его духовное и физическое развитие для подготовки его к общественной и культурной деятельности, начинается в утробе матери и продолжается передачей накопленного опыта, знаний, умений, способов мышления от старшего поколения к младшему, чтобы формировать у ребенка определенных взглядов на мир, нравственных ценностей, ориентации и подготовить его к жизни [3, с.36-37]. Но, к сожалению, вышеназванный комплексный процесс воспитания ребенка стал сегодня проблемой общества. Так как, наблюдаются кризис современной семьи как воспитательного института, отчужденность и занятость родителей от детей, детская беспризорность, вследствие которой возрастает не только алкоголизм, курение, и наркомания среди молодежи, но и преступность несовершеннолетних, самоубийство, высокая смертность, проституция и т.д. Хорошо, что воспитание имеет двухсторонний фактор своего развития, то есть ребенок, который не имеет достаточного внимания в своей семье, имеет возможность посещать образовательные учреждения, где он воспитывается педагогами и учителями, обстановке и ситуации, где ребенок чувствует себя более уверенно, возможность принимать участие в коллективе, в хорошей дружеской атмосфере [3, с.47-50]. Но, все равно, ребенок нуждается в воспитании в своей семье, своем родном доме, ребенок должен проводить больше времени с родителями.

В заключении следует отметить, что социальные проблемы современности, влияющие и на старшее, и на младшее поколения, нужно преодолевать сообща, на уровне государства и социальных учреждений, где все участники воспитательного процесса должны быть едины и своевременно реагировать на изменяющиеся тенденции в обществе, пытаясь их решить уже сейчас доступными средствами. Необходимо формировать социальную активность молодежи и совершенствовать молодежную политику, направленную на создание правовых, экономических и организационных условий и гарантий для самореализации личности молодого человека, и развить молодежные объединения, движения и инициативы [3, с.94-96]. Каждый должен настраивать себя на правильные жизненные ценности, формировать у себя положительные склонности, привычки и характерные черты. Ведь, тот, кто искореняет свои ошибки и преодолевает недостатки, энергично и постоянно продвигаясь вперед, достигнет больших высот. Пришло время изменить плохую погоду, о которой все говорят!

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УДК 1:3

АКТОРНО-СЕТЕВАЯ ТЕОРИЯ: ДЕЙСТВИЕ В УСЛОВИЯХ НЕОПРЕДЕЛЕННОСТИ

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Аннотация: В статье рассматриваются вопросы, связанные с пониманием действия в акторно-сетевой теории. На основе рассмотрения пяти источников неопределенности, выделенных Б. Латуром, делаются выводы о значении действия в рассматриваемой теории.

Ключевые слова: акторно-сетевая теория; Б. Латур; М. Каллон; источник неопределенности; актор

ACTOR-NETWORK THEORY: ACTION UNDER CONDITIONS OF UNCERTAINTY

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Abstract: The article considered issues related to understanding the action in the actor-network theory. Based on the consideration of five sources of uncertainty identified by B. Latour, conclusions are drawn about the significance of the action in the theory under consideration.

Keywords: actor-network theory; B. Latour; M. Callon; source of uncertainty; actor

The society is changing rapidly, so it is impossible to predict the development of the situation. There are too many innovations, many new factors that change the reality in a fundamental way, which, in turn, leads to the fact that it becomes more difficult for researchers to understand the cause-effect relationships. U. Beck, in his work *From Industrial Society to the Risk Society* [1], says that the risks that arise in the modernity are significantly different from those in the pre-industrial era. «From pre-industrial natural disasters, the risk is different in that its origins must be sought in decisions that are not made by individuals, but by whole organizations and political groups» [1, p. 98]. For a person, there are many variants of development of the future which are connected with existing risks; however, the emerging uncertainties also play an important role in all this. M. Callon in the work *Acting in an Uncertain World. An Essay on Technical Democracy* suggests that the notion of risk and the concept of uncertainty should not be confused. «The term "risk" designates a well-identified danger associated with a well-defined event or series of events» [2, p. 19]. Risk is what is known, something that you can try to confront. It is not known exactly whether an event will occur, but it can be assumed that the probability of such an outcome exists. And also there is a possible scenario for the development of this risk. Uncertainty begins then, when it is impossible to foresee the consequences of the actions being committed. «We know that we do not know, but that is almost all that we know: there is no better definition of uncertainty» [2, p. 21]. And, when there are more situations of uncertainty, then situations of risk, in this case, the actor-network theory (ANT) can come to the aid. After all, it is in this theory that the fundamental element is action, which can be caused by the widest spectrum of actors, which, perhaps, would not even be taken into account in traditional sociology.

B. Latour in his work *Reassembling the social: an introduction to actor-network-theory* [4] shows five emerging sources of uncertainty, and besides what needs to be done to turn them in favor of research. And from these positions, one can try to clarify the question of what is understood under the action in the conditions of uncertainty.

The first source of uncertainty is related to the existence of groups. In the social sphere, there is a constant formation and redistribution of groups, which thus maintain a balance. «Group formations leave many more traces in their wake than already established connections which, by definition, might remain mute and invisible» [4, p. 31]. And this is exactly what is needed to determine how the action takes place. It is important to note that there is a clear separation between intermediaries and mediators. B. Latour notes «An intermediary ... is what transport meaning or force without transformation. …Mediators transform, translate, distort, and modify the meaning or the elements they are supposed to carry » [4, p. 39]. In order to understand what an action is, it is important to define the particular role of mediators who participate in relationships and bring their own contribution to the action itself.

The second uncertainty revealed by B. Latour is the uncertainty of the actions. It is especially important to emphasize the under-determination of action [4, p. 45]. «The conditions of the action do not define it completely, although they influence it. The action is always a surprise and can not be explained causally in the strict sense of the word, when the knowledge of the input parameters of the action is sufficient to predict its result» [3, p. 66]. The absence of the strict reasons that triggered the action is an important characteristic of the actor-network theory, which allows for better understanding of the action under conditions where there are uncertainties. ANT studies what always leads to change, introduces something new, does not see into what has been known and has not changed for a long time. This is especially important when the actions of some actors interfere with the actions of others and it is impossible to determine the consequences of the actions of all actors.

The third source of uncertainty sounds like «objects are also active». Innovation, and at the same time, the source of controversy and criticism of the actor-network theory, is the expansion of the concept of an actor, by attracting material objects, «non-humans». The predecessors of B. Latour considered material objects as an addition and an application to human actors. The principle of generalized symmetry introduced by M. Callon shows that the researcher observes from the same distance behind human and non-human actors, while not distinguishing any of them and using them alternately [5, p. 95-96]. This principle allows one to explore those properties that could not be fully explored before. A human is now not the only acting person who is of interest of the researcher. Researchers of the actor-network theory give «non-humans» all the powers and consider them to be equivalent with «humans». All this helps in understanding the actions in the ANT. Attraction of additional actors will allow to define those actions which have not been investigated before.

The fourth uncertainty is connected with the understanding of the facts [4]. B. Latour considers that there are no boundaries between nature and society, as well as between natural and social sciences. This allows us to consider in more detail the nature of the facts, as well as the possibility of their creation. In addition, here you can consider what actions lead to the occurrence of facts.

And, finally, the last uncertainty is connected with the production of reports by the researchers [4]. The researcher creates texts that describe some actions of actors. To describe the actor-network, one needs a text report that will allow tracking the changes. The main function of a scientist is precisely a description, not an explanation. One of the methods used by the researchers of the actor-network theory is the creation of flat cartography: the re-creation of the actions of actors and the tracing of their tracks. This allows better to consider the actions of each actor. It should be noted that the creation of good reports is the goal that the researcher should strive for in his work, and in this we are in solidarity with B. Latour.

Thus, if we talk about how action in actor-network theory is understood, then it should be noted that we deal with traces of action, and not with actions themselves. According to ANT action is the only thing that can and should be studied. In addition, with the help of an action, it becomes possible to influence other actors. Based on the above five sources of uncertainty, the action is understood as a movement directed at other actors. Moreover, it should be noted that the action always causes a response, change, transformation in the actor-network theory. In fact, the action in a certain sense equalizes the human and non-human actors. At the same time, special attention is given to the actions of mediators who transform meaning or force, thereby actively participating in the creation of the actor-network. The actor-network theory is engaged in studying the actions of actors that form a network.

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МОШЕННИЧЕСТВО В ИНТЕРНЕТЕ

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Аннотация: в статье рассматривается мошенничество в Интернете. Цель статьи - ознакомить с понятием мошенничество, видами мошенничества в Интернете, их характеристикой и способами защиты от мошенничества в Интернете.

Ключевые слова: интернет; мошенничество; фишинг; способ; обман в интернете

FRAUD IN THE INTERNET

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Abstract: The paper examines fraud in the Internet. The purpose is to provide insight into the concept of fraud as well as types of fraud in the Internet, their characteristics and methods of protection from fraud in the Internet.

Keywords: Internet; fraud; phishing; method; deceit in the Internet

Immer mehr Menschen nutzen das Internet zur Erledigung alltäglicher Geschäfte wie Einkäufe, Bestellungen oder Banküberweisungen. Mit der steigenden Nutzerzahl steigt auch die Gefahr, Opfer von Internetbetrug zu werden. Mit immer neuen Methoden und Tricks wird versucht, die mangelnde Kenntnis von Gefahren und die Gutgläubigkeit der Verbraucher auszunutzen.

Der Begriff „Internetbetrug“ beschreibt Betrugsdelikte im Rahmen der Internetkriminalität. Umgangssprachlich werden mit diesem Begriff auch Sachverhalte beschrieben, die nicht der juristischen Definition von Betrug entsprechen, sondern Bauernfängerei bedeuten. Während manche Formen des Internetbetrugs ausschließlich im Internet vorkommen, sind andere Varianten von Verhalten außerhalb des Netzes dargestellt.

Der Internetbetrug lebt unter anderem von dem massiven Informationsgefälle zwischen Opfer und Täter. Internetkriminelle denken sich immer neue Maschen aus, um Schadsoftware auf Computern, Tablets und Smartphones zu installieren. Gefährlich kann dies nicht nur für Privatpersonen, sondern auch für Unternehmen sein. Das Opfer bemerkt meistens zu spät, dass es ein Opfer ist. Es hat nichts im Internet bestellt, jedenfalls nicht bei der Firma, die ihm ein Inkassoschreiben ins Haus schickt, und es hält die ganze Sache für ein Missverständnis.

Es gibt viele verschiedene Formen, wie ein fremdgesteuerter Datenverlust bei Privatnutzern und Verbrauchern stattfinden kann. Unterschiedliche Angriffsmethoden tragen Namen wie Phishing, Identitätsdiebstahl oder Eingehungsbetrug.

Eine bekannte Art des Internetbetruges ist das Phishing [2]. Phishing bedeutet, dass dem Internetnutzer entweder eine gefälschte Website, eine gefälschte E-Mail oder eine gefälschte Nachricht (SMS oder im Chat) vorgetäuscht wird. Der Internetnutzer vertraut der Quelle und gibt dort Daten preis. Die Phishing-Betrüger können sich nun selbst einloggen und die Kontrolle über das Online-Banking-Konto übernehmen. Auch dafür werden Phishing-Seiten oder Phishing-Emails eingesetzt. Onlinebanking ist daher immer wieder Ziel von Internetbetrügern. Da sich Inhalt, Aussehen und Form der Phishing-Mails ständig ändern, gibt es keinen 100%igen Schutz. Es empfiehlt sich, die Antivirus-Filter immer auf dem aktuellen Stand zu halten. Sobald eine solche Mail im Postfach gelandet ist, sollte man diese sofort und ungelesen löschen. Man sollte niemals auf eine solche Mail antworten.

Eine weitere Form des Internetbetrugs ist der Identitätsdiebstahl. Als Identitätsdiebstahl wird die missbräuchliche Nutzung personenbezogener Daten (der Identität) einer natürlichen Person durch Dritte bezeichnet. Das Ziel eines Identitätsdiebstahls ist es in der Regel, einen betrügerischen Vermögensvorteil zu erreichen, Daten der betroffenen Person an interessierte Kreise zu verkaufen (illegale Auskunfteien) oder den rechtmäßigen Inhaber der Identitätsdaten in Misskredit zu bringen (Rufschädigung). Bei einem Identitätsdiebstahl werden persönliche Daten wie beispielsweise Geburtsdatum, Anschrift, Führerschein- oder Sozialversicherungsnummern, Bankkonten oder Kreditkartennummern "entwendet", um eine rechtsverbindliche Identitätsfeststellung zu umgehen oder diese zu verfälschen. Die am häufigsten auftretenden Formen von Identitätsdiebstahl sind Kreditkartenbetrug, Kontenraub und Bankbetrug. Beim Identitätsdiebstahl sollte deshalb ein Anwalt eingeschaltet werden, der sich umgehend um die rechtliche Dimension eines solchen Internetbetrugs kümmert.

Der Eingehungsbetrug ist eine besondere Erscheinungsform des Betrugs. Auf das Internet bezogen bedeutet dies vor allem das Angebot von Waren, die man gar nicht hat, in Online-Shops oder bei Onlineversteigerungen. Der Eingehungsbetrug im Internet setzt eine Vorauszahlung durch den später Betrogenen voraus. Oder dieser wird vom Täter aufgefordert, einen Betrag zu überweisen.

Doch was können Sie machen, wenn Sie Opfer von Internetbetrug geworden sind? [1]:

1. Überprüfen und Kontaktieren
2. Beweise sichern
3. Keine Angst machen lassen
4. Beim Webseitenbetreiber melden
5. Ihre Bank informieren
6. Verbraucherschutz in Kenntnis setzen
7. Anzeige bei der Polizei erstatten

Die Gefahr, Opfer eines solchen Betruges zu werden, ist sehr groß. Selbst Personen mit Internetkenntnissen sind nicht geschützt. Wichtig ist, den eigenen Computer so weit wie möglich durch technische Hilfsmittel zu schützen. Da dies jedoch nicht genügt, sollte man sich immer über die neuesten Entwicklungen informieren. Hat man fälschlicherweise gutgläubig seine Daten weitergegeben, ist es wichtig sich so schnell wie möglich mit seiner Bank in Verbindung zu setzen und einen spezialisierten Rechtsanwalt zu kontaktieren, um den Schaden möglichst gering zu halten.

Zweifellos ist die beste Maßnahme gegen Internetbetrug: Benutzen Sie Ihren Verstand!

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СЕЛФИ: УВЛЕЧЕНИЕ ИЛИ ЗАВИСИМОСТЬ?

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Аннотация: Статья знакомит с исследованием зависимости людей от селфи. Особое внимание уделяется психологическим причинам зависимости и ее возможным негативным последствиям, а также проблеме экстремальных селфи, которые могут представлять угрозу для жизни. В заключение приводится анализ результатов опроса, проведенного среди студентов НГТУ с целью выявления их отношения к селфи и экстремальным селфи.

Ключевые слова: селфи, экстремальное селфи, несчастные случаи с селфёрами, стадии заболевания, лечение селфи-мании

SELFIE: A HOBBY OR ADDICTION?

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Abstract: The article is devoted to the research of selfie addiction. Special attention is given to psychological reasons and negative consequences of the addiction and the problem of extreme selfies, which may pose threat to life. In conclusion, the results of the poll conducted among NSTU students in order to monitor their attitude to selfies and extreme selfies, are presented.

Keywords: selfie, extreme selfie, accidents with selfers, disorder stages, treatment of selfie addiction

The world develops rapidly, and this fact leaves a print on its inhabitants. For a long time, scientists and geniuses of the past looked for ways to imprint the image in simpler ways than drawing, as we always wanted to look at ourselves from the outside.

Over the past years, social media were filled with millions of the so-called selfies –, i.e. photos in which people depict themselves. Someone considers interest in selfies as innocent entertainment, someone manages to create art, and someone considers selfie taking as a mental disorder. American psychiatrists recognized dependence on selfies as one of the types of frustration – i.e. an obsessive-compulsive mania. It should be noted that, despite virus character of the phenomenon, it is still insufficiently studied by scientists. Scientific works on this subject were not found. Psychological research on the subject is still rare.

«According to the representative of the Ministry of Internal Affairs of the Russian Federation, the number of incidents with fans of extreme selfies increases constantly. » [1] People look for new foreshortenings and new unusual places, neglecting security measures.

Selfie is widespread among teenagers and young people. «The generation born in the late 1990s and early 2000s, spends on average 54 hours a year or eight minutes a day on making selfies. Polls show that 95% of young people took a selfie at least once in their life. » [2]

Psychologists connect a compulsive desire to take a selfie with dependence on social media. Most frequently, it is teenagers who become subject to selfie addiction as a result of lacking positive communication experience in real life.

Therefore, we consider it relevant to study the attitude of teenagers to selfie and determine whether they consider it to be a hobby or an addiction, taking into account their inclination to making extreme selfies. Our research objective is to study the attitude of students to the selfie phenomenon. According to our research hypothesis, we assume that teenagers are very keen on selfies and not aware of selfie addiction.

Thus, the analysis of data showed that selfie is very widespread among students, they often take pictures and post them on several social media. Negative comments and small quantity of likes undermine self-esteem and worsen the mood. Students process their photos using filters to make them more interesting and unusual.43% of respondents are ready to take extreme selfies, which may threaten their lives and is a negative side of selfie. Nevertheless, they do not neglect security measures and are careful when taking such photos.

It is necessary to remember that adolescence - is characterized by the need for self-affirmation, search of confirmation of own importance for people around and the world in general. An adolescent is in search of the authority figure and the community to belong to.

The main consequences of selfie addiction consist not only in increasing narcissism. Seeking to surpass others, the person tries to take unusual pictures, risking life and health. The adolescent becomes emotionally dependent on selfie taking – s/he violently reacts if any of the taken pictures receive less "likes" than expected; and the criticism and disagreement could wound his/her feelings to such an extent that he/she deletes the page and all photos, becomes irritable, unapproachable. Excessive approval and positive comments cause a condition of euphoria, the teenager begins to "race" after virtual approval.

The analysis of the current state of the problem allowed to come to the conclusion that, despite great attention of psychologists and other experts to selfie problem, the used conceptual framework still has flaws. Thereby interaction of medical and psychological knowledge becomes necessary for finding practical solutions to the problem of diagnostics and correction of selfie addiction.

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СМЕРТНАЯ КАЗНЬ: БЫТЬ ИЛИ НЕ БЫТЬ

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Аннотация: В данной статье обсуждается такой вид уголовного наказания как смертная казнь. Основная проблема на сегодняшний день состоит в том, что по вопросу о снятии моратория в РФ ведутся многочисленные споры, дискуссии. Именно в этом контексте анализируются аргументы за и против, а также рассматривается общая картина применения смертной казни в мире.

Ключевые слова: смертная казнь; мораторий на смертную казнь в РФ

DEATH PENALTY: BE OR NOT TO BE

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Abstract: This article discusses the death penalty as a type of punishment. Nowadays, the main problem that there are a lot of discussions, disputes about the lifting of the moratorium in Russia. It is in this context that the arguments for and against are analyzed, and the general picture of the use of the death penalty in the world is also examined.

Keywords: death penalty; moratorium on the death penalty in the Russian Federation

Death penalty or in other words capital punishment means legally, statutory deprivation of human life. The first mention of this kind of punishment can be found in the code of laws by the king Hammurapi. Later, while our society has being developed, the death penalty is becoming increasingly widespread.

Nowadays, despite of whole processes of globalization and democratization, several countries continue to practice and use death penalty as a type of punishment. According to the report of the UN, in 2007, more than 140 countries in the world renounced this punishment due to inhuman content. But nevertheless, 51 countries use death penalty as a public measure of punishment. If we refer to statistics, we will find the information that more than 5.628 person have been sentenced to capital punishment. It is interesting that the developed countries (e.g., the USA) use this punishment [1].

Every day, while are you sleeping, somebody is executed by the states for a variety of crimes, and it is absolutely legally. For example death penalty has wide public support in China, and only a few citizens are against it. The real number of people who were sentenced to death is a state secret. However, there are about 68 types of crimes are known for which the death penalty is imposed in China such as fraud, arsons, and prostitution.

Of all the countries I have considered, Iran has the highest rate of executions per capita. In recent years, Iran has carried out approximately one death sentence per day. Iran often demonstrates the process of executions in public, and also broadcasts this actions on the TV. Photos with executions are also available to the public.

In the USA, which shows and demonstrates their democratic regime to the whole world, and protects human's rights, death penalty also exists. And according to the variety of methods of execution, Americans are on the first place.

If we are talking about Russian system, it would be better to return to a few years ago and look at the situation in the historical aspect. The last death sentence was announced 20 years ago, on August 2, 1996.,; Sergei Golovkin was shot due to killing 11 boys. For the whole period, in average 14000 person were sentenced to capital punishment. However, statistics hold back the percentage of erroneous sentences. The real fact is that Aleksander Kravchenko was shot instead of Andrey Chikatilo who killed 56 people [2].

Exactly, the likelihood of making erroneous sentences served as a reason for imposing a moratorium on death penalty.

What does the current situation look like? Our government has been discussing returning the moratorium on the death penalty in Russia several times. Many deputies proposed the idea which includes the restoring the death penalty for crimes such as terrorism.

Now, the whole world, when they consider this problem is divided into two camps: for and against.

Firstly, I want to explore the party which supports death penalty and analyze their arguments.

The first position is based on the fact that the death penalty is a blood vengeance, and important role,- in this argument is played by the principle “the tit for tat”. We live in a modern society, and, in my opinion, using this kind of punishment returns us to our ancestors during the prehistoric era.

The second argument is the deterrence factor which is revealed in the principle of intimidation of persons who are going to commit the same crimes.

The death penalty is an ideal method of protecting society from dangerous social elements. But in real, according to research there is no credible evidence that the death penalty deters crime more effectively than a prison term. In Canada the murder rate in 2008 was less than half of that in 1976, when the death penalty was abolished here [1].

Economic injustice of life imprisonment. In fact this argument has a weighty value in discussion. When an offender is sentenced to life imprisonment, he becomes state dependent, who will be kept until the end of his days at the expense of taxpayers. This situation is real injustice.

On the other hand, there some views against death penalty as a punishment. For instance, the risk of judicial error always exists, so that we are faced with the problem of the impossibility of rehabilitation. Mistakes that are made cannot be unmade. An innocent person may be released from prison for a crime which they didn’t commit, but an execution can never be reversed.

Also the death penalty violates two essential human rights under the Constitution: the right to life and the right to live free from torture. In addition the death penalty is the same murder, only legalized at the state level. And everyone knows that cruelty will always breed cruelty. Revenge is not the exit and answer.

Is Russia ready to return death penalty or not? It is a really rhetorical question. But, summing up, I would like to quote the statistics for today.

According to the survey for 2017, 44% offer to return this kind of punishment, and 41% vote against. The proportion of supporters has doubled in the past 15 years [4]. This information helps us understand that the society is determined to lift the moratorium, but still nobody knows how effective this measure is. But as Zeid Ra’ad Al Hussein (UN High

Commissioner for Human Rights) said: “Revenge must never be confused with justice, and the death penalty only serves to compound injustice” [1].

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УДК 31

УТЕЧКА УМОВ

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Аннотация: Актуальность выбранной темы заключается в глобальности происходящих процессов для экономики России и развития отечественной науки в целом. Уезжая работать по контракту, наши специалисты приносят огромную пользу зарубежным государствам, в частности, достижения наших ученых становятся достоянием принимающей их страны.

Ключевые слова: утечка умов; утечка мозгов; эмиграция; исследования; стимулирование отечественной науки

BRAINDRAIN

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Abstract: the actuality of this topic is in globality of the current processes for Russian economics and the development of native science in general. Leaving the country under the contract our experts provide a great benefit to foreign countries, in particular, achievements of our scientists become a property of recipient country.

Keywords: outflow of brainpower; brain drain; emigrations; researchers; stimulating domestic science

In this article we will explore the substance of "brain drain" and its subject matters, describe the main causes of intellectual migration, and suggest an arrangement on stopping "brain drain" according to observations.

Each of us learns and perceives the world perspicaciously every day. Scientific knowledge is a challenging daily work. Science is the main treasure of the state, and without it mankind can die. The country can't be in a progress without global scientific discoveries. People acquire knowledge by making discoveries. Knowledge is valuable only when it helps to improve our life. If there were no scientists, inventors and researchers we would stint ourselves in many things.

More than 1.5 million of high experienced Russian specialists are working over the sea, but we have reasons to suppose that real number is five times larger.[3] What is more, over the last years the progress rate of the migration outflow rose sharply what constitutes a threat to the future of the country.

Referring to the process of intellectual emigration in Russia, we note that the main reason and the leading factor of this process is the current crisis of the national science. There are no doubts that the science financing is the actual problem. As well the outflow of scientists abroad exists because of a number of other important reasons:

- Low prestige of science;
- The illusion of future prospects in scientific career;
- The low demand for professional skills and creative abilities of scientists;
- The low level of salary;
- The commercialization of science.

The instability of the political situation, the threat of social conflicts, concern for the fate of the children, the general worsening of the economic situation, the threat of unemployment, and the low level of social protection of scientists–all these factors affect the decision of Russian scientists to move abroad.

However, there are also factors that inhibit the "brain drain". The main reasons to stay at home are: the desire to work only in your native country, the opportunity to realize yourself, own scientific plans, the patriotic spirit.

Some emigrants have to change their professional activities when they leave. In this case, Russia loses the scientist, and the host country receives a potential employee of a lower, different qualification or even an unemployed person. In fact, Russia's losses are not reimbursed by the acquisition for world science.

According to the modern system of outflow of brainpower we can say that "brain drain" became pragmatic. The thing is the great majority of working abroad scientists are "voluntary recruits" who are not having anti-national sentiment. Working abroad, the Russians make a determination to move for economic reasons. If in the late 1980s and early 1990s scientists emigrated from the country with outspoken political agendas, then lately specialists who a leaving country in search of money to economically advanced countries are more pragmatic. They are interested in the price of labor and self-realization possibilities.Here is the pattern which potential migrants use: training visit (upgrading) with a view to the further employment.

A young scientist is powerful, knows a lot but doesn't have anything. No particular effort is needed for him to take his backpack and move abroad. And after the first wage he will be able to rent a flat, buy some food and so on. The average number of working under the contract Russians is about 20 thousand people. 80% of them account for USA.

- 81.5% from this category have academic status or higher degree;
- More than 60% who are away on business or working under the contract abroad are below the age of 40.

According to geographical basis, immigration of Russian scientists is characterized by primary right of countries with highly developed science. First of all, it is the USA, the smaller emigration fall of highly experienced employees is moving to the countries of the European Union, Canada, and Australia.

Back in 2000, there were 10.6% of scientists below 29 years old, 15.6% at the age of 30-39, 26.1% at the age of 40-49 and 47.7% over the age of 50. Now, these figures are almost the same. Researchers evaluate annual loss in Russia in the 1990s because of brain drain to $50 billion and confirm that it made an irreparable damage to intellectual potential of our country. The most popular sectors of the Russian science became exact science like Math, Physics, and computing. According to official figures, 70-80% of mathematicians and 40% of physical scientists who are working on a worldwide basis now left Russia.[**Ошибка! Источник ссылки не найден.**]

The current wave of emigration from Russia consists mainly of engineers, doctors, scientists, and teachers. Health Reform made almost 7 thousand health professionals unemployment in Moscow and Moscow region and pushes them to find some work abroad. Most people leave for USA, Germany, Canada, and Finland.

Novosibirsk Universities summarized an enrollment campaign and found out that the number of applications from students decreased almost by a third. It is becoming much more difficult to take state-financed places because the lowest passing score increased. Talented schoolchildren applied for capital Universities and students from the region and Asian part of the country come to Novosibirsk, settle to dormitory and dream about better life. [**Ошибка! Источник ссылки не найден.**]

Measures of containing the “brain drain”. If employees leave, it is necessary to try to gather and unite them in joint research with compatriots, creating in Russia «research institutes without boundaries». The purpose of the program can be as follows:

1. Make Russian institutions included in the international scientific community;
2. Overcoming scientific isolation;
3. Facilitating the verification in the Russian passage on English publications in foreign journals;
4. The rise of the international prestige of domestic science and its commercial value;
5. Identification of opportunities and sources of support for Russian scientists from international funds and funds from foreign universities;
6. Expanding scientific contacts with foreign partners, stimulating domestic science;
7. Making an attempt to conduct scientific seminars on the Internet with colleagues who are currently working at foreign universities, with the aim of creating joint temporary collectives and projects of scientific work for obtaining funding.

It would be helpful to improve the international image of Russian science. The main points in this problem are:

- how science will develop in Russia;
- which way Russia will choose;
- what to do to form this path.

Firstly, it is necessary to organize the preparation of laws in the field of regulation of intellectual property rights. Secondly, to continue and expand cooperation, including cooperation with international organizations and foreign foundations.

Thirdly, do not engage in luring scientists back under any circumstances, but to invite them to participate in the development of urgent scientific problems in the interests of the country.

Forth, to solve interesting scientific problems, it is important to send more funds for upgrading and developing the laboratories and instrumentation base for researches. In addition, it is important to pay attention to people who are willing to help with money in the domestic science.

Thus, in order to develop the scientific direction in our country, it is necessary to provide an opportunity for self-development to young and promising scientists. Science development is an environmentally responsible production that doesn’t pollute air and water around it. Photovoltaic panel industry development will abolish wars for oil and gas. Everybody has his own dreams and hopes and all of them push the science forward.

The consequences of the "brain drain" lead to a weakening of the country's scientific potential, to the collapse of scientific schools, drawdown of a number of basic researches in Russia. Due to lack of housing, the influx of young scientists does not fill the losses due to migration. Cities of science, due to the small number of the population, are very sensitive to external social and political influences.

University graduates go to the West to continue their education after getting a good base in Russia. Often they receive the offers of work and remain. This is the obvious economic damage for our country, as the basis for further professional growth abroad is provided here, in Russia.

It is important to change the attitude to scientists. It is important to make sure that the word "scientific intelligence" ceases to be associated with something low, illusive, humiliating.

In fact, the number of scientists leaving their home country is not great. The most important aspect of this problem is that it is enough to leave for one person, as a whole scientific direction may disappear.

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ВЛИЯНИЕ ДЕМОГРАФИЧЕСКИХ ФАКТОРОВ НА ТРУДОВЫЕ РЕСУРСЫ ОБЩЕСТВА: ИСТОРИЧЕСКИЙ АСПЕКТ И СОВРЕМЕННОСТЬ

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Аннотация: Данная статья даёт исторический обзор формирования значимости трудовых ресурсов общества; доказывает необходимость применения и изучения комплекса демографических факторов; показывает влияние демографических факторов на формирование трудовых ресурсов общества.

Ключевые слова: трудовые ресурсы общества; демографические факторы; социально-экономическое развитие; ВНП (валовой национальный продукт; ВВП (валовой внутренний продукт)

THE INFLUENCE OF DEMOGRAPHIC FACTORS ON LABOR RESOURCES OF THE COMPANY: HISTORY AND MODERN ISSUES

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Abstract: The paper covers the historical issues concerning the importance of the labor force of society and provides the analysis of the modern situation. The author proves the need of applying and studying demographic factors as a complex phenomenon and shows the influence of demographic factors on the labor resources of society.

Keywords: labor resources of society; demographic factors; socioeconomic development; GNP (Gross national product); GDP (gross domestic product)

For the first time, the politico-economic idea of the country's aggregate labor resources, as one of the most important components of national wealth, was introduced by Jean-Baptiste Colbert, the French general inspector (minister) of financial and commercial agencies. The economic policy of Colbert was later called "Colbertism"; he had been a French finance commissar since 1665 and the actual head of the government of Louis XIV after 1665. Colbert took a series of measures, demonstrating a conscious influence on the structure of the workforce with the aim of making the most effective use of the demographic potential during the period of his leadership (from 1665 to 1683) [4, pp. 97-100].

Labor resources are the fundamental productive force of the society, including the working population of the country (in the Russian Federation – women aged from 16 to 54 (inclusive), men up to 59 (inclusive), with the exception of persons of I and II disability groups and unemployed people of working age who receive pensions) [5, p. 388]. The above mentioned group of people has a set of common psycho-physiological and intellectual capabilities (mental abilities and knowledge), as well as spiritual qualities and strong will, professional levels and practical experience; they are capable of generating material and spiritual goods or provide services (to engage in socially significant useful activities).

In the broad sense, the demographic factor (according to other sources, – the factor of the population) is a concept expressing the dependence of the rates and proportions of social development or its individual economic parameters (for example, the share of consumption in the national income, the number of labor resources, etc.) on the number, gender, age and family structure of the population, the dynamics of fertility and mortality.

In the narrow sense, demographic factors are the characteristics of the regions from the standpoint of the population, its density, etc.

Today, the need to apply and study the complex of demographic factors that form a number of synthetic indices (such as the index of the physical quality of life proposed by the American Council for Foreign Development, the quality of life index proposed in the framework of the United Nations program, the human development index, previously known as the index of the development of human potential) is due to the lack of objective assessment of the current situation in the country from the perspective of its demographic and economic development by economic indicators such as gross national product (GNP) and gross domestic product (GDP) per capita, as well as by identifying reserves related to the demographic factor, regarding the formation and use of the labor resources of society [1, pp. 56-58]. Demographic indices, along with the aforementioned economic indicators, do not only allow to obtain an objective assessment characterizing the reproduction of the population, but also to reveal the real level of the country's socioeconomic development, which makes it possible to determine fairly accurately its involvement in one of the groups – "developed" or "developing".

Among the demographic factors, that are the source of demographic resources and have a significant impact on the formation and use of labor resources of society, we identify the following factors:

1) the structure and dynamics of the population, the factor determines the scale of labor supply in the labor market;

2) fertility – achieving a rational level of fertility;

3) mortality – decrease in mortality rates, especially for men of working age;

4) migration – rational population distribution and the formation of rationally directed migration flows (development of migration mobility of the population);

5) population size – a positive change in this demographic indicator is observed by analogy with the physical law of communicating vessels (in our case: an increase in the level of one indicator entails an increase in levels of other indicators).

Thus, the population age structure as a whole, namely its proportionality, exerts a significant influence on the labor resources of the society in the form of a possible preponderance of the number of this or that age group, which leads to the emergence of a discrepancy between the volumes of demand and supply of labor in the labor market, the disproportionate labor (economic) burden on the working-age population (employed population) and, consequently, may adversely affect the dynamics of the economy and the social development of society [5, pp. 5-8].

The process of reproduction of the population and labor resources of society is influenced by the transformation of sex and age structure, the impact of which leads to a change in the number of people born and deceased due to the redistribution of the population by age intervals, where the birth and death rates differ significantly [6, pp. 298-300].

Demographic growth (birth rate) and mortality, in turn, are exerted by such specific barrier to the development of the labor potential as the health condition of the population, mainly the population of the active working ages, better state of health helps people to withstand high loads of working in modern conditions using new technologies, and therefore, it is fair to believe that it contains significant potential opportunities to increase the labor potential of the country [2, pp. 98-99].

A significant role in maintaining the constant population size is played by the size and balance of migration, the increment of which leads to an increase in the number of the parent generation on the territory, which in the future ensures the addition of the number of newborns in the given territory and, consequently, an increase in the supply of labor [3, pp. 157-159].

It`s important to take into account the fact that the contribution to the increase in the birth rate is also made by the migrants of previous years of arrival, thus giving an even more significant cumulative effect of migration on the reproduction of the population. Moreover, reproduction of the population due to immigrants will increase even more as their children enter the reproductive age.

Life expectancy largely influences on the level of replacement of the population leaving the labor process by the generations reaching working ages. It's no secret that low life expectancy leads to underutilization of the labor potential inherent in the population, and therefore, to a decrease in the possible volume of GDP production [5, pp. 5-8].

Thus, the formation of the labor force on the market is carried out under the influence of a number of demographic factors, the degree of influence of which directly depends on the nature of the demographic development of the country. Such fundamental factors include the impact of migration flows and the population structure that are the source for reliable forecasting of the possibilities for replenishing the quantitative and qualitative structure of labor resources. As a rule, it is necessary to take radical decisions in the interests of correcting the demographic situation, including legal ones to increase the number of labor resources and to overcome emerging negative demographic trends.

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УДК 31

РАССТРОЙСТВО ПИЩЕВОГО ПОВЕДЕНИЯ, НАРУШЕНИЕ ПИТАНИЯ СРЕДИ ПОДРОСТКОВ РОССИИ И МИРА

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Аннотация: Данная статья посвящена проблеме расстройств пищевого поведения, нарушения питания среди подростков России и мира. Особое внимание обращено на статистику увеличения числа подростков, страдающих анорексией и булимией. Цель данной статьи – проанализировать проблему пищевого расстройства и представить способы ее решения.

Ключевые слова: булимия; анорексия; расстройство пищевого поведения; здоровье

DISORDER OF EATING BEHAVIOR, NUTRITIONAL DISTURBANCE IN ADOLESCENCE IN RUSSIA AND WORLDWIDE

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Abstract: This article is devoted to the problem of eating behavior disorders, disturbance of nutrition among teenagers of Russia and in the world. Special attention is paid to statistics of augmentation of number of the teenagers suffering from anorexia and bulimia. The purpose of this article – to analyze the problem of eating disorder and present some ways of its solving.

Keywords: bulimia; anorexia; disorder of alimentary behavior; health

Eating disorders are bulimia and anorexia. Food has become our cult. Doubtless, we live in a consumer society. We have more and more choice in clothes, movies and… food. With the development of society, our preferences and standards in food change almost daily. Because of this progressive development, not everyone can select from the store shelves what can be really useful: someone overeats, someone is afraid to gain insignificant weight, and someone does not think at all what he buys for dinner.

Did you know that in the last 15 years, the population of Russia is rapidly declining? The mortality rate had increased and life expectancy had decreased for 10 years. During this time, more human beings died than in the Second World War. One of the main causes is "food aggression". [5]

We have an awful reality now. In the following diagram you can see the mortality statistics throughout the world: bad diet causes the diseases that are on the first three places of this list: heard disease, cancer, strokes. In fact, we kill ourselves by our own hands.

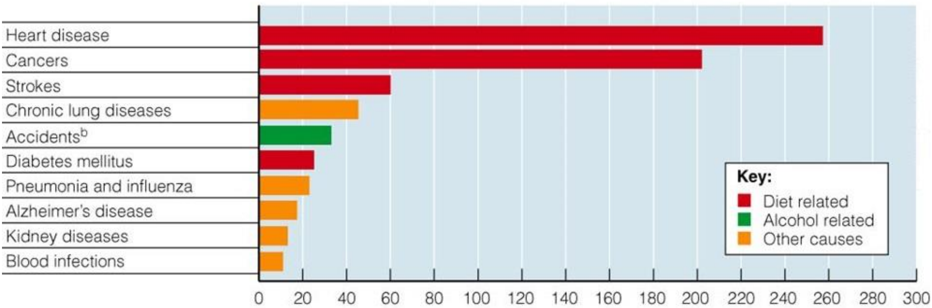

Fig.1 Death statistics from obesity

Eating disorders are psychological diseases characterized by abnormal eating habits that may include inadequate or excessive food consumption [1, p. 114]. And we, as young adults, are exposed to disorders the most. There are two types of eating disorder.

The first type is binge-eating disorder. People with binge-eating disorder lose control over their nutrition diet. There are a lot of causes why teenagers start eating a lot: problems in the family, wrong standards that are imposed by detractors. As a result, people are overweight or obese. As a matter of fact, now Russia ranks 4th place in the list of countries with obesity.

Fig.2 The rating of obesity among the countries

It is the first time in the history. Almost 30 percent of Russia's population suffer from obesity and 60 percent are technically overweight [2, p. 62]. For a long time, the problem has been described as “the non-infectious epidemic” and “the new smoking.”

Men and women who struggle with this disorder may also experience intense feelings of guilt, distress, and embarrassment related to their binge-eating, which could influence the further progression of the eating disorder.

Eating disorder: anorexia. Unfortunately, the food disorder is a relatively young disease. More and more people face hatred to the body. It is connected to mental instability. Each generation differs from previous, more and more standards change in a pattern. Everything becomes more radical. Everything or nothing. These stressful moments also generated these illnesses.

People become selfish in the desires. In the 21st century such concept as «face fascism» appeared. Face fascism is a focus only on external data of the person, but not on his inner world. Because of high requirements to appearance, people ceased to pay attention to a human entity. Now, more and more people are judging us for our appearance. One of the most widespread illnesses of food disorder is anorexia.

This disease is characteristic of young people with weak mentality who have the underestimated self-assessment. Nervous anorexia - is the disorder of eating which is characterized by the deliberate weight reduction caused and/or supported by the patient for weight loss or for prophylaxis of set of excess weight. Many experts recognize it as a kind of self-damage. [3, p. 94].

Girls from model agency have served as an example of ideal weight. Teenagers torture themselves with diets which as a rule came to an end with death because of exhaustion. Girls compare themselves to their ideals and they are ready to go to any victims just to look fine.

This problem was aggravated by social networks on which users motivated each other to unhealthy weight loss. Social approval, likes and comments have made the business. Anorexia has become fashionable and became a very popular phenomenon. Many girls published own posts to which they wrote about hatred to themselves and own body.

After a while the people suffering from anorexia have begun to ego-trip at the expense of people with superfluous is powerful. Girls who weighed more than 45 kilograms were considered as unreasonably thick. The ideal weight of anorexia has to be minimum. However, when more and more people began to suffer from anorexia and this phenomenon became mass, this problem began to be covered in society. There were rehabilitation centers for the help to people with this disease.

All of a sudden, people started to pay attention to this problem. Many people began to write letters and record video messages to patients. Many began to start the whole marathons for psychological assistance to fight against anorexia. Society insists that it is necessary to love yourself and accept yourself as you are.

Business has changed a little. In social networks there is a ban on watching publications with anorexia with the purpose to protect people from this illness. Also there was an opportunity to report anonymously in the center of rehabilitation that the person is sick.

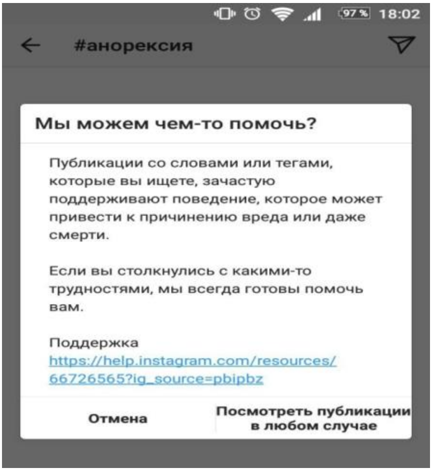

Fig.3 Common example of media

All in all, the younger generation chooses beauty, but not health. Among the weight loss reasons, appearance is on the first place. Among ways to achieve an ideal figure the leading positions has reached a hunger strike. Results of our sociological poll correspond also to universal tendencies – many western model agencies and glossy magazines refuse to work with models who weigh more than 45 kilograms.

It means that girls won't cease to starve, but their quantity will obviously decrease. We hope that also anorexia will gradually consign to the past. Use of these parameters even on couple of centimeters can really improve health of younger generation.

The number of the people subject to bulimia grows extremely: leanness becomes the persuasive national idea. People seek to dump as much as possible kilograms and as a result reach a dangerous side. Here two power supply circuits are possible: restriction of the consumed products and gluttony with the subsequent clarification of a stomach.

Despite the heavy diagnosis of a disease there are ways of overcoming disease. First of all it is worth remembering that it is impossible to despair. It is necessary to address the psychologist and not to try to cope with everything alone. It is important as well support of relatives, their acceptance and attention. It is necessary to address to the center of medical support and to go to sessions to the psychologist. But the most important that needs to be made is to believe in itself and to fall in love with itself.

The problem of food frustration widely affects spheres of our life: biological, mental and philosophical. Unfortunately, in the world this problem isn't necessary at the global level [4, p. 131]

In conclusion, we would like to point out that this problem is highly relevant. Unfortunately, eating disorder is developing enormously fast. It is hard to prevent this process. This disease originates in the person's head and it is almost impossible to get rid of it till the full recovery. We can do a lot of researches, provide people with significant information, but the most important for us is to be tolerant and supportive. No act of kindness, no matter how small, is ever wasted.

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УДК 314.8

ПЕРЕНАСЕЛЕНИЕ: ПОСЛЕДСТВИЯ И ВОЗМОЖНЫЕ РЕШЕНИЯ

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Аннотация: В статье ставится задача рассмотреть одну из мировых проблем – перенаселение, определить общественное отношение к данной проблеме, а также предложить возможные решения последствий перенаселения Земли.

Ключевые слова: перенаселение; люди; прирост населения; окружающий мир

OVERPOPULATION: CONSEQUENCES AND PROBABLE SOLUTIONS

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Abstract: This article sets a task to give consideration to the one of world problems – overpopulation, define social relation to the problem and also suggest some solutions that caused by overpopulation.

Keywords: overpopulation; people; population increase; environment

Bevölkerungswachstum weltweit: Folgen und mögliche Lösungen

Heute ist die Überbevölkerung der Welt eines der wichtigsten Probleme. Die Gelehrten behaupten, das Bevölkerungswachstum sei eine der Hauptursachen, die zu einer Naturkatastrophe führen könnte. **Das Ziel** der Arbeit besteht darin, das Verhältnis der Menschen zu diesem Problem zu klären. Um dieses Ziel zu erreichen, sollen wir im Rahmen dieser Forschung folgende **Aufgaben** lösen:

1. Den Begriff „Überbevölkerung“ definieren, sich mit der heutigen Überbevölkerung auseinandersetzen (Statistik bringen, Folgen nennen).
2. Das Verhältnis der Menschen zum Problem der Überbevölkerung bestimmen.

3. Einen Lösungsvorschlag erarbeiten.

Mehr als 7,4 Milliarden zählte die Weltbevölkerungsuhr Ende 2016. Nur eine Momentaufnahme, denn die Weltbevölkerung wächst in jeder Sekunde um 2,62 Menschen. Pro Minute wachsen wir um 157, um beinahe 10.000 in der Stunde und um rund 230.000 Menschen pro Tag. Schon seit der ersten Jahreshälfte 2017 leben mehr als 7,5 Milliarden Menschen auf der Erde – um die Hälfte mehr als nur dreißig Jahre zuvor[3]. Ginge dieses Wachstum völlig ungebremst weiter, würde es schon bald sehr eng auf unserem Planeten: Bei völlig unveränderter Entwicklung könnten es bis zum Jahr 2100 rund zwanzig Milliarden Menschen sein. Das Bevölkerungswachstum wird sich vor allem in den bevölkerungsreichsten und nicht marginalen Regionen fortsetzen. In 2010-2050 Jahren wird die Hälfte des erwarteten Wachstums der Weltbevölkerung von neun Ländern, darunter Indien, Pakistan, Nigeria, der Demokratischen Republik Kongo, Tansania und Bangladesch bereitgestellt. Dazu gehören auch die Vereinigten Staaten und China [1].

Hier sind grundlegende demographische Werte Welt für das Jahr 2016:

- geboren: 146 469 220 Menschen
- gestorben: 57 923 546 Menschen
- natürliches Bevölkerungswachstum: 88 545 673 Menschen

Die Geburtenzahl ist dreimal so groß wie die Zahl der Gestorbenen.

Das Bevölkerungswachstum in Afrika verdient eine besondere Beachtung. Den größten Zuwachs wird es gerade in Afrika geben. In Niger, dem Staat mit dem stärksten Bevölkerungswachstum weltweit, wird sich die Einwohnerzahl bis 2035 mehr als verdoppeln; das liegt an der Rekord-Geburtenrate von 7,6 Kindern je Frau und daran, dass die Lebenserwartung seit 1950 deutlich gestiegen ist. In Länder, wo es Armut gibt, kann man die Neigung für Bevölkerungswachstum beachten[2].

Die meisten Wissenschaftler und Ökonomen glauben, wenn die Erdbevölkerung die obere zulässige Grenze von 12 Milliarden überschreitet, werden alle Ökosysteme zerstört und drei bis fünf Milliarden Menschen langsam an Hunger und Durst sterben. Auch heute gibt es einen eher negativen Einfluss der Menschen auf die Umwelt. Die Förderung von Öl, Kohle und Erdgas erzeugt Leere in unglaublichen Mengen und verletzt das Gleichgewicht, das seit Jahrtausenden erhalten blieb. Das alles führt zur Anhäufung von Spannungen in der Erdkruste. Als Folge könnte man

Seismizität, Absenkung des Wassersspiegels, Überschwemmung, Erdbeben nennen. Es gibt auch andere Folgen der Überbevölkerung:

1. Süßwassermangel.
2. Essenmangel.
3. Verteuerung von Pflanzenspeisen.
4. Problem der Verteilung von Energie und Brennstoffvorräten.
5. Umweltprobleme.
6. Überfüllung des Arbeitsmarktes.

Um Lösungen des Problems „Überbevölkerung“ zu finden, muss man erstens das Verhältnis der Menschen zu diesem Problem bestimmen.

Im Rahmen dieser Forschung haben wir eine Umfrage veranstaltet. Die Gruppe der Befragten bestand aus 122 Erwachsenen im Alter von 19 bis 40. Es wurden folgende Fragen gestellt und Antworten darauf erhalten:

1. Glauben Sie, dass die Überbevölkerung ein Weltproblem ist? (Bild 1)

Bild 1. Umfrage. Frage № 1

2. *Haben Sie die Überbevölkerung im Leben bemerkt?*(Bild 2)

Bild 2. Umfrage. Frage № 2

3. *Auf welche Weise tritt Ihrer Meinung nach die Überbevölkerung auf?*

- Viele Menschen in öffentlichen Verkehrsmitteln – 30 Personen.
- Staus – 14 Personen.
- Hohe Preise für Immobilien – 16 Personen.
- Umweltverschmutzung – 21 Personen.

4. *Kann das Problem der Überbevölkerung zu dem Krieg für Ressourcen führen?* (Bild 3)

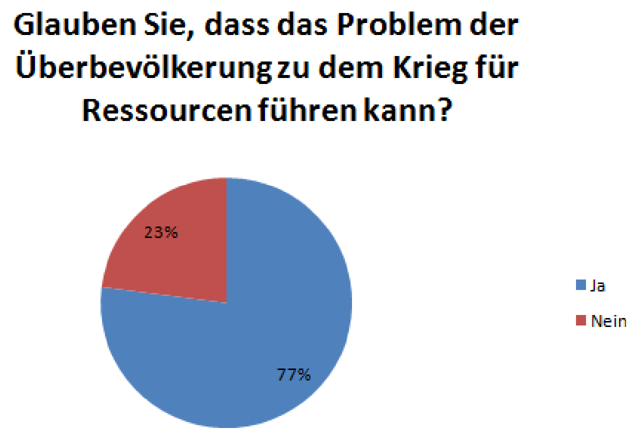

Bild 3. Umfrage. Frage № 3

4. *Glauben Sie, dass die Geburtenbeschränkung das Problem der Überbevölkerung lösen kann?* (Bild 4)

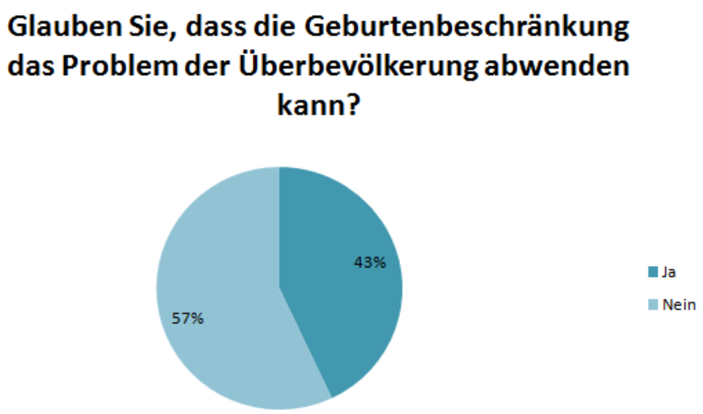

Bild 4. Umfrage. Frage № 4

5. *Welche Folgen der Überbevölkerung sind am offensichtlichsten?*

- Süßwassermangel – 52 Personen.

- Essenmangel – 30 Personen.
- Verteuerung von Pflanzenspeisen – 9 Personen.
- Das Problem der Verteilung von Energie und Brennstoffvorräten – 49 Personen.
- Umweltprobleme – 79 Personen.
- Überfüllung des Arbeitsmarktes – 33 Personen.

6. *Glauben Sie, dass die Wissenschaft und moderne Technologien das Problem der Überbevölkerung lösen können?*(Bild 5)

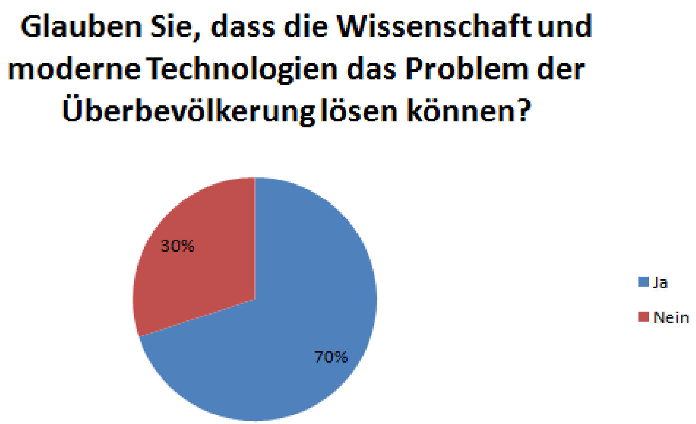

Bild 5. Umfrage. Frage № 5

Die Umfrage wies darauf, dass viele Menschen das Problem der Überbevölkerung kennen. Sie bemerkten mögliche Folgen des modernen Bevölkerungswachstums, dennoch entsteht der Eindruck, dass manche Leute dieses Problem nur als Theorie kennen. Nur in den Ländern, wo es eine schwierige Situation mit der Überbevölkerung ist, bemüht man sich das Bevölkerungswachstum anzuhalten. Leider gibt es heute eine einzige Lösung dieses Problems: die Geburtenbeschränkung. Seit 1979 gab es in China ein „Ein-Kind-Familie"-Gesetz und sofortige Abtreibung bei nicht genehmigten Schwangerschaften. Ab 1. Januar 2016 wurde diese „Ein-Kind-Familie-Politik" offiziell beendet. Als Grund dafür kann man das erfolgreich gebremste Bevölkerungswachstum nennen, das mittlerweile so stark zurückgegangen war, dass heutzutage eine Überalterung der Bevölkerung droht[4].

Trotz alledem müssen wir heute das Problem der Überbevölkerung beachten und das Bevölkerungswachstum kontrollieren. Man soll sich daran erinnern, das Ideale von Gleichheit, Brüderlichkeit und Menschlichkeit im Überlebenskampf nicht existieren können.

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УДК 304.2

СОЦИАЛИЗАЦИЯ И ИНКУЛЬТУРАЦИЯ ПОЛИЛИНГВИЗМА. ИНТЕГРАЦИЯ ПОЛИЛИНГВИЗМА В ОБРАЗОВАНИЕ

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Аннотация: Данная статья посвящена вопросам развития мультикультурализма и полилингвизма. Изучен процесс внедрения полилингвизма в социальную и культурную сферы. На основе системы образования Республики Казахстан рассмотрено внедрение трёх языков в обучение.

Ключевые слова: язык и культура; полилингвизм; социализация; инкультурация; интеграция; мультикультурализм

SOCIALISATION AND INCULTURATION OF MULTILINGUALISM. INTEGRATION OF MULTILINGUALISM IN EDUCATION

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Abstract: The article is devoted to the matters of development of multiculturalism and multilingualism. The process of introduction of multilingualism to the social and cultural spheres was examined. The introduction of three languages to education was studied on the basis of the educational system of the Republic of Kazakhstan.

Keywords: language and culture; multilingualism; socialization; inculturation; integration; multiculturalism

Language and culture are interconnected and interdependent notions, existence of which is impossible without each other. Natural and geographical conditions affect the formation of culture and at the same time, the structure and completeness of the language depend on the territory of the person's residence. There is no culture of the world that could exist without a language.

The relevance of the topic "culture and language" is due to the aggravated political situation over the past couple of years. Huge flows of migrants, either of which is a culture-bearer and a mother-tongue speaker, are integrating into the society of countries around the world. Excessively rapid spread of multilingualism extensively affects all spheres of activity of any state and the individual. Relying on the communicative need of a person, it is necessary for a non-resident to become a part of the country's culture. First of all, the question concerning a language is arising, and the notion "multilingualism" is forming.

The purpose is to reveal the influence of multilingualism on the formation of multiculturalism. The tasks to achieve the purpose are as follows: 1) to determine the most effective ways of forming multilingualism; 2) to substantiate the features of multilingualism in the professional activity of a person in the Republic of Kazakhstan.

The subject of the research is multilingualism and its impact on the culture of individuals. The object of the research is students of KSMU. The study is theoretically based on various articles in the field of multilingualism, multiculturalism and culturology. Relying on the article "Pedagogical Aspects of Polylinguism" by Zh.Kh. Salkhanova[8] on the ways of studying languages, this article offers more detailed review of these methods. Also on the basis of the article by Kolykhanova O.A. "The role of polylinguistic and multicultural education in the 21st century"[5] the ways of integrating multilingualism and introducing it into the sphere of education have been considered.

The growing disaggregation of established cultures, norms and traditions with each passing year, in connection with the increasing number of nationalities, and, consequently, of cultures and languages, has led to an increase in the demand for a language. In the information space of the 21st century, the role of a language is quite understandable from the point of view of economic, political, cultural and other ties. Currently, one of the most important tasks of each state is the equality of all ethnic groups and nationalities. The creation of multiculturalism is the primary objective of any state, including ours. As a first step, it is necessary to consider what a language and a culture are like.

A language is a mirror of the culture, which reflects not only the real world surrounding a human being, but also the mentality of the people, its national character, traditions, customs, morality, the system of norms and values, the world picture [2]. A culture is the result of the joint activity of nature and man, which determines the economy, customs, traditions, norms and values of a certain group of people.

The ability of a person to communicate distinguishes him from a number of all living creatures. A language is an integral part for acquaintance and exchange of constituent cultures. Hence, we can conclude that the more languages a person knows, the more cultures he understands and has a broader view. Yes, partly this is the case. Inculturation and socialization help to explain this phenomenon. The notion "inculturation" is understood as the gradual involvement of a person in a culture, the gradual development of skills, manners, norms of behaviour, forms of thinking and emotional life that are characteristic of a certain type of a culture, for a certain historical period [6]. Socialization is viewed as a two-sided process, including, on the one hand, the assimilation of social experience by an individual through entering the social environment, into a system of social ties, and on the other hand, the active reproduction of this system by an individual in his activities, the process of man's development of social norms and rules of social life for the development of an active, full-fledged member of a society, for the formation of a cultural personality [1]. The use of several languages within a certain social community, known as multilingualism [9], has an impact on the further development of a culture. Also, this development depends on how "proficiently" a man speaks several languages. There are two main ways of learning a language, consecutive and parallel, but none of them can be universal for everyone. Scientists have proven that scanning the brain can identify the ability of a person to anything.[4] For people who have a strong ability for languages, the study is suitable in a consecutive way on the basis of a native or a native and one foreign languages, one, two or more languages are taught. The drawback of this method is that most people are not predisposed to learn the language with an increased commitment. Unfortunately, the modern education system of the Republic of Kazakhstan is built on this principle and paying attention to the results, most students are not able to communicate in several languages. However, we can not say that learning a language in a parallel way gives us better results. This method of training is extremely effective only when it occurs at the age of 4 to 8-12. Having carried out a statistical survey among 50 students of the KSMU who have more or less the same knowledge level of Russian and Kazakh proficiency, the trend is revealed: 90% of the respondents (45 people) were subject to the conditions of parallel language learning. The main questions were: "How were the languages studied?", "At what age were the languages studied?". Influence of the environment, in which the children were originally living, provided for the coexistence of two languages at once, be it bilingualism at home or communication in the official language outside the family, and in the family in a historically native language (see Fig.).

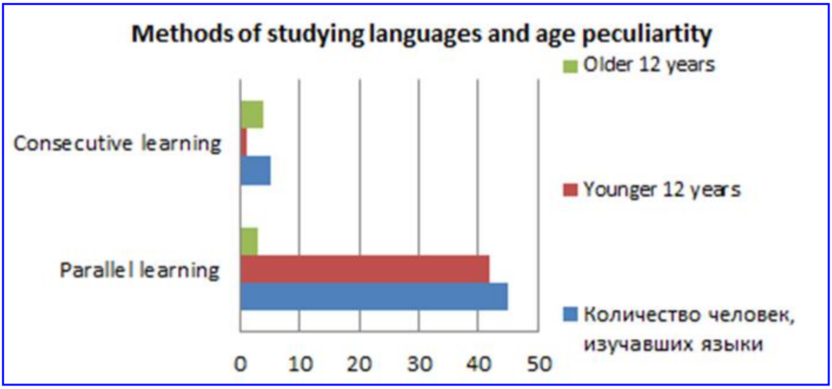

Fig. methods of studying languages and age peculiarity

Based on the data of the diagram, we can assume that, first of all/ there is a forced need for multilingualism, and the desire to know several languages is the secondary importance. This is how inculturation develops. On the one hand in contrast with of the prevailing inculturation of migrants, the low level of their cultural development actually rises, but on the other hand, in developed countries with a well-established high level of cultural development, there is a decline. It means that multiculturalism, as a means to preserve ethnic groups and cultures, has a completely opposite "averaging" effect. Under the influence of the big majority, both a language and a culture will have an overwhelming influence on smaller origins of culture and language. For example, if we consider the period of the end of the XVIII to 1916, the growth of the power of France reached such dimension that the French colonial possessions, North America, Europe, including the Russian Empire, believed that the command of French was an indicator of human level of education. By the way, before the French language, only the Latin language had reached such popularity. After the signing of the Treaty of Versailles, the role of the French language began to deteriorate, giving way to English. The role of the Russian language in the countries of the post-Soviet space is so great that national languages are simply losing their significance. In this case, the President in the message to the people within the framework of development of the economy, politics, culture and other spheres in the number of 30 priority directions of the Republic of Kazakhstan determined the importance of spiritual development of the population, as well as the creation of a triune language policy. The basis of this policy is the principle of not just studying one or several languages, but multulinguistic training. Training in several languages allows you to think more broadly, have a broader view, but this also creates a number of disadvantages:

1) the lack of highly qualified staff contributes to the fact that at work there are people who are older than 45 years. It has been scientifically proven that the older a person is, the more difficult it is for him to master several languages.[7] It can be noticed that the half of the teachers in Kazakhstan are bilinguals of the Kazakh and Russian languages, but teachers with the knowledge of English, Kazakh and Russian can be counted on the fingers of one hand;

2) the modern system of education has not been adjusted so much yet to prepare the students to study subjects in three languages at once.

These shortcomings require a long time to be eliminated and for a carefully developed, detailed methodology in the education system to be created. It is necessary to gradually introduce multilingualism from the first grade and not simultaneously for all students of schools and colleges, universities, etc.

It should be noted that some highly developed countries as Germany, France, Great Britain announced recently the complete failure of the policy of multiculturalism in their countries [3], and the US was never interested in this policy at all, and adheres to the tactics of the disintegrating USSR, i.e. "The creation of a single Soviet people ",- in this case, American.

Summarizing, we can argue the following:

1) the formation of multiculturalism is a spontaneously flowing, quite natural phenomenon, and its influence, contrary to the media, does not affect person, his culture, and the state well;

2) language learning is a rather complex, long and time-consuming process that depends on many factors. Age and predisposition of our brain to study languages have a greater impact on the quality of language proficiency;

3) the integration of multilingualism in the field of education is a very interesting proposal for improving a person, but the way of implementing this idea needs revision and more careful work on the project.

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МЕДИАЦИЯ КАК ПОЛЕЗНАЯ ПРИВЫЧКА ПРИ РАЗРЕШЕНИИ СПОРОВ

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Аннотация: В данной статье раскрывается такой вид разрешения споров, как медиация и её положительные аспекты. Основная проблема на сегодняшний день состоит в том, что медиация не получила широкого распространения в Российской Федерации, однако медиация имеет на то все предпосылки.

Ключевые слова: медиация; разрешение споров

MEDIATION AS A USEFUL HABIT IN RESOLVING DISPUTES

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Abstract: This article discloses such a type of dispute resolution as mediation and its positive aspects. The main problem today is that mediation has not become widespread in the Russian Federation, but mediation has all the prerequisites for it.

Keywords: mediation; dispute resolution

As we all know, many difficult situations can happen in our life. As a vivid example, all of us heard a lot about divorcing disputes, commercial disputes, employment disputes and other disputes in Russia. Those kinds of disputes have a number of shortcomings from different points of view. First of all you waste time trying to sum up what you want to get from the dispute. [2] But in any case the court doesn’t take into account everything what is necessary to you. Moreover, it can just reject your requests. The second negative point refers to emotions – processes in court are accompanied by quarrels and conflicts that do not leave pleasant imprint in a person's life.

For sure, there are a lot of nuances that we need to mention, but there is another, more simple and positive way to solve these difficult situations. It is called “Mediation”. The mediation is one of the methods of alternative dispute resolution (ADR) available to parties. Mediation is essentially a negotiation facilitated by the neutral third party. Unlike the usual trial, the alternative method of despite resolutions is similar to trial, mediation does not involve making a decision by the neutral third party. This means that the decision can be made only by reaching the mutual agreement between two parties.

The process of mediation is much simple than arbitration because of its configuration. The basic model of mediation provides the “discussion” between two sides, for example, former spouses and mediator as a consultant to find a solution. There are many advantages that distinguish mediation from litigation. The most important advantages are confidentiality, as (in some cases, the parties wish to retain details of the dispute in order to maintain their business reputation), also profitability and mutuality as well. In addition, these benefits are accompanied by the ability to control the mediation process and supporting the mediator, who passes special courses, allowing him to resolve even the most difficult situations.

Nowadays there are many different types of mediation such as employment mediation, family mediation, and even sports mediation. And they are an effective ways to resolve disputes in various ways. But there is also a problem of non-proliferation of mediation, despite existing federal legislation and good practice. The absence of specially prepared mediators is also the reason for the low popularity of mediation. What is quite obvious, because special courses are not available due to lack of demand for them. According to statistics, mediation is rarely practiced in the regions of Russian Federation. It takes only 1-5%, while appealing to a mediator in the US occurs in 75-85% of cases of conflict situations. While the agreement reached during mediation is performed in the 90-95% of cases. [5]

According to the survey results, it was noted that only 15% of respondents did not hear anything at all about mediation. But the majority of respondents (96.1%) know the negotiations as a way to resolve conflicts. The court among the methods takes the second place (60.1%), mediation - the third (56.9%). Respondents were also asked to write their own answer -

there were many such ones, including: appealing to religious authorities, an inner smile and a good attitude to others. [5]

As to the process of mediation and its features, one should pay attention to the unspoken rules of mediation and the specifics of the process that form the "mentality" of mediation. Before starting the mediation process, you need to be sure that both sides are ready to start, because there are few unspoken rules, which both parties have to follow. These rules were presented by Lee Jay Berman. Lee Jay Berman is a mediator based in Los Angeles, who founded the American Institute of Mediation in 2009. [1]

The first rule is about being patient and calm.

Once Thomas Jefferson said, "Nothing gives one so much advantage over another as to remain always cool and unruffled under all circumstances."

Overcoming possible anger and dislike you can understand your position in a dispute and make right decision by asking yourself “What exactly I want to get from this dispute?”

The second rule is about understanding the position of the second party.

In the process of mediation, people not only deal with the need to comply with the norms of behavior, but also give weighty arguments that will describe their position in this dispute. [4] The using of well-founded arguments is one of the most important parts of the process, but it tacitly obliges you to listen carefully to your opponent and give him the opportunity to calmly and clearly present his arguments and form his position.

The third rule is about mood of a conversation. Try to be positive and accurate.

Psychologists say that anger acts as a protective mechanism, which severely limits contact and creates a negative background of conversation, turns it into a quarrel. Unlike anger, a positive mood will not allow you to be distracted by unnecessary factors and focus on presenting your interests and resolving the question positively. You need to attack the problem, not the opponent.

As to the following rules, it is worth noting that they are combined.

It is due to the fact that these rules are a tool for the proper formation of a dialogue between the parties and the formation of a clear position, which will be difficult to challenge or disagree with. First of all, you must be creative. Do not suggest empty ideas and suggestions that can cause a negative reaction. The solutions proposed by you must be universal and also taking into account the interests of both parties. In addition, the mediation process is valued for confidentiality. [3] There are different reasons why the parties do not want to disclose the details of the process or even deny talking about the way to resolve the current disputed situation. It means that you have to understand the importance of secrecy and discuss this topic exclusively with participants in the mediation process. This is the legal interpretation of "What happens in Vegas, stays in Vegas."

It is evident that such an attractive model of mediation, the principle of its conduct and its comparative availability, it is fundamentally different from the usual notions of legal ways of resolving disputes. The reason of this is also the fact that disputes in Russia are often associated with property and financial losses, which clearly does not allow to form a positive attitude of the negotiation.

Mediation is not yet on everybody's A-list. For approximately 6% of respondents this is the "another foreign word". Regarding the high efficiency of the proposed method, the majority of people do not know anything about it yet. Approximately half of respondents consider it ineffective. But another half of survey participants, on the contrary, considers mediation to be an effective method of conflict resolution. In fact, mediation is not very suitable for the Russian mentality at the moment, but the popularity of mediation has possible prospects to get into the right habit, thereby freeing the courts from a huge array of cases and opening new ways of resolving disputes.

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СОЦИО-ПСИХОЛОГИЧЕСКАЯ КОМФОРТНОСТЬ ПРОЖИВАНИЯ В МЕГАПОЛИСЕ: ПРОБЛЕМЫ И ПУТИ РЕШЕНИЯ

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Аннотация: Статья посвящена изучению социо-психологическим проблемам проживания в мегаполисе. В статье проанализированы научные подходы к проблемам социально – психологического устройства городского пространства и главные достижения в этой сфере; представлены результаты интервью с жителями города. В конце статьи сформулированы вывод о том, что сегодня необходимо оптимизировать социальную жизнь городского пространства и улучшить социально-психологическую комфортность проживания в мегаполисе.

Ключевые слова: мегаполис; городское пространство; комфортность проживания

SOCIO-PSYCHOLOGICAL COMFORT OF LIFE CONDITIONS IN A MEGALOPOLIS: CHALLENGES AND OPPORTUNITIES

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Abstract: The paper is devoted to the socio-psychological problems of the life conditions in a megalopolis. Some scientific approaches to the social and psychological challenges of urban space and the main advances in this sphere are analysed, and the results of interviews with city inhabitants are given. The article concludes that today it’s necessary to optimize the social life of the urban space and improve the socio-psychological comfort of life condition.

Keywords: life-conditions; socio-psychological comfort; megalopolis; urban environment

Socio-psychological problems of the population in a megalopolis, which affect the degree of comfort among the people in an urban space and the adaptation of various social groups into the urban environment, are of great importance as we live in an era of growing cities. There is some evidence that “improving the quality of life in cities is no longer a simple matter of bricks and mortar, but a human satisfaction with different urban and social attributes such as protecting public health, safety and security, education and social integration, promoting equality and respect for diversity and cultural identities, increased accessibility for persons with disabilities, preservation of historic, spiritual, religious and culturally significant buildings and districts, promoting spatial diversification and mixed use of housing and services at the local level in order to meet the diversity of needs and expectations” [1, p. 88]. The urgency of the problem lies in the fact that city officials often ignore public opinion when making managerial decisions to improve social and psychological comforts of living in the urban environment. We can say that planning and management of the urban space is the privilege of the municipal government in the absence of dialogue with the public.

Let’s analyse some scientific approaches to the social and psychological challenges of the urban space and the main advances in this sphere.

In the early twentieth century, two famous scientists P. Geddes and L. Mumford defined the concept of psychological research in cities.

The first complex socio-psychological studies of the urban environment were formulated in the work of an American specialist in urban planning, K. Lynch, The Image of the City in 1960 [2]. He wrote that people perceive their environment as a stable and predictable "perceived environment", forming "mental maps" acquiring the status of collective representations ("mental maps"), including paths, borders, districts, symbolic landmarks. The representatives of foreign social psychology such as E.W. Burgess, St. Milgram, G. Simmel, F. Tönnies Wirth studied features of behavior among people in social groups in a city and the factors of urban life which effect the psychology of behavior among citizens, such as the density of settling, architectural planning and infrastructure that reveals the identity of citizens. Much research on the comfort level of life conditions appeared in Russia in the beginning of the XX-th century, e.g. S. Bogomaz, S. Litvinivas, E. Chetoshnikova, A. Philippov, et al.

From 1990-2000, in the interdisciplinary studies of the socio-psychological characteristics of the urban space, "new" ideas about images of the city were received, mainly obtained from groups in different urban areas, ethnic, polo-age and status communities. Undoubtedly, all the socio-psychological approaches mentioned above can be used as a scientific basis for the systematic planning of an urban space.

We conducted a survey with more than four hundred and fifty residents of Novosibirsk on the problems of socio-psychological comfort of life conditions, which has revealed that about 1/3 of the respondents constantly experience the urban mental states of social and psychological fatigue from living in a megalopolis. They highlighted the problems of overcrowding, traffic congestion problems, dwelling density and also as a consequence, noise, lack of courtyards, loss of the communication culture, lack of recreational infrastructure, total indifference and individualism, orientation to exclusively business communication, phobia of the crowd and loss of work, a living environment with numerous neighbors – lodgers and emigrants, who destroy existing conditions and the stereotypes of life. These people experience social and psychological decompensation and assess the state of their psychological health as unstable.

It’s interesting to note that a significant number of citizens, for various reasons, do not apply psychological protection to their unstable mental states (66.42%), while others are protected by avoidance, relaxation, yoga, prayer, sleep, music, deception, phone disconnection, conflict behavior (33.58%). Moreover, those who need psychotherapeutic help apply for it very rarely.

As a result, a wide range of socio-psychological problems among citizens in a mega city were revealed: on the one hand, stress, melancholy, apathy and psychological fatigue, loneliness, a weakened sense of solidarity, locality in communication, depersonalization and phobias (45%); on the other hand, 55% of the respondents indicated that a big city is very important for them in terms of self-actualisation, meeting the needs, good education, social contacts, having extensive social communication, the status of the megalopolis citizens, etc.

From the point of view of goal-setting, the interviewing of citizens has two key sides: 1) academic – the research of socio-psychological problems of urban environment and comfort of living in a megacity; 2) applicationoriented – the planning of activities in the city space taking into account the socio–psychological preferences of the population.

In conclusion, the need to optimize the social life of the urban space and improve the socio-psychological comfort of life condition should stimulate the search for interaction between municipal authorities and its inhabitants. Many citizens would like to participate in a dialogue with their local government in the field of decision-making concerning the reconstruction of their residence.

Thus, better measures should be taken to make the city a comfortable place for living. There is a need to develop special events for the people with social and psychological problems when municipal authorities plan urban development programs.

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УДК 33

БЕЗРАБОТИЦА КАК СОЦИАЛЬНАЯ ПРОБЛЕМА

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Аннотация: В статье говорится о проблеме безработицы в Новосибирской области и в России в целом. Цель исследования – понять почему, где, как возникает безработица и найти пути решения.

Ключевые слова: безработица; труд; предприятия; производство; правительство

UNEMPLOYMENT AS A SOCIAL PROBLEM

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Abstract: This article reveals the problem of unemployment in Russia and in Novosibirsk particularly. The objectives of the study are to understand where and how unemployment arises and find out the ways to solve this problem.

Keywords: unemployment; labour; enterprises; production; government

There are a lot of social problems in Russia. Today we’d like to reveal the reasons for unemployment as a social problem in Russia and in Novosibirsk. Ruble fluctuation and the difficult economic situation in the country complicate the efforts to reduce unemployment. Organizations are not interested in expanding and providing new jobs during the crisis. Statistics on the employment rate is formed mainly from the data provided by regional employment centers. Also we should take into account that not every unemployed person is registered. So, the real picture in the country concerning employment is worse.

Let’s examine the information provided by Territorial Agency of the Federal Service of State Statistics for Novosibirsk region (see Table) [4.8].

Table

The quantity and structure of the labour force (aged 15-72 years) in the Russian Federation, the Siberian Federal District and Novosibirsk region on average for 2016-2017

	Labour force, thous.		including				The employment rate (%)		The unemployment rate (%)	
			Employed, thous.		Unemployed, thous.					
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Just the age adopted for measuring the labour force (15-72 years):										
The Russian Federation	76636,1	75756,2	72392,6	71548,3	4243,5	4209,9	65,7	64,9	5,5	5,6
The Siberian Federal District	9784,8	9544,4	9003,5	8818,6	781,3	726,3	62,5	61,3	8,0	7,6
The Novosibirsk region	**1453,2**	**1442,9**	**1345,6**	**1356,2**	**107,6**	**86,7**	**64,6**	**65,0**	**7,4**	**6,0**

Having considered this table, we can conclude that in comparison with 2016 the unemployment rate has increased by about 0.1 % in Russia, but if we talk about Novosibirsk region, we can see the opposite result, i.e. the unemployment rate has reduced by about 0.5 % in 2017.

According to the data provided by Rosstat, we can feature the tendencies of unemployment moving in the following graphs (see Fig.1, 2) [4.8]:

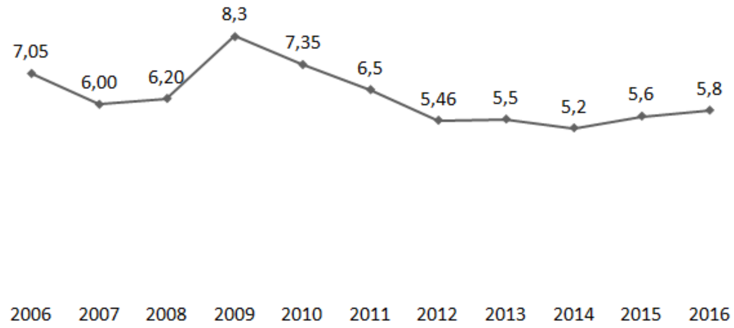

Fig.1 The dynamics of unemployment in Russia (2006-2016) (% of workforce)

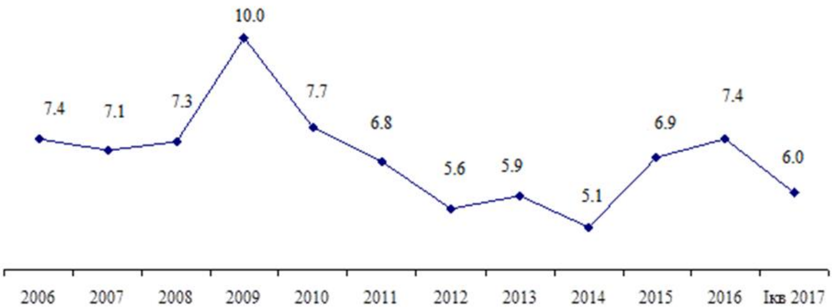

Fig.2 The dynamics of unemployment in Novosibirsk region (2006 – 2017) (% of workforce)

These charts show the dynamics of unemployment in Russia and Novosibirsk region. As we can see, the tendencies are similar, but the shapes are a little bit different. Dynamics for Novosibirsk region is expressed more dramatically. But the peak of unemployment is the same. It happened in 2009.

The structure of the labor market of the city of Novosibirsk in 2016

The situation with the popular industries is not standard. The first position was taken by IT computer sphere. Its share was about 25% of the market. The publishing and advertising held the second position. Their share was 13.5% of the market. The third place belonged to trade and commerce. Their share was 11%. (see Fig.3) [6.8].

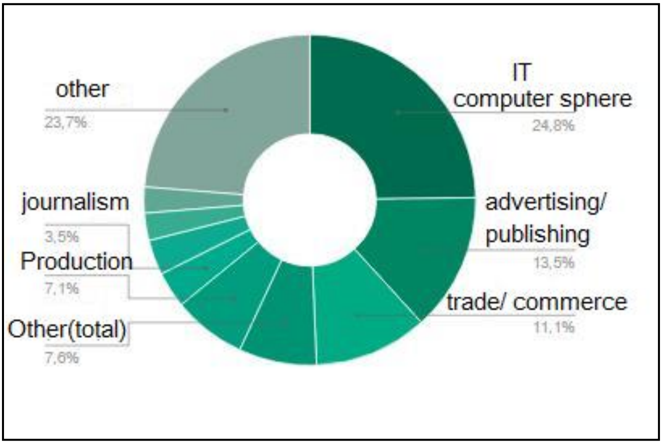

Fig.3 The structure of the labour market of the city of Novosibirsk in 2016

Of course there are a number of reasons that cause regional unemployment.

The first reason is concerned with global crisis of the economy weighed down by mutual sanctions. Unemployment is growing all over the world, not only in Russia. The sanctions affected our economy to some extent. When closing enterprises stop their activities, not only production employees are redundant, but also those who were engaged in servicing their work. The multiplier is not easy to calculate, but trade, services, and transport are the first who suffer.

The second reason is the lack of proper vocational education for young people. The education of our days looks like parody compared to the Soviet one. Thanks to the system of training and production complexes, the Soviet tenth-graders along with the certificates received one more document stating that they obtained some kind of profession. And this is without taking into account useful skills received from the ordinary labour lessons and clubs on interests-car driving, radio, and others. Unfortunately, most of the knowledge of modern youth is from the Internet, and practical skills are too miserable and are acquired almost in self-education.

The third reason originated in the 1990s. At that time, it was believed that every self-respecting young man "was born to work in the office"; the labor of a worker, an engineer was considered to be for losers, as well as military service. Traders, economists, lawyers, and freelancers were highly demanded. Now these are the areas with obvious high unemployment rate.

The fourth reason is related to people's unwillingness to change their jobs and careers.

The fifth reason is connected with the domestic policy of our government that is not enough investing in the national production. Traditional heavy industries require funds for upgrading, and it is sometimes cheaper to purchase products abroad, than develop own production. As a result, Russian enterprises have been closing every year that increases the level of unemployment in the country.

For example, let us consider the famous and world-know tin factory in Novosibirsk. It was a pride of the Soviet Union as it produced the purest tin in the world. At London market, our tin was considered number one as its purity was 99.99999%. After the bankruptcy and transferring the ownership, the production is being decreasing. The factory is naturally dying.

Age-discrimination in employment

The Russian Government approved the draft of the Federal law, according to which, some amendments are introduced to the Law of the Russian Federation of 19 April 1991 No. 1032-1 “Concerning the employment of the population in the Russian Federation”. Moreover, there are some amendments to the Code of administrative offences providing penalties for the age requirement while hiring personnel. According to the amendments, the age restrictions are discriminatory and the employers who practice them can be fined by the labour Inspection. The fine for individuals and their representatives is 500 - 1000 rubles, for the individual entrepreneurs it is 3 - 5 thousand rubles and for companies it is 10 - 15 thousand rubles [4.8].

All these measures are of the government concern but what else can be undertaken in Russia in connection with this problem? Firstly, requalification of those who can and who wants to retrain. Secondly, the social support for those who are not able to be retrained. Thirdly, private business can be stimulated. Actually on the terms of its expansion, new jobs can be created. Fourth, the programs for the development of new regions have already been launched, where the demand for labour is great.

Unfortunately, nothing positive happened in the field of education during the last years. Instead of getting some fundamentals of professions, it became mandatory to learn the second foreign language. The Ministry of Education trained "ideal consumers", rather than workers according to the law 273 "On Education in the Russian Federation" of September 1, 2013 [1.8]. In addition, there is no real protection of the domestic labour market from unskilled but cheap migrants from the former soviet republics. The labor activity of migrants is regulated by Law No. 115 FZ "On the Legal Status of Foreign Citizens in the Russian Federation", which provides the simplification of attracting highly qualified specialists to the Russian Federation, as well as the legalization of labor migrants staying in the Russian Federation in a visa-free regime and engaged in labor activity for individuals. The law "On the Legal Status of Foreign Citizens in the Russian Federation" stipulates that a foreign citizen who has arrived in the Russian Federation and who wishes to carry out his labor activity in the sphere of housing and communal services, retail

trade and consumer services is required to speak Russian at the level not lower than the base one. Patents enabling migrants to work in private sector were introduced in Russia in July 2010 [3.8].

But there is some good news. Now there is no serious unemployment in Russia, there are enough jobs for everyone who want to work.

Regulating labour market, the government uses various practices. There are the main ones:

- programs to increase the number of jobs including the state support of private entrepreneurship especially sole proprietorship;

- social insurance in case of unemployment including various types of unemployment benefits ;
- providing funds for various types of unemployment benefits;
- providing training and retraining for the unemployed and for those who want to change a job. Though it's a challenge to requalify a 45-year-old doctor with a 20 year experience;
- providing jobs for young people, disabled people;
- international cooperation;
- probation for graduates of schools, colleges and universities;
- transition to private and public online learning platforms. A set of programs for retraining in the field of the digital economy will be compiled with the participation of the universities and private companies providing advanced training courses;
- changing the model of unemployment regulation;
- developing programs to stimulate late retirement for the most qualified employees.

In 2017, the important factors for reducing unemployment can be external as well. External relations include the further development of cooperation with key trade and economic partners, including in the construction of gas pipelines with China and Turkey.

In conclusion, we'd like to highlight the importance of solving the problem of unemployment in our country. It's necessary to note that it is the government that is responsible for the care of young population employment, for implementation of anti-age discrimination laws and for providing jobs for invalid people.

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PROBLEMS OF MODERN EDUCATION

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ТЕКСТЫ ОПИСАТЕЛЬНОГО ТИПА: ЛИНГВИСТИЧЕСКИЕ, ХУДОЖЕСТВЕННЫЕ И МЕТОДОЛОГИЧЕСКИЕ ОСОБЕННОСТИ

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Аннотация: Статья посвящена изучению описания как функционально-смыслового типа прозаического текста, его лингвистических и художественных особенностей, а также возможностей использования тестов данного типа при обучении английскому языку. Анализ проводится на материале романа Розамунд Пилчер «Семейная реликвия».

Ключевые слова: описательный текст; обучение английскому языку; Розамунд Пилчер; «Семейная реликвия»

DESCRIPTIVE TEXTS: LINGUISTIC, LITERARY AND METHODOLOGICAL PECULIARITIES

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Abstract: The article studies descriptive texts as a type of prose, their linguistic and literary peculiarities as well as their methodological potential in teaching English. The analysis is based on the novel “The Shell Seekers” by Rosamunde Pilcher.

Keywords: descriptive texts; English language teaching; Rosamunde Pilcher; “The Shell Seekers”

The present paper is aimed at analyzing teaching potential of descriptive texts selected from contemporary British fiction.

The book taken for analysis is the novel *“The Shell Seekers”* by Rosamunde Pilcher (670 pages). By means of continuous sampling, 167 extracts of descriptive texts were selected for analysis.

To prove that descriptive texts from fiction can be a beneficial tool in teaching we pursue the following goals: a) to characterize descriptive texts as a type of prose fiction; b) to analyse lexical and thematic characteristics of descriptive texts; c) to reveal the grammatical peculiarities of such texts; d) to consider them as teaching tools in the English classroom (level of high school).

Functional types of prose texts. Descriptive texts

According to R.-A. Beaugrande, types of prose can be reduced to 5 functional texts: argumentative texts, narrative texts, descriptive texts, expository texts and instructive texts [1]. A descriptive text is a text used to describe the characteristic features of a person, an object, an image or a place. Descriptive texts usually make use of adjectives and adverbs, use comparisons to help picture the scene, employ the reader's five senses, how something feels, smells, looks, sounds and tastes [2]. Quite often it is organized according to the following structure: "1) an opening statement – a general statement or definition to identify the phenomenon being described; 2) a series of sentences that describe the characteristic features of a person or thing; 3) a statement that summarizes the description (where applicable)" [3].

Modifying Brandes' classification we can differentiate among the following types of descriptive texts in fiction according to the object described (see Fig.):

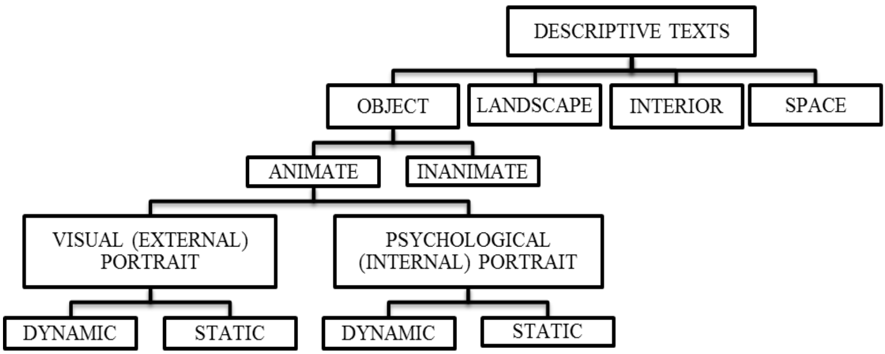

Fig. Classification of descriptive texts in fiction (according to the object described)

1) animate object – description of people and animals:

- visual (external) portrait – description of the appearance of the character (face, clothes), which can be: dynamic (description of some changing details in the appearance of the character) and static (enumeration of characteristic details of the appearance, usually when an object appears for the first time);

- psychological (internal) portrait – description of some details in appearance that reflect the inner qualities, psychological state of the character, which can be: dynamic (description of some changing details in the appearance of the character that reflect changes in the psychological state of the character) and static (enumeration of characteristic details revealing inner qualities, usually when an object appears for the first time);

2) inanimate object – description of pictures, pieces of furniture, cars, and any other types of objects in details;

3) landscape – description of nature as part of the scene;

4) interior – image of the interior of the room;

5) space – description of the time and place of action.

Table

Types of Descriptive Texts According to the Object Described (based on R. Pilcher's "The Shell Seekers")

<table>
<tr><th colspan="2">Type of descriptive texts</th><th>Total amount of examples</th></tr>
<tr><td rowspan="4">Portrait (of a person)</td><td>External, static</td><td>55</td></tr>
<tr><td>External, dynamic</td><td>7</td></tr>
<tr><td>Internal (psychological), static</td><td>2</td></tr>
<tr><td>Internal dynamic</td><td>1</td></tr>
<tr><td colspan="2">Interior</td><td>47</td></tr>
<tr><td colspan="2">Space</td><td>33</td></tr>
<tr><td colspan="2">Landscape</td><td>17</td></tr>
<tr><td colspan="2">Portrait of an inanimate object</td><td>5</td></tr>
</table>

As it can be seen in the table (see Table), the most frequent types of descriptive texts are descriptions of characters, interior and space as key elements of the texts.

Grammatical Peculiarities of Descriptive Texts

According to Jenny Hammond, descriptive texts often use such tenses as the Present Simple Tense and, if the thing to be described does not exist anymore or if it is a description of some events in the past, the Past Simple Tense. Moreover, characteristic features of a descriptive text are: use of verbs of being and having, use of descriptive adjectives, use of detailed noun phrase to give information about the subject, use of adverbials to give additional information about behaviour, use of figurative language [3].

Syntactic peculiarities of the sample texts selected for analysis include:

a) simple nominal one-member sentences, which are more common in describing the portrait of a character;

(1) *Blue eyes. A pleasant, strong-featured, wholly American face. Dark suit, Brooks Brothers shirt with a button-down collar* [5].

b) compound nominal predicates for categorizing described objects; such sentences are highly used in each type of description because as it was mentioned before, every descriptive text has an opening statement;

(2) *He was a very young man with soft brown hair* [5].

c) introductory "there is" and its variations, used to start the description of some place, mostly used in descriptions of landscapes and space;

(3) *There it stood, washed in sunshine, against a backdrop of bare-branched oak trees and a sky of the most pristine blue* [5].

d) sentences with homogeneous parts in all types of descriptive texts as they all imply enumerating of features/objects.

(4) *Saw the long, scrubbed table, the motley variety of chairs, the pine dresser laden with painted pottery plates and jugs and bowls* [5].

The conducted research allows to make a preliminary conclusion about the suitability of the descriptive texts under analysis for teaching purposes.

Teaching potential of descriptive texts

Using fiction in ELT has its advantages and challenges. It can be beneficial since such texts provide opportunities for multi-sensorial classroom experience and can appeal to learners with different learning styles. Moreover, fiction texts offer a rich source of linguistic input and can help learners to practice the four skills – speaking, listening, reading and writing, as they exemplify grammatical structures and present new vocabulary. In addition, they develop emotional, moral and creative aspects because they deal with universal themes and students can correlate events described in fiction with their real life. Fiction can help learners to develop their understanding of other cultures and tolerance [9].

Nevertheless, it is generally known that authentic fiction materials are not suited for language study at schools because of the difficulty of such material, both in linguistic and cultural aspects [4]. That is why texts need to be appropriate to the level of the students' linguistic and cultural competences as well as their interests. Also, texts from fiction must correspond to the national curriculum, so they need to be carefully chosen [9].

The aforementioned genre and linguistic peculiarities of descriptive texts contribute to their teaching potential.

1. Vocabulary. According to "The Approximate Basic Educational Programme of Secondary General Education" (ABEP SGE), high school students must be able to recognize and use in speech lexical units used in communication within the topics studied in high school [6]. The texts under analysis give an opportunity to practice vocabulary within the following topics: "My family", "My friends: appearance and features", "Travelling", "My room", "My country/town", "Seasons".

2. Grammar. According to ABEP SGE, high school students must be able to use basic syntactic constructions and morphological forms in the process of oral and written communication in accordance with the communicative task; to recognize and use in speech sentences with the initial "It"; "There + to be"; verbs in the most common verb forms [6]. The chosen pieces of descriptive text may be useful in practicing these types of sentences since they contain such constructions.

3. Skills: reading. According to ABEP SGE, high school students must be able to read and understand the main idea of simple authentic texts containing some unstudied language phenomena [6]. Thus, descriptive texts can be used in teaching gist reading/skimming, reading for specific information, reading for detail.

4. Skills: speaking. According to ABEP SGE, high school students must be able to give a brief description of real people and fictional characters; describe a picture/photo using keywords/plan/questions. Make coherent utterances using basic communicative types of speech, including the descriptive type [6]. According to the format of the Russian Unified State Exam, high school students must be able to make a thematic monologue based on the given situation and visual information (describing a photo) [8].

Thus, texts under analysis can serve as a model to show the structure of description.

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МИКРОБЛОГ КАК СРЕДСТВО ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Целью исследования является анализ применимости микроблогов в процессе обучения иностранному языку. В работе рассматриваются понятие микроблога, типы учебных микроблогов, возможные виды заданий, основанные на их использовании.

Ключевые слова: обучение иностранному языку; Web 2.0; микроблоги

MICROBLOGGING AS AN INSTRUMENT FOR FOREIGN LANGUAGE TEACHING

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Abstract: The purpose of the given research is to disclose the issue of applying microblogging to the process of foreign language teaching. The aspects explored are the definition of microblogging, microblogging types and possible types of exercises based on them.

Keywords: foreign language teaching; Web 2.0; microblogging

Nowadays Internet technologies are widely used in various areas of the modern society. Their role in the education system is increasing that has significant impact on the educational process in different fields, including foreign language teaching. One of the most important tasks of modern education is developing media literacy. It can be done by means of Web 2.0 Internet technologies tools such as microblogging.

Microblogging is a form of blog (weblog), which can be defined as:

a web-page connected with other pages which author considers as interesting/relevant. Each new message is added to the top of the page, so that visitors can catch up by simply reading down the page until they reach a link they saw during their last visit [1];

an easily created and updated by users web-site, who almost don't have technical knowledge and skills [2];

a live journal [3].

The difference between microblogging and blogs is that they allow creating and publishing short messages (100-200 characters) which are browsed in a chat mode.

Microblogging is widely used in a foreign language teaching. Due to the variety of microblogs available on the Internet, it is important to define their features. In terms of different features we can separate them into certain groups. The following features and the corresponding types of microblogs for education are suggested by scientists:

authorship: microblogging of a teacher, student, group (Campbell, A.);

aspect of using: personal-academic, organizational, pedagogical (Duffy, P.; Bruns, A.);

media type: text, podcast, multimedia;

degree of integration into the learning process: main, supporting;

access rights: open, closed [4].

Teaching is a complex process that consists of several phases and corresponding fields of activity. Let us state the following areas of using microblogs in the educational process: organizational, research, training and self-education. It is worth overviewing each of them more thoroughly.

The usage of microblogs for organizational moments allows managing the teaching process: to provide organizational information (timetable, lesson plans, information about assignments, references to recommended sources, etc.), and assessment results. Obviously, this approach has its advantages:

- centralization of information;
- information accessibility from any device that has connection to the Internet;
- efficiency in making changes, adjustments in the educational process organization.

Microblogging can be used as a source of getting information about upcoming seminars, conferences, etc.

It is also important to note the role of microblogging in the field of education and self-education because their usage allows to:

1. evaluate the given information;

2. extract necessary information and get new knowledge;

3. express one's opinion, to give arguments in writing form while giving comments on published posts;

4. manage lesson activities;

5. cover online resources, methods of self- education of foreign languages;

6. guide students who are engaged in self-education.

The use of microblogging increases the interest of students, their motivation, and the quality of the work. The blog discussions imply the interactivity of the learning process, the improvement of discussion skills, various styles of written speech.

Teaching foreign language through microblogging makes possible applying the following types of assignments to the pedagogical practice [5]:

- «silent lesson». During 20 minutes the teacher and students interact only in written form by publishing posts;
- at the beginning or during the lesson students should post a question to which the teacher will answer;
- write a summary of the text;
- publish a short voice message;
- organize a public opinion poll on the chosen problem;
- make a «To-do list» for completing assignments;
- play back text of published posts by using speech synthesis tools. Students should repeat or give their opinion on what they heard.

For a further research, defining typical characteristics and developing a set of exercises for foreign language teaching, focused on the solving of arising problems, by using potential of microblogging are expected.

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ПРОБЛЕМЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ШКОЛАХ И ВОЗМОЖНЫЕ ПУТИ ИХ РЕШЕНИЯ

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Аннотация: В данной статье рассматриваются основные проблемы, с которыми сталкиваются учителя в процессе обучения английскому языку. Проводится сравнение с особенностями обучения АЯ в скандинавских школах. Целью исследования является выявления проблем, а результатом – попытка наметить пути их решения.

Ключевые слова: английский язык; обучение; школа

THE PROBLEMS OF TEACHING ENGLISH LANGUAGE AT SCHOOLS AND POSSIBLE SOLUTIONS

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Abstract: This article considers the main problems that the teacher faces in the process of teaching English. Comparison with peculiarities in teaching English at the Scandinavian schools is carried out. The aim of the study is to identify problems, and the result is an attempt to outline the ways to solve them.

Key words: English language; teaching; school

Nowadays English language is an essential part of successful career and mobility in the world. Unfortunately, in our country there are some problems in teaching English language at schools." The general level of mastering a foreign language in the fifth grade is C+, in the eighth grade it's even worse – C- ", said the Head of the Federal Service for the Supervision of Education and Science Sergei Kravtsov. In 2022 all the school students will have to take a Unified State Exam in English language [4].

So, the aim of the research is to outline the possible variants of solving the problems of teaching English at schools in order to improve the English skills of school children in Russia during the next years.

One of the main problems which school teachers face in teaching their students is bad motivation. Many pupils do not have any reasons to learn this language except having good marks. What for can we offer them paying more attention to English language? If we speak about pupils at primary schools, we may attract them to learning English language with different games, songs, cartoons and other entertainment activities. High school students may be motivated by the fact, that English is a universal language and it is used in many fields (tourism, science, art, shopping and etc.). Moreover, knowledge of English is an additional advantage when looking for a job.

Another problem is a lack of individual approach. In the modern world, it’s not easy to find a person who would like to work as a school teacher. Many people prefer to work at home on Skype or at private schools of foreign languages for various reasons. So, that is why not at all the schools, there is a division into groups. And, of course, when there are many people in the group, it’s difficult to pay attention to each pupil. The reluctance of teachers due to the lack of methodological developments is also the reason of why in many schools there is no individual approach. A lot of teachers simply do not know how to use it in practice. The possible solution is to make a special course for teachers, which teach them how to use individual approach. And there should be more methodological developments on this topic.

Poorly developed reading skills of the students result in a very important problem. Teaching reading in English takes too much time in the curriculum, so, teachers have to give this aspect up. Also this problem is connected with the transition to other textbooks. Currently, at many schools pupils begin to learn English language with the textbook “Spotlight 2”. Earlier, the textbook “English” by Vereshchagina was used in the process of teaching English language. Many teachers suppose that it’s not a very good textbook. For example, here are some of the comments by the teachers of English about the textbook “Spotlight”:

“"Spotlight" for starters is not the best option. It seems that the authors in a hurry used not the best foreign textbook as a basis. It is known that, unfortunately, foreign textbooks don’t develop the reading skills! So, for an elementary school this is unacceptable. "

“But Spotlight, in my opinion, is difficult to apply successfully; we have been working with it for a year, using free copies – and decided to refuse. Too much to invest in it, a lot of additional information to seek and rehash.”

“My students also don’t know how to read at all .... I start teaching them reading from the first term in the second grade, and in the third and fourth I take additional reading on reading for free ...” [3].

The main disadvantages of this textbook are:

1. All the exercises are only in English. So, it’s a real problem for the parents, who don’t know English language, so, they have to hire a tutor to explain the exercises.

2. The formulations for children are difficult and each time different, for example: *"Look and write the first letter in your notebook"* (and this is the second lesson!)*; "Say and point the odd ones out."*

3. There is a lack of exercises for practicing lexis, for example, in the first lesson, there is a dialogue, and then pupils return to it only in the seventh lesson, in the interval of three weeks they study separate words and letters. These words in the dialogues are not drilled at all. And it's all just in the Starter module.

In general, there are not enough exercises for practicing vocabulary; the logical connection between the lessons is weak.

The possible solutions of the problem of poorly developed reading skills of the school students are:

1. To begin teaching English at schools from the 1st grade in order to let the school children understand the English sounds better and learn some English words and simple phrases in all the regions of our country, so that everybody has equal opportunities to pass the exam.

2. To add 1 hour per week for having more time to teach reading.

Currently, our country is on the 34th place from 72 countries according to English language proficiency level. The top 10 countries, which are the best in English language mastery, according to the statistics of the English First School, are: the Netherlands, Denmark, Sweden, Norway, Finland, Singapore, Luxemburg, Austria, German, and Poland [2].

As statistics shows, people in Scandinavian countries are best able to speak English. So, we decided to find the answer for such questions as “Why do people in Netherlands and in Sweden know English so well?

Which peculiarities are there in the process of teaching English in these countries?"

First of all, we shouldn't forget about the fact, that English and the Scandinavian languages are all considered Germanic languages. Therefore, we may see the similarities in English language and Scandinavian languages:

1. Swedish and English share 1,558 words. For example: *accent, digital* and *salt, etc.* Russian language, however, has a lot of English borrowings.

2. However, Swedish people learning English must beware of the so called "false friends". These are Swedish words spelt the same as English words, but with different meanings. For instance: word *"bra"*, which means *"good"*, and *"glass"*, which means *"ice cream"*. Russians also must beware of the so called "false friends". For example: word "magazine", which in our language means "shop", and "matrass", which is used in the meaning of chemical equipment.

3. Like English, Swedish uses Latin alphabet, with the addition of three vowels with diacritics (a sign, such as an accent or cedilla, written above or below a letter to mark a difference in pronunciation). These are å, ä and ö. And the Russians use Cyrillic alphabet which makes it harder for the pupils to learn how to read in English because of the absence of several sounds and different letters.

4. Swedish sentence structure, like English, tends to be subject-verb-object based. That means when a Swedish person speaks "bad" English, you can get the gist of what they're saying, despite mistakes in word order [6]. In our country, there is no certain word order.

Also Scandinavian countries have favourable geographical location. For people who live in these countries it's easier to travel around English-speaking countries, while for many people in Russia it's too expensive. So, during the traveling they practice language a lot, whereas in Russia the environment for studying of English is artificial.

Nevertheless, the system of teaching English at schools in Scandinavian countries has its own peculiarities.

English is taught in Sweden from the third grade. School students learn simple songs, learn to count and are introduced to some words and expressions in a fascinating way. At this stage, they do not have grammar and cramming. From the middle school, the educational load and the volume of requirements for the knowledge and skills of schoolchildren increase noticeably. Russian school students begin to learn English language from the second grade, and at some schools English is taught even from the first grade.

In Sweden, the English exam is compulsory (as well as Swedish and mathematics). In our country the English exam will become compulsory only in 2022.

School children in Sweden aren't given marks until the sixth grade. It is made in order not to interfere with individual development and not to cause in them the feeling of the competition and stress [5]. In Russia, school children do not have marks until the second grade.

As for the leader in the rating, the Netherlands, English is being taught there from grade 4 (1 hour per week). The exception is the province of Freese, where students from 1st grade study two languages: native (Frisian) and Dutch. At the first stage of education with a technical profile, the basic foreign language is English (3 to 17 hours per week) for 4 years (grades 7-10). At the second stage of education (gymnasium, lyceum, 12-13 grades), the number of hours for language learning depends on the profile of the educational institution. In gymnasiums and lyceums with a technical profile, basic language (English), the second and the third languages are studied on an average for 3 hours a week, and with humanitarian profile – for 6 hours [1].In Russia, in average school students have 3-4 classes of English, maximum 5 hours per week.

As a result of the research, it can be concluded that it is very difficult to achieve the level of learning English in the Scandinavian countries, given the difference in the structure of the language, the motivation for learning this language and the geographical location. But we should try to reach this level applying the best methods and ideas suitable for Russia.

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ВЗАИМОДЕЙСТВИЕ В ГРУППАХ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ НАПРАВЛЕНИЙ

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Аннотация: В работе рассмотрены формы взаимодействия студентов неязыковых направлений в процессе обучения иностранному языку; выявлены цели использования группового взаимодействия и их основные особенности.

Ключевые слова: формы взаимодействия; обучение иностранному языку; взаимодействие в группах

INTERACTION IN GROUPS IN TEACHING FOREIGN LANGUAGE TO STUDENTS OF NON-LINGUISTIC PROGRAMMES

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Abstract: The paper presents the group interaction patterns among students of non-linguistic programmes in the foreign language classroom; goals for the group interactions and their main features have been identified.

Keywords: interaction patterns; foreign language teaching; interaction in groups

The changes in society and establishing business and cultural relationships between foreign countries impose new requirements in the sphere of language education – good specialists are expected to have skills for communication in foreign languages. The increased status of the foreign language as means of communication affects not only the learning environment, but also the curriculum; it stimulates the search for new teaching approaches, and theoretical basis as well. The main purpose of the discipline "Foreign language" is to increase the level of foreign language proficiency, because students need to solve social-communicative problems in various fields of professional, scientific, and cultural spheres, when they will deal with foreign partners or for self-education.

The wide distribution of active forms of teaching professional communication in foreign languages inevitably is changing a foreign language classroom. The latter should provide a consistent way of involving everyone in cooperative language activities with the personal interest and involvement in communication. Cooperative activities are organized with sequence and combination of different forms of communication as to the specific learning objectives.

The effectiveness of ‘interaction patterns’ are explored by D.N. Alekseeva, N.D. Garskova, I.A. Winter, E.I. Passov, E.A. Pavlova, V.K. Dyachenko, et al. The interaction opens to the teacher a wide range of possibilities to optimize teaching/learning process. Front, collective and individual forms of interaction are traditionally used ones. As the study shows group interaction contributes to achieve positive results in the sphere of "the integration and coordination of conversation partners for a specific communicative purpose" [1, c.286]. In addition, it helps actualizing the studied language, activating speech-thinking activity, cognitive development, and development of communication skills in general.

Forms of group interaction are the most adapted to the learning process of a foreign language. They create conditions to enhance communication and teamwork skills development. Besides, they contribute to the development of self-education. It bases on the activity of each subject of educational process and opportunities to make own decisions. A group interaction provides more possibilities to communicate with one another among members of the group to formulate an own position and to coordinate actions. These acts can promote to improve cooperation, interpersonal competence and general communicative culture. After the introduction of different forms of group interaction in the classroom for the discipline "Foreign language", the students of the first course in "Conflict management" and "Social work", there was a positive trend in the development of the learning interest in the English language. Moreover, it helps to develop of such skills as the competent formulation of thoughts, the use of grammatical forms, the improving of phonetics and the vocabulary expansion. In order to support business objectives it helps to the growth of students' autonomy, including extracurricular time. In addition, the experience of the group activities' introduction is important and prospective, because the modern education is expected that teachers to save mental and physical health of students. Group interaction allows a teacher to control individually the amount and difficulty of the material and gives the opportunity to develop the ability to work together. The ability of self-assessment their own work allows students to develop interest in the subject and use some extra features (tables, schemes, videos, etc.), which facilitate the memorizing of the studied material.

Group interaction is the way of organizing of the collective self-educational activity of students under the supervision of the teacher. It implements the didactic attitude on a lesson: "the activities of a teacher – the activities of students in the group – the activities of a learner" [3].

Large groups decrease the objective possibilities for all group members simultaneously to be included in the co-operation. That's why, it should be noted that forms of educational interaction are more preferable to ensure the student engagement in the communication process where all participants work with each other both on a professional level and a personal level [2, c.146-148].

Paired activity – one of the forms of group interaction. Pair work is made with the following stages of educational interaction: estimation, performing and controlling. Indicative examples are the formulation of the communicative task and the pronunciation of the full or partial model of its implementation. The task for couples is formulated in such a way that students could perform in a strictly specified template. A communicative task has usually the same type for the whole group. All pairs perform it at the same time.

There is a special kind of a form of group interaction in pairs that is the form of "a mentor – a pupil". This scheme was due to the need of finding solutions to problems that students have very different levels of language proficiency. Among them could be: the knowledge of vocabulary, the ability of using grammatical forms and phonetic skills. The students were put into pairs. "A pupils" tried to answer first. And if it was too difficult to do, "a mentor" advised and helped or answered himself.

If case of group interaction, it is impossible to ignore the interpersonal factor. The teacher should create a friendly atmosphere in groups, and keep an eye on each participant. If it is necessary, the teacher should break the ice and involve students in discussion.

Thus, it should be noted that interaction patterns help to intensify and individualize the learning process of a foreign language, to make each student an active participant of it, to create some conditions for promoting creativity. Group work allows to involve all students in the learning process, provides a permanent, continuous verbal interaction of learners, which is especially important in the foreign language classroom. The students learn more about language, increase their cognitive ability, openness and independence.

The choice of teaching methods in the foreign language classroom is determined by the specific intermediate learning objectives and the content of communicative tasks.

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ПРОБЛЕМЫ АДАПТАЦИИ ИНОСТРАННЫХ СТУДЕНТОВ В НОВОСИБИРСКОМ ГОСУДАРСТВЕННОМ ТЕХНИЧЕСКОМ УНИВЕРСИТЕТЕ

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Аннотация: В статье показана востребованность академической мобильности, реализуемой в НГТУ, у студентов из Китая. Обозначены проблемы, возникающие при ее реализации.

Ключевые слова: академическая мобильность; совместная программа; иностранные студенты; адаптация

ADAPTATION PROBLEMS OF FOREIGN STUDENTS IN NOVOSIBIRSK STATE TECHNICAL UNIVERSITY

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Abstract: The article is dedicated to the relevance of academic mobility implemented in NSTU for students from China. The problems, arising from the academic mobility implementation, are identified and considered.

Keywords: academic mobility; double degree program; foreign students' adaptation

The demand for Russian education among foreign citizens. There is an increasing interest in academic mobility, both among Russian students and foreign ones who want to study in Russia. Academic mobility provides an opportunity to gain the experience of studying and living in a foreign country, acquire the skills of scientific research in foreign laboratories [2-4].

The main consumers of the academic mobility programs of NSTU are foreign students from Asia, including China. The analysis of statistics [1] shows that the number of students from China studying in Russia is only inferior to the number of students from Kazakhstan. In 2013/2014, 27,524 people came to study in Russia from Kazakhstan, and 18,269 – from China.

Today 2,100 foreign citizens are studying at NSTU, including 1,700 foreign citizens from the CIS countries, mainly from Kazakhstan, and 400 citizens from far-abroad countries (China, Mongolia, South Korea, Syria, Jordan, Ghana).

Table

Universities with the largest number of foreign students in 2016

Place	The name of the university	Number of foreign students (reduced contingent), pers.
1	Peoples' Friendship University of Russia	5 139
2	National Research Tomsk Polytechnic University	2 337
3	I.M. Sechenov First Moscow State Medical University	1 870
4	NovosibirskStateTechnicalUniversity	1 826
5	Kursk State Medical University of the Federal agency of public health and social development	1 737
6	Lomonosov Moscow StateUniversity	1 637
7	Peter the Great St.Petersburg Polytechnic University	1 501

The leader in the number of foreign students is the Peoples' Friendship University of Russia (RUDN) (see Table). As you can see, NSTU takes the 4th position. This could be explained by the fact that Asia is closer to Russia, and thus, foreign students have the opportunity to get a high-quality Russian education.

According to the forecast of the Russian Academy of Sciences (Institute of Sociology), the trend of increasing number of foreign students in Russian universities will keep stable until 2030 [1, 3]. This is confirmed by the fact that the number of requests for quotas for education in Russia among students from Asian countries is steadily growing. It allows us to predict the increase in number of foreign citizens in NSTU in the nearest future. So, the problem of implementation of the training quality of foreign students in NSTU and the issues of adaptation come to the forefront.

Advantages of NSTU. NSTU is one of the largest universities in the region, providing training in 95 areas (bachelor and master). The University has 17 faculties and institutes. The university is a participant of the program «Flagship Universities of Russia». The advantages of NSTU over the universities of the capital region for students from China are its territorial proximity, a lower cost of education and living, and tolerance of the university environment.

NSTU offers a wide range of educational programs for foreign citizens: from short-term language courses to obtaining diplomas of various specialties.

The principal form of cooperation between NSTU and China is the implementation of the "Euro-Chinese scholarship" program with the leading university in China – Harbin University of Science and Technology. Within the framework of this program, students are trained in the specialty "Chinese language" (bachelor's degree).

There is one more program called «Preparation for the University Entrance» at the Preparatory Department of the Faculty of Pre-University Education for Foreign Citizens. This program offers a wide range of training for a particular profession.

Problems of foreign students. The success of any project is based on three factors: interest, profit, psychological comfort [2]. Academic mobility allows one to obtain new relevant knowledge and competencies in the field of education and research, maintain contacts among universities, and promote the globalization of education. Thus, the first two factors for implementing cooperation between NSTU and the PRC are obvious, but the psychological comfort of the students from China has to be certainly increased.

Difficulties for Chinese students in the implementation of academic mobility:

1. **The alien nature of the language environment.** The specific feature of the program «Preparation for the University Entrance» is that learning takes only 1 year in the Russian language. For a more rapid adaptation, the first half-year is fully devoted to the study of the Russian language in the chosen specialty.

There is another program "Russian as a foreign language", which also takes one year; it helps students to get more acquainted with the Russian literature and folklore. Such a program is very useful for those students who have minimal knowledge of the Russian language or who want to improve it.

2. **Extra training load.** The complexity of studying at NSTU for foreigners could be explained through the difference in the educational standards and programmes of China and Russia. It is the necessity to increase the classroom workload for the Chinese students in comparison with Russian students. Foreign students attend lectures and practical classes together with Russian ones, who help them to adapt quicker to the education at NSTU.

3. **Micro-stresses.** Presence in another socio-cultural environment can cause numerous micro-stresses due to lifestyle changes, which together constitute the basis of behavior and interaction with the environment.

NSTU shows tolerance to all foreign students. A lot of services in NSTU help the students both in their studies and in solving various kinds of domestic and social issues. Various cultural events are regularly held that allow Chinese students to show their country's features and get acquainted with the culture of Russia.

In conclusion, we admit the fact that the number of foreign citizens who express the desire to get education in Russia is steadily growing. The majority of foreign students come to Russian universities, and especially to NSTU, from the countries of Asia. In recent years, the number of students from China has increased twice. And NSTU is making great efforts to improve the comfort of all foreign students in Russia.

Academic mobility creates a favorable climate for talents in the area of knowledge around the world and stimulates the process of integrating science and education. For the further development of academic exchange, it is necessary to understand the problems of adaptation of foreign students and to take effective measures to solve these problems.

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ВЫСШЕЕ ОБРАЗОВАНИЕ КАК ИНСТРУМЕНТ СОЦИАЛЬНОЙ СЕЛЕКЦИИ В РОССИИ

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Аннотация: Данная статья посвящена анализу проблем развития системы высшего образования в Российской Федерации. Изучение исторических этапов модернизации высшего образования в России позволяет определить тенденцию его развития и обозначить социально-экономические противоречия, возникающие в процессе предоставления платных образовательных услуг.

Ключевые слова: высшее образование; платное образование; коммерциализация высшего образования в РФ

HIGHER EDUCATION AS AN INSTRUMENT OF SOCIAL SELECTION IN RUSSIA

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Abstract: The analysis of higher education system development in the Russian Federation is carried out in this article. Investigating the history of higher education modernization in Russia enables to identify the trends for its development and determine socio-economic contradictions, related to the aspects of paid educational services provision.

Keywords: higher education; paid education; commercialization of higher education in the Russian Federation

The scale and nature of education development in Russian universities is one of the most significant issues for all stakeholders.

The research of the pre-revolutionary system of higher education has enabled to identify a specific pattern: the development of private paid education occurs very rapidly when higher education is expected to generate maximum outcome within a short period of time.

Implementation of higher education modernization involves analysis of current organisational, structural and institutional global trends, as well as investigation of approaches to education modernization which have taken place in Russian education.

Modernization of higher education system has been repeatedly undertaken throughout the history of Russia, and it was brought about by social and cultural changes. Since institution of education is an integral part of social life, key changes in education are closely related to turning points in the history of Russia.

When new socio-economic system emerged and began to develop in Russia, the commercial education also received an impetus to development. The changes in Russian economy resulted in reinvention of private education.

Market relations penetrated all spheres of life. In Soviet times, especially in severe 90s of the twentieth century, paid education existed in the form of tutoring and was semi-legit, because it had no legal force.

The order of the ministry of higher and secondary education, dated 17 January 1990, №45 "On the economic mechanism in public education" was the "starting point" for introduction of the paid system of higher education in the country. After the law of RSFSR ‘On enterprises and entrepreneurial activities", dated 1 January 1991, came into force, non-state institutions in higher education system began to take shape. Then, the law of the Russian Federation "On education", dated 10 July 1992, legalized commercial (non-state) institutions of higher education.

In 1992-1995 there had been an intensive development of non-state education across the country as it had been receiving significant support from the government. In that period the system of private education became an integral part of Russian higher education system. The extremely difficult situation of state universities in the post-perestroika period due to changes in their funding gave impetus to the provision of educational services on a commercial basis [2, p. 17].

One of the main tasks for the state institutions of higher education became the recruitment and retention of students, capable of paying tuition, and for private educational institutions receiving funds form tuition-paying students was the main condition for survival. Analysts believe that the steady increase in the share of tuition-paying students reduces educational demands on the part of faculties to the students. Any expulsion of students for academic failure results in reduction of teaching staff of departments and faculties.

The origin, formation and development of paid higher education took place long before such changes as the accession to the Bologna process, the transition to a multilevel education system (bachelor — specialist — master), intensive computerization of the educational process, use of information technology etc.

Today, universities provide choice, so citizens can get free or paid education. At the same time, state-funded places are very few compared to the number of applicants who want to take them. In 2000, the number of paid places accounted for 54% in higher education institutions. In 2009, the ratio of paid places and state-funded places was 60:40, in 2010 it was 70:30, and in 2020 it is expected to reach 90:10 (see Fig.).

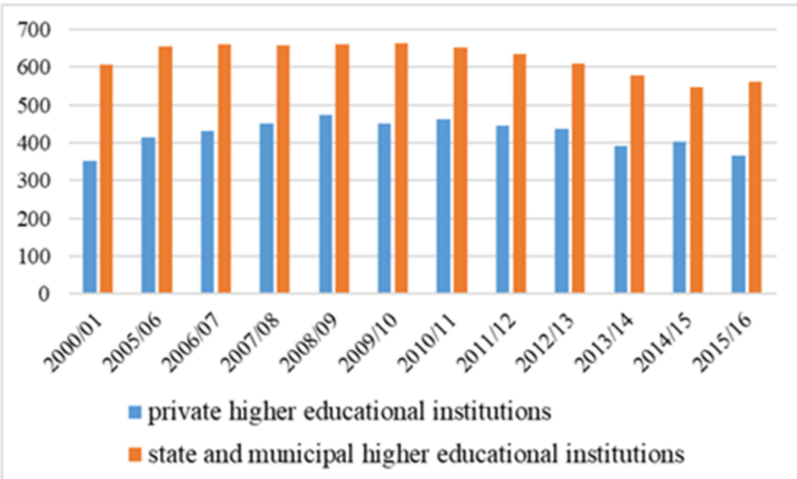

Fig. The ratio of private and state institutions of higher education

Today, almost all state universities have commercial divisions. At present, there is no unified rate of tuition. Each institute or university sets their own minimum tuition, and faculties adjust it in accordance with the demand for specialty, the cost of educational materials and other things.

The rate of tuition in most prestigious universities of the country for one year of training for bachelor's and specialist's degrees in 2016 was as follows: Moscow State Institute of International Relations MFA Russia offers the basic tuition rate of 310 thousand roubles per year, National Research University Higher School of Economics offers the basic tuition rate of 240 thousand roubles per year, Bauman Moscow State Technical University offers the basic tuition rate of 187 thousand roubles per year, Lomonosov Moscow State University offers the basic tuition rate of 185 thousand roubles per year.

At present, according to many experts, universities not only provide educational services on a commercial basis, they also provide other types of additional paid services within educational institution. The researchers identified most common types of additional paid services, provided by educational institutions:

1. Re-training and re-taking tests/examinations on a subject, during exam retake session;

2. Provision and evaluation of additional assignments that compensate for missed practical classes (for example, laboratory work, etc.);

3. "Leveling" courses, allowing students who lack the necessary training to keep up with their group;

4. Tutoring, held within the framework of the institution with payments officially made to educational organization;

5. Courses of extra subjects, which are not included in the curriculum.

Innovations in higher education system have contributed significantly to introduction and development of commercial training in higher education institutions. Universities have received an opportunity to extend considerably the range of educational services. However, with the commercialization of higher education certain negative phenomena have also taken place. For instance, a considerable part of low-income citizens of Russia lost the chance to get higher education, and, therefore, higher education has lost, to a certain extent, its role of "Social Lift" providing social mobility [1, p.150]. Apart from that, a noticeable decrease in the level of training has been reported, especially in technical specialties. Therefore, there are new challenges that require a thorough analysis and effective solutions.

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ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВО РАЗВИТИЯ САМООБРАЗОВАТЕЛЬНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ТЕХНИЧЕСКИХ НАПРАВЛЕНИЙ

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Аннотация: В статье рассматривается применение информационно-коммуникационных технологий (ИКТ) в процессе формирования иноязычной самообразовательной компетенции у студентов. Проводится обобщение практического опыта и оценка эффективности применения ИКТ в обучающем процессе. Выявлена необходимость в продолжении исследований в этой области.

Ключевые слова: информационно-коммуникационные технологии (ИКТ); обучающий процесс; самостоятельная работа; модель «перевернутый класс»; иноязычная самообразовательная компетенция

INFORMATION AND COMMUNICATION TECHNOLOGIES IN DEVELOPING FOREIGN LANGUAGE SELF-EDUCATION COMPETENCE OF ENGINEERING STUDENTS

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Abstract: The article examines the application of information and communication technologies (ICT) to the formation of foreign-language self-education competence process. A generalization of practical experience and an assessment of the effectiveness of the application of ICT in the learning process are conducted. The need to continue research in this field has been identified.

Keywords: information and communication technologies (ICT); teaching process; homework; ‘flipped classroom’; model; foreign language self-education competence

The modern educational paradigm leads to rethinking the tasks of the entire education system. We live in the ever-changing world. One of the key postulates of modern education is lifelong learning. In current situation students who get higher education should master not only their own specialty, but also self-education competence. This strategy will help them become successful specialists in their professional activities [4]. Developing ICT can help students master this competence. It is known that the ICT tools application such as educational resources of the Internet, test systems, electronic textbooks, etc., contributes to the activation of cognitive activity of students and also increases their motivation to learning, optimizes the organization of individual work. The individual work is becoming very important in the educational activities of students in modern education. Currently, the federal state educational standards require to leave more time for Individual work than the previous standards, which forces teachers to look for new forms of its organization. The individual work is certainly aimed at developing self-education competence.

The traditional forms of the individual work include a report, course project, and diploma project. In many cases, the individual work can be organized by using ICT. Along with the traditional forms and methods of organizing the individual work experimental research and creative projects are applied. One of the new forms of organization of the individual work is the «flipped classroom» model.

The aim of the study is to summarize practical experience and evaluate the efficiency of ICT application to the formation of foreign-language self-education competence process among engineering students.

The educational model «flipped classroom» was developed by American teachers of chemistry A. Sams and J. Bergmann. They began to actively apply this model to the teaching process among students at the school in 2008. This idea has been developed in the field of teaching foreign languages throughout the world [2].

Russian researchers have repeatedly turned to the application of the «flipped classroom» model in their experimental practice. For example, at the Tomsk Polytechnic University, an analysis of the effectiveness of teaching a foreign language among Engineering students was carried out by using Massive Open Online Courses (MOOC). These courses were organized on the basis of the model «flipped classroom» [5].

In the organization of the individual work, various ICTs are used, including electronic environments of universities. For example, an electronic course was developed at the NSTU, which was placed in the electronic environment Dispace 2.0. «The course is called «Foreign language (English): Tourism» and it has its own number 6026 in Dispace system. The course is aimed at providing additional training of English language skills with the focus on business communication» [3, p.308].

Also an experiment on the use of mobile technologies is conducted in the development of self-education competence at the NSTU. According to the results of the experiment the students are ready to use mobile technologies to learn a foreign language, and many of them are ready to develop self-education competence [4].

In this article we rely on the following definitions:

«The self-education competence is a system of knowledge, skills and experience of self-education, including also personal quality – cognitive independence, and ensuring a productive qualitative exercise of self-education» [1, p.196].

«The model «flipped classroom» is the independent mastering by students of educational material outside the classroom usually in the form of instructional video lectures with the subsequent discussion of what has been learned and transferring knowledge to a new situation: a solution of a practical problem of a problematic or creative nature in the form of discussion, role play, case, project, web-quest, etc. This model changes the homework and traditional classroom work» [2, p.89].

«The individual work is a specific kind of teaching, characterized by ability to set a goal, plan and carry out activity, the ability to reflect and create a personal educational product on the basis of the subjective foreign language experience of students» [6, p.7].

«Information and communication technologies (ICT) is a set of tools and methods of converting of information data for obtaining information of a new quality (information product)» [7, p.78].

Analysis of various ways of forming self-education competence has shown that it is necessary to continue research in this field. It is necessary to conduct a study in order to identify the conditions for the purposeful development of self-education competence. Also it is necessary to develop a scientific and theoretical justification for the ways of its development in the field of teaching a foreign language. There is the necessity to work out a scientific and theoretical rationale of ways of self-education competence development in the field of foreign language teaching. The introduction of ICT and modern methods of education is very important to the formation of this competence.

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КОМПЬЮТЕРНОЕ ТЕСТИРОВАНИЕ КАК СРЕДСТВО КОНТРОЛЯ В ИНФОРМАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ ВУЗА

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Аннотация: В статье рассматриваются основные возможности контроля посредством тестирования для оценки знаний и навыков учащихся в информационной образовательной среде университета. Описаны основные требования к разработке тестов, а также трудности в учебном процессе, связанные с контролем.

Ключевые слова: компьютерное тестирование; контроль знаний студентов; информационная образовательная среда университета

COMPUTER-BASED TESTING AS A FORM OF STUDENTS' KNOWLEDGE CONTROL IN THE INFORMATION EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

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Abstract: This article considers the main possibilities of test assessment for assessing students' knowledge and skills in the information educational environment of a university. The basic requirements for designing tests as well as difficulties in the educational process connected with assessment are described.

Keywords: computer-based testing; control of students' knowledge; information educational environment of the university

Modernization of higher professional education is a priority for the country's socio-cultural development. The transition to a two-level system of training, integration into the European educational environment, widespread introduction and use of new information technologies in the sphere of education, provides for the new understanding of the notion ‘education quality’. The education quality includes the quality of conditions and the quality of results. The quality of conditions determines the possibilities of the educational organization in the formation of training trajectory, corresponding to the individual characteristics and interests of the students, with the obligatory implementation of federal state educational standards; the result quality lies in assessing the measure of the results' correspondence to the goals [1].

The effectiveness of the pedagogical process is determined by the following conditions: management and rational organization of students' cognitive activity; the use of information technology and the use of instruction technical means; the use of the individual self-controlled process possibilities of information assimilation and ensuring of effective control [2]. Pedagogical control is one of the most important components of a holistic teaching and educational process. The main characteristics of pedagogical assessment are objectivity, systematicity and regularity. The monitoring objectives are: the well-timed identification of gaps in knowledge level and their corresponding elimination; determination of the errors nature with subsequent correction; consolidation and systematization of the acquired knowledge; formation of general and professional skills, personal qualities; revealing the degree of students' readiness for further education; development of cognitive interest in the subject [3]. There are the following types of pedagogical control: input, current, boundary, final, delayed [4, 5]. Special attention in the educational process should be given to self-control. Students' self-control as a subject's characteristic is necessary to develop with pedagogical management, a system of organizational and pedagogical conditions:

- organizational and managerial: the presence of an organizational structure that provides organizational and methodological support for the technology of computer testing; integration of software products into an integrated system of multilevel professional training in the university; availability of computer testing techniques;
- didactic: observance of the basic didactic principles in the process of testing development, statistical processing and interpretation of the results [6, 7].

Independent work of students in the educational process requires constant well-timed monitoring and raising the level of the motivational sphere. One of the most effective ways to solve this problem is to introduce and use a rating system for assessing the students' knowledge and skills. It allows you to take into account the results of the current, intermediate, final control and reflect the overall rating of the student.

The information-learning environment of the university, being a component of the educational environment, acts as a pedagogical system aimed at developing the learner through the formulation and solution of meaningful teaching tasks with the help of modern technology for collecting, transmitting and processing information. We emphasize that the information-learning environment provides not only the availability of new information technologies in the educational process, but also is aimed at modernizing the management of students' cognitive activity, presupposes the implementation of control using a modern computer-based learning tool [8].

Today, computer-based testing as a form of pedagogical diagnostics is widely used in the practice of higher professional education, along with traditional types of educational control [1]. Many specialists, such as E.I. Mashbits, G.K. Selevko, A.L. Simonova, V.V. Filippov, V.A. Khlebnikov emphasize the wide possibilities in improving the educational process using pedagogical testing. S.M. Vishnyakova defines the test as a standard task that corresponds to certain requirements (uniqueness, brevity and simplicity), which allows you to evaluate some of the psychophysiological characteristics of the subject (mental development and abilities, volitional qualities), as well as their level of knowledge, skills and habits. V.S. Avanesov defines the pedagogical test as a parallel tasks system of increasing difficulty, a specific form that allows measuring qualitatively and effectively the level and structure of readiness of trainees.

Currently, there are two trends in the use of computer-based testing. The first is a blank-computer testing technology: the student fills in the answer form in accordance with the received test. This form is read with the help of a scanner, entered into the computer automatically where the processing takes place based on which the evaluation is made according to the given criteria. The second testing technology is computer (automated). In this case the student works only with the computer; test tasks appear on the screen, answers are entered using the keyboard, after that the information is processed and finally the results are displayed on the screen.

Computer testing has a number of features:

- possibility of using test materials in the organization of students' independent work;

- possibility of implementing a differentiated approach in testing of students' knowledge;

- openness of tasks which allows you to make changes and additions to test tasks;

- visualization modeling of the studied phenomena and processes using multimedia technologies;

- efficiency and reliability of data processing, obtaining results [2, 4].

In the educational practice the main four forms of test tasks were most widely distributed: closed, open, matching exercises and making the correct order [5]. Currently, there are difficulties in implementing and effective using of computer testing at the university. This is due to the lack of methodological and technical support. The main difficulties of the learning process using the test control are:

- knowledge is assessed higher than students' skills (solving practical problems);

- possibility to evaluate only the final result;

- high qualification of the teachers and experts who make up the tasks.

Thus, the main contradiction in educational practice arises between the available and necessary knowledge about didactic possibilities, psychological and pedagogical mechanisms and the conditions for the effectiveness of the use of computer testing.

Particular attention should be paid to the content of tasks. Tests contain questions and standards which are the samples of correct solution. It is difficult to develop the standard for creative work. In this regard, the test control is not used as a test of knowledge and skills at the highest level of assimilation. It is necessary to compile test tasks in accordance with didactic and technological requirements to increase the effectiveness of the educational process. The basic didactic requirements for the test tasks design are:

- clarity and brevity of the presented information: in the content of the question and in the answers (comments), the absence of tautologies, contradictions;

- test tasks should not include formal information, and each question should be a situational task with a concrete example;

- difficulty of the test assignment should correspond to the educational program and the content should correspond to the criteria of future professional activity;

- criteria for the test evaluation should be "open" for the student.

Technological requirements include the following points:

- formulation of the test task should not contain more than 7-9 words;

- validity, reliability, differentiation of test tasks, targeting a certain contingent of students [4, 5].

Thus, the introduction of computer-based testing in higher education with traditional forms of assessment makes it possible to optimize and intensify the learning process.

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ГРАФИЧЕСКИЕ ОРГАНИЗАТОРЫ ИНФОРМАЦИИ В ПОВЕСТВОВАТЕЛЬНЫХ ТЕКСТАХ

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Аннотация: В статье рассматривается проблема понимания при чтении на английском языке. Цель статьи – рассмотреть функции графических организаторов, описать типы графических организаторов, подходящих для представления различных компонентов повествовательного текста, и прокомментировать их потенциал в развитии навыков чтения.

Ключевые слова: графические организаторы; обучение чтению; повествовательный текст; обучение английскому языку

GRAPHIC ORGANIZERS IN NARRATIVE TEXTS

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Abstract: The paper brings up the problem of reading comprehension in the English language. The aim of the paper is to overview the functions of graphic organizers, describe the types of graphic organizers suitable for representation of different components of a narrative text and comment on their potential in developing reading skills.

Keywords: graphic organizers; teaching reading; narrative text; ELT

Graphic organizers can provide significant assistance when reading in a foreign language and extracting the necessary information from the text. Thus, the aim of this paper is to analyze graphic organizers of information as tools enhancing school students' reading skills in the English language classroom.

Tracey Hall and Nicole Strangman give the following definition of graphic organizers in their article: “Graphic organizers are visual portrayals or illustrations that depict relationships among the key concepts taken from the learning task” [3, p. 2]. Graphical representations include knowledge maps, concept maps, story maps, diagrams etc. Graphic organizers are presented in many varieties, each one best suited to organizing a particular type of information [3, p. 2].

The researchers point out the following advantages of using graphic organizers in teaching process: they can be used during reading, for better understanding the information; they make it easier to complete tasks, since students do not have to go back to the text and reread its parts. Students need only select the right graphic organizer, which reflects the information contained in the text.

Ioanna Vekiri points out that there is no unified classification of graphical representations and the meaning of the same terms can differ from one study to another [9]. In this paper, we follow the classification of graphic organizers into 4 types: conceptual, sequential, hierarchical and cyclical (see Table 1) [2].

Table

Classification of Graphic Organizers

Type	Subtypes	Function
Conceptual	• Cluster • Mind map • Semantics map • Venn diagram • Spidergram • Matrix	• to represent of words, ideas or other objects related and located around the central keyword or idea of the text; • to depict the connections of the various components of the idea with the main idea [4]
Sequential	• Storyboard • Series of events chain • Timeline • T-Chart • Plot mountain	• to draw attention to the key elements of stories, such as characters, time, settings, plot (problem, actions, results); • to visually represent key information in narrative texts using a specific sequential structure; • to highlight essential relations within a story, which leads to a deeper understanding [4]
Hierarchical	• Concept map • Tree diagrams • Story pyramid	• to represent the information that has several ranks or levels [2]
Cyclical	• Cycle map	• to display information that is cyclic or cyclic and has no beginning or end [2]

In the present research, we consider narrative texts as material for teaching reading and possible visual representations of such texts in graphic organizers. Analyzing the peculiarities of narrative texts, we take into account the following elements of the text structure: genre, title, plot, characters, setting, theme, problem, idea, tone.

“Narrative texts are stories written to entertain; the most common elements found in narrative texts are characters with goals and motives, event sequences, and morals and themes”[7, p. 31]. Besides, narrative texts can include the elements of description, dialogues, inner monologues of the leading characters etc.

In this paper, we will demonstrate visualization of the narrative text, taken from the textbook, aimed at preparing for the Unified State Exam [5].

Title. The story under analysis goes under the title “Subway Rescue”. The presence of a title provides the opportunity to work with it in the pre-reading stage [1]. At this stage, graphic organizers help to involve students in the learning process. Conceptual type of graphic organizers such as clusters and mind maps can be used at this stage. Using the graphical representations when working with the title is aimed at modeling the background knowledge necessary for the perception of a specific text and also at the elimination of the semantic and linguistic difficulties of its understanding.

Genre. A cluster can be used to represent the distinctive features of a particular genre.

Plot. The significant feature of the narrative text is sequence of events. Narrative texts include three main parts: exposition, development, and resolution [6]. Moreover, the plot in narrative texts can be concentric (predominance of cause-effect relationships between events) and chronological (predominance of temporary relationships) [8].

There is a clear sequence of events in the text “Subway Rescue”. The plot development can be represented with the help of a sequential type of graphic organizers, such as a storyboard, plot mountain and series of events chain (see Fig.1). Besides the story pyramid (hierarchical type) can be used.

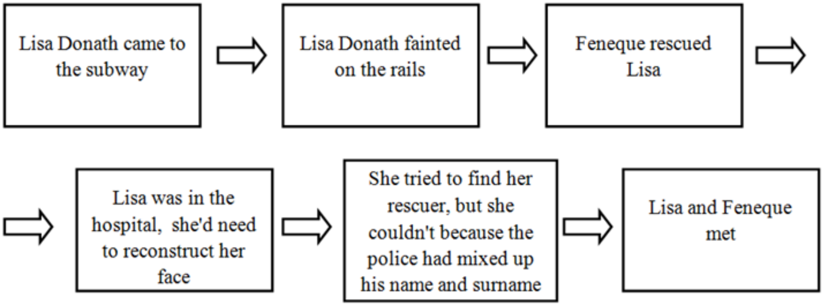

Fig.1 Plot Representation: *Series of Events* Chain

Using this type of organizers we can put in order all the key moments, thereby providing a better understanding of the text. Using this graphic organizer reduces the probability of overlooking the important information, simplifying the process of completing the tasks.

Characters. In the story "Subway Rescue", we can find one developed character. To represent the character or to compare the characters, the following graphic organizers can be used: cluster (see Fig.2), Venn diagram, spidergram, matrix and T-chart (sequential type).

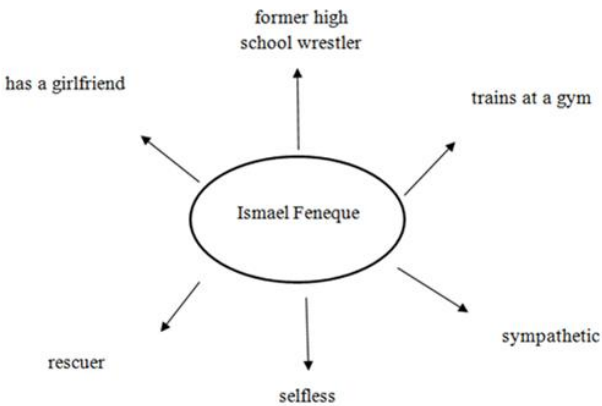

Fig.2 Character Representation: Cluster

Theme. At the stage of the theme search, clusters and mind maps can be used. They can help to choose the right theme(s) of the text.

Problem. The problem is the conflict contained in the story. There are 4 basic types of conflicts: person vs. person; person vs. self; person vs. nature; person vs. society [9]. To represent the conflict(s) the fishbone organizer can be used; to represent the development of the conflict different types of sequence chains are suitable. These graphical representations help to visualize the reasons and resolution.

Idea. The idea is based on the opinion of the author, how the conflict must be resolved, and what is the lesson to be learned. The formulation of the problem and the idea of the text is related to understanding the text at a deeper level [8]. For representing the idea conceptual graphic organizers are suitable.

Tone. The general mood creates the atmosphere of the whole text, so it is one of the most important elements of a narrative text. If the mood changes throughout the text, then graphic organizers of the sequential type can be used.

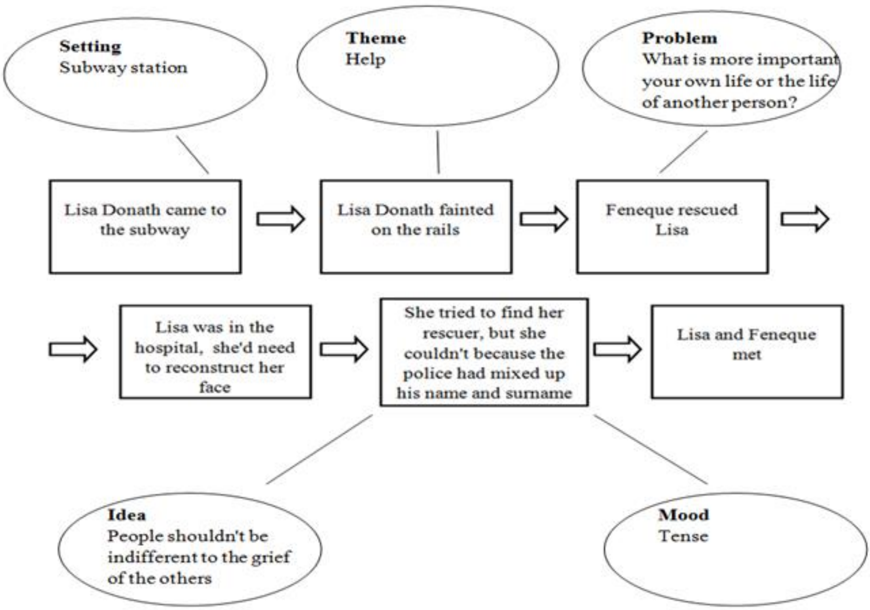

Fig.3 Complex Graphic Organizer

Also such elements of the text as events, setting, theme, problem, idea and mood can be presented in a complex graphic organizer (see Fig.3).

In this paper, we have pointed out the types of graphic organizers which can be chosen to visualize such elements of the narrative text as: genre, title, plot, characters, theme, problem, idea and mood. Graphic organizers are treated as comprehension strategies which contribute to a deeper understanding of the text. During our teaching practice, we plan to conduct the experiment aimed at revealing the impact of graphic organizers on students' reading comprehension in English.

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УДК 378

ОБРАЗОВАНИЕ КАК ДВИЖУЩАЯ СИЛА РАЗВИТИЯ РЕСПУБЛИКИ КОРЕЯ: АНАЛИЗ ПРОБЛЕМ И ВОЗМОЖНЫЕ ПУТИ ИХ РЕШЕНИЯ

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Аннотация: Статья посвящена высшему образованию Южной Кореи. Рассматриваются актуальные проблемы высшего образования: высокая стоимость обучения, подготовка бакалавров по узкой специализации, низкое качество исследовательских работ аспирантов. Выявляются их причины и предлагаются возможные пути решения.

Ключевые слова: Республика Корея; высшее образование; вуз; оплата обучения; узконаправленность образования; конкурентоспособность исследования

EDUCATION AS THE DRIVING FORCE OF DEVELOPMENT OF THE REPUBLIC OF KOREA: ANALYSIS OF PROBLEMS AND POSSIBLE WAYS OF THEIR SOLUTIONS

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Abstract: The article is devoted to tertiary education in South Korea. The actual problems of tertiary education are considered: high tuition fee, training of bachelors for narrow specialization, low quality of research work of graduate students. Their causes are identified and possible solutions are suggested.

Keywords: The Republic of Korea; tertiary education; educational institution; tuition fee; specialized education; competitiveness of research

«Образование является самым мощным оружием, которое можно использовать, чтобы изменить мир» (Н. Р. Мандела). Это высказывание было воспринято правительством Республики Корея как руководство к действию: после разрушительной Корейской войны (1950 – 1953 гг.), не имея экономических и природных ресурсов для развития страны, государство стало вкладывать капитал в людей, в образование, что способствовало стремительному развитию страны (экономика Южной Кореи по состоянию на 2016 г. занимает одиннадцатое место в мире по валовому внутреннему продукту [11]).

Достаточно большое количество жителей страны имеют / получают высшее образование. Более 70 % выпускников школ успешно сдают вступительные экзамены и поступают в высшие учебные заведения [5]; 98 % граждан в возрасте от 20 до 34 лет оканчивают высшую школу (International Standard Classification of Education 3) [10]. Сравним: идентичный средний показатель стран – членов Организации экономического сотрудничества и развития, составляет 41,8 % [Там же].

Несмотря на обозначенные цифры и стремление корейцев к обучению в вузах, в системе высшего образования существуют определенные проблемы. Рассмотрим их.

Одна из основных проблем – недостаточное финансирование учебных заведений и, как следствие, высокая стоимость обучения в государственных и частных образовательных учреждениях. Доля государственных расходов на образование крайне мала, в то время как доля личных вложений в обучение составляет 68 % [9]. Отсюда понятно, что большую часть бюджета вузов (иногда более 60% [1, с. 2]), особенно частных, в которых около 80 % слушателей учатся на контрактной основе [9], составляет оплата студентов, обучающихся на основе полного возмещения затрат.

Рост инфляции напрямую влияет на увеличение стоимости обучения, что становится причиной задолженностей студентов по оплате и, как следствие, ухудшения условий получения образования. Низкая рождаемость в Южной Корее также ускоряет темп роста стоимости обучения, приводит к сокращению числа абитуриентов и студентов, нехватке образовательного бюджета, финансовому кризису и, в конечном итоге, к упразднению вузов, что уже произошло с некоторыми корейскими университетами. Решение данной проблемы видится в постепенном увеличении финансовой поддержки вузов государством.

Следующая проблема, требующая решения, – узконаправленность образования.

Факультеты в университетах ведут обучение техническим, гуманитарным, педагогическим и социальным дисциплинам, медицине, а также искусству и физической культуре. Предметы распределены на а) обязательные и б) факультативные.

Учебные программы состоят, в основном, из специализированных предметов, поскольку перечень дисциплин бакалавриата базируется на учебном плане аспирантуры [3]. Попытаемся выяснить причину обозначенной ситуации.

В Республике Корея до середины 1990-х гг. программы аспирантуры не обеспечивали учащимся условий для приобретения необходимого для осуществления профессиональной деятельности уровня знаний [2, с. 72], но правительство поддерживало стремление граждан к получению ученых степеней и обеспечивало их обучение за границей. Так среди преподавателей, имеющих докторскую степень и работающих в университетах, 32,4 % (1980 г.), 82,7 % (2000 г.) и 85,3 % (2015 г.) учились в зарубежных странах [8, с. 56-75], почти 65 % из них (а в некоторых университетах более 90% [2, с. 72]) получили дипломы в США [7, с. 185]. Профессора, обучавшиеся по иностранным программам аспирантуры, взяли их за основу разработок учебных программ бакалавриата. Таким образом, корейским студентам-бакалаврам предоставлены для изучения не базовые, а специальные предметы, которым обучаются иностранные аспиранты [2, с. 72]. Конечно, сокращение аудиторных часов неспециальных предметов и вообще их (предметов) количества можно объяснить необходимостью освоения множества базовых для определенной области знания дисциплин, но подобная узконаправленность заставляет студентов сосредоточиваться исключительно на предметах сферы своих научных интересов и ограничивает их в познании других отраслей научного знания.

Таким образом, соглашаясь, что профессионализм в области собственных научных исследований важен, оговоримся, что чрезмерная концентрация на ней нарушает взаимосвязь с другими академическими сферами и препятствует развитию всеобъемлющих и творческих взглядов не только на учебу, но и на мир. Отсюда считаем продуктивным а) увеличение количества часов и качества преподавания гуманитарных и общественных наук, т.е. обеспечение фундаментальной подготовки и б) перенос специальных дисциплин из учебных программ бакалавриата в учебные программы аспирантуры.

Отметим, что правительство стало стимулировать обучение граждан в аспирантуре внутри страны и поддерживать вузы и молодых ученых, требуя в ответ от образовательных учреждений определенные формальные показатели. Это привело, с одной стороны, к увеличению количества научных исследований и к снижению их качества, – с другой.

Результаты научных исследований являются важным показателем для оценки конкурентоспособности образовательного учреждения. Исследовательские возможности Республики Корея развивались быстро, но чрезмерная направленность на достижение количественного результата исследований – достаточно большой барьер для развития науки.

В список «Times Higher Education World University Rankings» (2017 г.), известный показатель рейтинга университетов, в топ – 100 по исследованиям вошли только два корейских университета [13]. В рейтинговый список «QS World University Rankings» (2017 г.) в топ – 100 по цитированию вошли три университета, а по общим оценкам – четыре корейских университета [12].

Принимая цитируемость за одни из показателей качества научных работ, обратимая к Индексу научного цитирования – Science Citation Index (SCI), выявляющему конкурентоспособность исследований. В базе данных SCI, количество опубликованных статей на 100 исследователей в 1997 г. равнялось 7,66 [6, с. 6], а в 2014 г. достигло отметки в 16,99 [4, с. 6, 8]. Количество цитирований на одну статью в 2006 г. было равно 0,24 и в 2014 г. – 0,49. Видим, что количество опубликованных работ выросло более чем в два раза, индекс цитирования тоже увеличился, но он все еще ниже среднего по миру (0,56 в 2014 г.) [Там же]. Иными словами, благодаря государственному финансированию количество аспирантов, молодых ученых, и, как следствие научных работ увеличилось (т.е. количественный рост был достигнут), но качественный рост исследований оказался недостаточным. По нашему мнению, для решения данной проблемы следует изменить критерии оценки конкурентоспособности исследовательского учреждения, принять новые стандарты, которые будут учитывать качество результатов исследования, а не количественный показатель написанных работ.

Итак, потребность людей и общества в высшем образовании значительно изменилась. В современном мире нам нужна новая система образования. В настоящей статье рассмотрены некоторые проблемы корейского высшего образования: 1) недостаточное финансирование государства и, как следствие, высокая оплата обучения, 2) изучение на ступени бакалавриата исключительно специальных предметов и 3) низкая конкурентоспособность исследовательского потенциала образовательных учреждений. Обозначенные проблемы актуальны для большинства стран. Их решения требуют долгого времени, больших трудозатрат и значительных финансовых вложений государства, но они необходимы, поскольку, считая образование движущей силой развития страны, мы понимаем, что проблемы в образовании становятся причинами более серьезных социальных проблем.

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УДК 378.4

ПРИНЦИПЫ КОУЧИНГ-ТЕХНОЛОГИИ НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: В настоящее время перед преподавателями стоит актуальная проблема отсутствия мотивации студентов к процессу обучения. Многие обучающиеся считают, что у них нет необходимости изучать иностранные языки, но если преподаватели смогут повлиять на развитие их мотивации, то можно ожидать успешных результатов от процесса обучения.

Ключевые слова: мотивация; коучинг-технология; иностранные языки; начальный этап обучения; образовательный процесс

THE PRINCIPLES OF COACHING AT THE INITIAL STAGE OF FOREIGN LANGUAGE LEARNING

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Abstract: Nowadays teachers face the topical problem of absence of the students` motivation for learning process. Many students think that they do not need to learn foreign languages, but if teachers help them to develop the motivation to the educational process, it is possible to succeed.

Keywords: motivation; coaching; foreign languages; initial stage of learning process; educational process

At present one of the topical educational problems is the significant decrease of the quality of education including higher and school education due to several reasons: lack of students’ motivation and enthusiasm for the future achievements, sometimes incompetent attitude of teachers to their work [3, p.27]. The result of mastering any discipline depends on learners’ motivation that is required from the initial stage of a learning process.

The importance of this problem 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 students to speak fluently and use the acquired knowledge in their professional sphere [1, p.30].

According to the Russian pedagogue and psychologist L.I. Bozhovich: "The motivation for learning is the complex of different methods and incentives of students to productive cognitive activity and the achievement of the goal of the learning process" [2, p.25].

Motivation to learning involves such aspects as students' needs and reasons for the learning of any discipline, the emotions and interest to this process.

If students have positive attitude and enough motivation at the beginning of the learning process, they have a certain plan of steps to succeed in it, especially the learning strategy and mode of communication with teachers, the purpose of learning objectives and structure of the educational programme.

If students do not have motivation to learn something, the teachers know that they will never achieve the learning goal; that is why a lot of teachers all over the world face the problem of motivating the learners at the beginning of the learning process. One of the most advanced educational technologies suitable for solving this problem is coaching. The famous American Coach Timothy Gallwey defines the term "coaching" in the following way: "Coaching is the developing of human potential for maximizing the efficiency of any activity" [3, p.46].

The object of research described in this paper is the process of developing students' motivation to learn a foreign language using coaching technology. The importance of this research is explained by the demands for the specialists' foreign language proficiency on the labor market.

In 2016 the author of the article, a student of the Master in Education programme of the faculty for the Humanities at Novosibirsk state technical university, had field practice teaching English to the first-year students majoring in journalism, social work and conflictology. The purpose of the field practice was experimental application of some of the coaching principles to the process of teaching English, such as the principle of awareness, consciousness and cyclic-changes in the educational process.

The initial stage of the research was the survey of the first-year students with the purpose to study the level of their motivation to foreign language learning. In Fig. 1, you can see the results of students' awareness of the importance of foreign language knowledge for the future occupation.

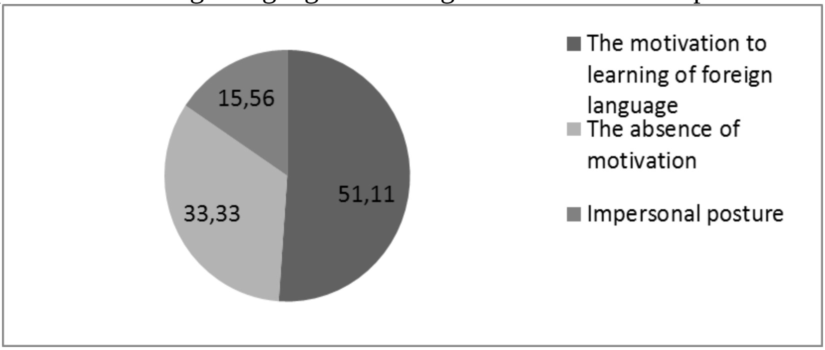

Fig.1 Motivation for learning foreign languages at the University

45 respondents participated in the survey: 23 agreed that they are motivated to learn English, 15 responded that they feel indifference towards learning English, and 7 respondents admitted that they have no motivation for learning English at all.

Taking into account the results of the questionnaire we devised a plan for the future work and decided to make an introductory discussion with the students about the necessity of knowledge of any foreign language, gave the examples of successful people such as Dmitry Khohlov, a Russian linguist, and Marilyn Atkinson, a coach, and the founder of the Ericson University. Also some principles of the coaching were mentioned during the discussion. We suggested making focus on speaking, listening or grammar, which are the most difficult language aspects and skills for the [1, p.10].

One of the special principles of coaching is the communication process with the teacher, so that students consider him as a facilitator or partner, rather than a teacher. It makes the process of learning easier and more comfortable because students do not feel the pressure from the teacher. They realize that they are completely responsible for the result of their learning and the teacher can consult, help in some difficult tasks or conduct a motivational dialogue with the elements of psychology.

The coach is also responsible for the results of the students because he has to control the process, remind about the terms of the achievement of the goals in such a way that students feel necessity to achieve it. Every week the teacher asked students the following questions, which were mentioned in the sphere of the coaching research by John Whitmore:

-What would they improve in 2 weeks?

-Where would they be able to use your knowledge of foreign language?

-What would they do for improving the speaking skills?

As for the students, who demonstrated the absence of the responsibility in the beginning of the term, they started making efforts to learn English. It can be explained by the following reasons: the success of group mates, the positive attitude of the coach, unusual style of lessons and the regular motivation discussions.

At the end of the first term, 22 students were questioned again with the aim of comparing their attitude to English in different periods. The results can be seen in Fig. 2. Among the answers of the respondents, the reasons, which make them change the attitude to the foreign language learning process are the way of coach's teaching, psychological support of the students, the examples of progressive results of the motivated students.

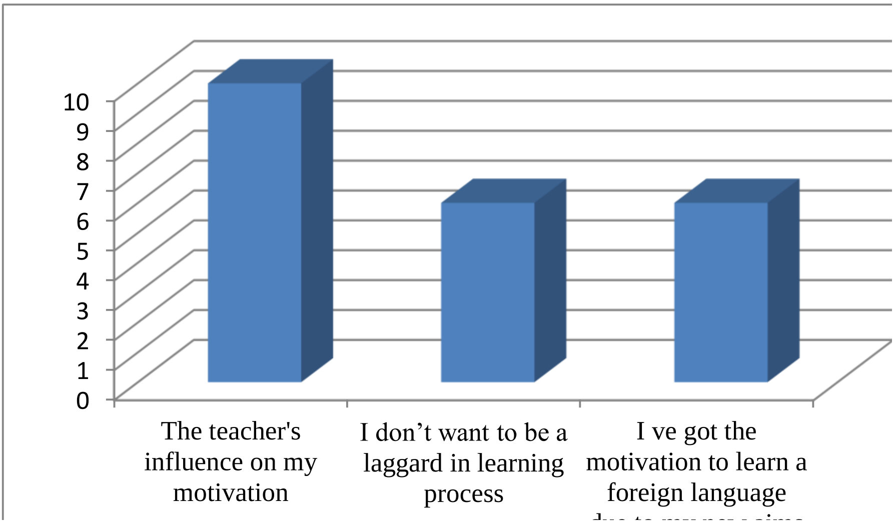

Fig.2 Students' attitude to the foreign language learning

It is the fact that the most important moment in any achievement of the goal is motivation and fulfillment of the action plan and, that is the basis, which finally influences the result.

According to Arseniy Rybakov, a language is a metaphor of personal self-development, which is an element of professional competences for every advanced specialist [4, p.2]. The coaching in learning language will improve not only speaking and grammar skills, but also cultural awareness and communication sphere, but before that, it is necessary to develop the motivation for realizing the certain aims of the learning process.

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ПЕРСОНАЛИЗАЦИЯ КАК СПОСОБ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: Статья посвящена вопросам персонализации обучения профессионально-ориентированному иностранному языку. Выявлены преимущества данного подхода в обучении в целом и английскому языку в частности; рассмотрены виды технологий персонализации обучения.

Ключевые слова: персонализация; персонализированное обучение, обучение иностранным языкам, профессионально-ориентированный иностранный язык

PERSONALIZATION AS A WAY TO IMPROVE EFFECTIVENESS OF PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE TEACHING

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Abstract: The article is devoted to the personalization of teaching professionally-oriented foreign language. The advantages of the approach to teaching in general, and teaching foreign languages in particular are identified; types of technologies for personalized learning are considered.

Keywords: personalization; personalized learning; foreign language teaching; professionally-oriented foreign language

The rapid development of information technologies has a great impact on all spheres of human activity, including education. It is impossible to imagine modern teaching without the use of computers, multimedia and e-learning systems. The existing domestic and foreign practice in applying information and communication technologies (ICT) in education indicates that their use makes it possible to significantly improve the effectiveness of the educational process. It requires a new organization of teaching/learning process that will mobilize the creative potential of students, create the necessary competencies, and improve pedagogical skills of teaching staff in the context of general computerization and informatization. Taking it into consideration, personalization of training is gaining its popularity. As the analysis of psychological and pedagogical research in the field of personalization in higher education has shown, its theoretical and methodological basics have only become the subject of scientific consideration. Nevertheless, the psychological concept of personalization of the personality can provide the basis for the development of the scientific area (V.A. Petrovsky), as well as an introduction of the term "training personalization" and its definition (A. Solonina, V. Solonin), a student-oriented approach in teaching foreign languages to students of non-linguistic higher educational institutions (A.G. Alyunin), and principles of personalization in higher education (V.V. Grachev) [3].

The term "personalization" is not new to modern pedagogy, and it is used in various contexts. According to Michael Feldstein, who is co-publisher of e-Literate, the term "personalized learning" means something like differentiated instruction writ large with the assistance of pedagogical productivity tools.[2] In English language teaching, ‘personalization’ often carries a rather different meaning than it does in broader educational context. Jeremy Harmer defines it as ‘when students use language to talk about themselves and things which interest them’. Most commonly, this is in the context of ‘freer’ language practice of grammar or vocabulary of the following kind: ‘Complete the sentences so that they are true for you’. It is this meaning that Scott Thornbury refers to first in his entry for ‘Personalization’ in his ‘An A-Z of ELT’. He goes on, however, to expand his definition of the term to include humanistic approaches such as Community Language Learning / Counseling learning (CLL), where learners decide on the content of a lesson, where they have their agenda.

We intend to consider advantages of the personalized learning in general, and of the professionally-oriented foreign language training in particular. The professionally-oriented foreign language training is considered to have aims and content defined by the features of students’ future professional activities which are as follows: 1) modeling of individual routes for acquiring a professionally-oriented foreign language; 2) implementing professional self-education and personal growth in the learning process of a professionally-oriented foreign language; 3) the priority of interactive technologies in teaching a professionally-oriented foreign language, as well as of the students' and teacher's activity, initiative, responsibility, reflectivity; 4) the ability of students to self-organization and self-education; 5) the teacher can use different ways of teaching a professionally-oriented foreign language for better mastering material, and also approach each instructor individually; 6) personalization is possible at any stage of teaching students a professionally-oriented foreign language.

Using a personalized approach in teaching foreign languages for non-linguistic programs requires joint efforts of teachers of foreign languages and those of majors in order to coordinate their work to meet the needs of students in personalizing their personalities.

In the process of personalized instruction for a professionally-oriented foreign language, students independently receive additional professional knowledge, and form pro-professionally significant personal qualities. The teacher of a foreign language is to use modern pedagogical technologies for providing learning conditions in which students are able to develop their communication skills, and make professional contacts in a foreign language in various proffesional situations [5]; to search for the necessary information on the Internet using the "keyword" method, to navigate in professional scientific and applied electronic space; effectively work with electronic resources in a foreign language; effectively work with selected foreign-language sources of information; present results of their own professional activity in a foreign language, etc. Independent work in a personalized learning space is not limited to study assignments, but goes beyond it, i.e. leads to communication in the sphere of professional activity in a foreign language, participation in international scientific and practical conferences, and the search for an opportunity to undergo internships abroad.

Personalization of the training can be achieved through various Internet technologies. One of the most popular at the moment is LMS. Through LMS you can prescribe a learning plan that adapts to each particular student, adapts to his level of knowledge and the pace of learning. To master this approach, you will need to quickly and efficiently manage electronic content in the LMS, be able to create the so-called "puzzles" from which the training program is easily assembled and prescribe recommendations based on the material previously traversed. If we talk about personalization, then in this case the content is managed by the student himself according to the recommendations of the teacher. That is, each student builds a trajectory of his learning. If we talk about an adaptive approach, then the goal of training is determined by the teacher and prescribes the rules for adapting the content to a particular student, starting from the goal. One of the most important moments is to monitor the relevance of the learning plan and all incoming elements. It is important to remember that beyond the boundaries of LMS there are other systems and resources that can also be prescribed in the trajectory of training.

Michael Feldstein [2] considers a great example of personalized learning in online classes. The nature of online classes varies dramatically, much like face-to-face classes. But, in both scenarios, the teacher matters and the teaching matters. When an online class is taught by an engaged and empathetic instructor who seeks to be aware of the needs of her students, the asynchronous nature of online learning may become a benefit to students, not a disadvantage. This is contingent upon the design of the course, which is where instructional designers or "learning engineers" can play an important role. Many instructors, however, play both roles — and those who do are often the professors who experience deep transformations in their face-to-face classes as a result of what they learned from teaching online.

There are five types of personalized learning system. They have learner-friendly interface, teaching/learning management and intelligent tutor, they are data driven, and adaptive learning [1].

1. It invites students to personalize learning experience by selecting colors and avatars.

2. It presents platforms with a range of a classroom management tasks. It includes systems that allow students to choose their own path through material.

3. Management systems provide materials appropriate to a student's proficiency level based on data collection.

4. Data-driven learning potentially moves beyond a pre-determined decision and uses machine learning to adapt to a student's behaviors and competency.

5. The image of a proactive learning guide could inspire questions, or use facial recognition to respond to emotional states.

According to the curriculum, technology is supposed to be used to enforce student participation, to learn collaboration and to support students' personal learning paths. It can be argued that Peura's use of technology to facilitate the personalized approach is perfectly in line with the core curriculum. The use of technology to facilitate or mediate language learning is often referred to as computer assisted language learning (CALL), which is the term that will be used here as well. Let us consider how CALL relates to learner autonomy, which again is considered to be a central concept in Peura's personalized learning.

It is and must be the objective of education to assist learners in ultimately becoming self-sufficient in their learning, so that they are not only willing but able to continue their path of learning after leaving formal education. Therefore, the most prominent implication, at least for the purposes of the present study, of the increased emphasis on CALL on formal language education is its connection with developing learner autonomy. According to Reinders and Hubbard reality has proven early estimates of the positive effect of CALL automatically increasing learner autonomy to be fairly optimistic. However, with the conscious help of teachers, learner autonomy can benefit from the affordances of technology [4].

In conclusion, the new organization of process of professionally-oriented foreign language training gives additional opportunities and puts it before own choice of the purposes, contents and methods of training, does training self-directed. The teacher becomes for such educational space studying the organizer and attendant in decision-making.

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УДК 378.4

ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ В САМОСТОЯТЕЛЬНОЙ РАБОТЕ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: Целью статьи является анализ необходимости использования мобильных приложений в изучении английского языка в связи с принципами рациональной организации самостоятельной работы. В результате была разработана схема, иллюстрирующая то, как принципы умственной работы могут быть реализованы с помощью мобильных приложений.

Ключевые слова: мобильное приложение; умственная работа; самостоятельная работа; изучение английского языка; информационно-коммуникационные технологии (ИКТ)

MOBILE APPLICATIONS FOR INDEPENDENT LEARNING IN THE PROCESS OF LEARNING ENGLISH

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Abstract: The article is aimed to observe and analyze the necessity of using mobile applications in learning English language in connection with principles of the rational organization of independent learning. As a result, we developed the scheme which represents how basic rational mental work principles can be realized with use of mobile applications.

Keywords: mobile application; mental work; independent learning; English language learning; information and communication technologies (ICT).

In the conditions of the modern world, when an informational and technologically developed society puts forward new demands on the professionals in pedagogy, teachers should be ready and open for usage of modern technologies and new approaches of teaching in their practice. Organizing students’ independent learning in connection with the demands of informational society is a very important issue in teaching English.

Independent learning has different definitions. The term ‘self-regulated’ learning would be the most appropriate in our research [3, p.2]. Independent learning doesn’t mean isolated or individualized learning. It means more self motivated student’s activity [1, p.42]. While learning by themselves (here we mean both ‘not in class’ and ‘in class doing some independent activities’) students can not only enrich their knowledge but also train and broaden their skills in English language acquisition. In this regard, it is of high importance to look for modern and technological tools which can help with organization of independent learning as an essential part of English language learning process.

N.A. Vvedenskiy postulated 5 basic rules of the rational organization of mental activity which are suitable with regard to the organization of independent learning for both the teacher and students:

1. You should not start work at once, with a jerk, but gradually immersing into it.
2. It is necessary to develop a rhythm of work as a means of a mental motivation.
3. It is necessary to observe consistency in solving all sorts of tasks.
4. It is reasonable to combine the alternation of activity and rest.
5. Finally, the social importance of labor is an important rule of fruitful mental activity [5, p.580-590].

With practice, organized intellectual work becomes a habit and a part of studying process. On the one hand, in this regard, the teacher’s objective is supposed to help with such kind of organization. On the other hand, well-organized independent learning depends on student’s self-control, motivation and volitional manifestations. Independent learning should be organized with the goal to include and follow all these five basic rules and also contain essential elements of modern technologies in it, as there is a very useful point in the use of information and communication technology (ICT) in the organization of the educational process. Computerization has formulated new high demands for internal mechanisms of responsibility for the activation of cognitive activities of the students themselves [2, p.50]. In this regard, it is a good idea to include different kinds of ICT, such as, for example, mobile applications into the process of individual work as a tool of improving self-learning process.

There are some advantages of using mobile applications in teaching and learning process. These are some of them according to N.K. Mehta:

– personalization of students' environment;
– providing home learning experiences;
– ensuring that the learning process proceeds in a pleasant for students manner;
– including the benefits of informal learning;
– it is no longer necessary to use neither the PC nor traditional students' books as the sole object for accessing useful materials and knowledge in general [4, p.88].

The urgent issue is how to make mobile applications a beneficial segment of effectively functioning mechanism for improving the process and results of students' individual learning. It seems to us that, first of all, it would be prudent to proceed mostly based on N.A. Vvedenskiy's postulates of productive mental work organization (see Fig.).

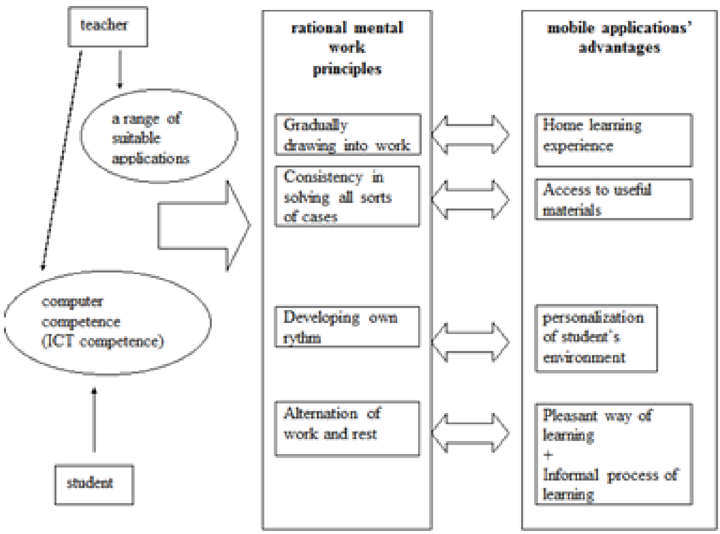

Fig. The scheme of relevance of mobile applications for independent learning of students learning English

We developed this scheme which reflects the relevance of involving mobile applications into the process of self-study of English language learners. The back and forth arrows represent how basic rational mental work principles can be realized with use of mobile applications. The scheme also includes teacher's responsibility for analyzing a wide range of existing applications and choosing the most relevant, for example, an application which includes topics covered on the lessons. Furthermore, basic computer competence is required from both teachers and students to download the application, to use Wi-Fi or another Internet connection, and to understand the interface of the application.

Our research leads us to the conclusion that modern technology and, in particular, mobile applications can play a significant role in organizing students' independent learning by means of realization of basic principles of rational mental work.

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УДК 316.61

ПРОБЛЕМЫ ОБУЧЕНИЯ ИНОСТРАННЫХ СТУДЕНТОВ В НГТУ

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Аннотация: Рассмотрены основные проблемы обучения иностранных граждан в Новосибирском государственном техническом университете и факторы, формирующие их. Проведен социологический опрос среди иностранных студентов на выявление актуальных проблем в обучении. Предложен и проанализирован способ решения выявленных проблем.

Ключевые слова: анкетирование; социологическое исследование; проблемы российского образования; иностранные студенты

PROBLEMS OF TRAINING FOREIGN STUDENTS AT NSTU

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Аннотация: Main problems of training foreign students at Novosibirsk State Technical University are studied, as well as their factors are defined. The survey was undertaken among foreign students to identify actual problems of education. The method of solving problems was suggested and analyzed.

Keywords: questionnaire; social research; problems of Russian education; foreign students

Introduction

In 2017, Novosibirsk State Technical University has become a member of Consortium for Export Potential Development of the Russian Education System. Project includes improving the laws and enactments connected with enrolment and training of foreign students, developing joint education programs and double degree programs as well as promoting the Russian education image abroad [3]. While laws and enactments change is carried out at the state level, other means to solve the problem are available for universities.

Based on NSTU experience of working with foreign students, we can highlight the following main problems:

- environment availability imperfection, infrastructure absence;
- lack of information technologies used at different stages (from application to education process);
- cultural and social adaptation of students in Russia.

Environment unavailability consists in absence of direction signs in foreign languages, lack of Russian natives speaking foreign languages, able to help the students in navigation. In our opinion, the problem is caused by the small number of foreigners in Novosibirsk, and by the low motivation level of natives to learn foreign languages.

Applying to NSTU, a foreign citizen must fill the application form in writing and then send it by e-mail. Such procedure in the IT century may negatively affect the foreigners` intention to study at the University. Beside this, absence of electronic schedule for Preparation Courses and Russian Language Courses is not convenient for students.

Cultural and social adaptation of students is the most important problem, since psychological comfort is considered as a factor of continuing study in Russia at higher education levels. Moreover, it often affects student`s intention to promote the university image by «word of mouth».

Kapezina T.T. offers to involve other foreign students with satisfied Russian language level into adaptation of foreign students [2]. In our opinion, such a system do not solve the problem of adaptation, since foreigners create strong community by themselves and attracting them in helping does not conduct the process of involvement in the environment.

The «NSTU International Service Volunteers» program was created to solve the foreign students' adaptation problems. The volunteers are Russian NSTU students, who know foreign languages. They help foreign students to adapt to Russian culture, to be socialised and to overcome the language barrier. If needed, the volunteers accompany the foreign students to socially important places like hospitals, banks, etc. A Russian student is not only an interpreter, but a friend, who can help to deal with emerging issues.

In 2012, foreign students, studied at Siberian Federal District, took part in a social survey. According to the survey, they highlighted the following problems (see Table 1). The respondents are citizens of China, Mongolia, Korea, Vietnam, State of Palestine, Syria, Morocco, Jordan, and 93% of the interviewed were citizens of China, Korea and Mongolia; 56% of them are male. [1]

Table 1

Results of the survey questionnaire on emerging issues during studying process (2012), [%]

№	Response options	Yes, often	Sometimes	No
1	Difficulties in understanding of teachers training in Russian	6.6	62.2	31.2
2	The lack of textbooks and manuals	13.0	42.6	44.4
3	Access to the PC, Internet	19.7	32.8	47.5
4	Lack of attention from teacher who doesn't take into account characteristics of foreign students	0	44.3	55.7
5	Lack of consulting and individual work with teachers	18	34.4	47.6

The social survey was undertaken among NSTU students to highlight the most relevant problems of foreign students training. The main purpose of the questionnaire is to see the tendency of remained problems, to highlight the most up-to-date issues and to investigate effect of the offered solution for the problems.

Sample description

Twenty-four foreigners from 18 to 30 years old have took part in the survey, and 37.5% of them are female. The respondents are citizens of Korea, China, Egypt, Ghana, Zambia, Zimbabwe, Italy, and Nigeria.

The survey results

Response analysis has shown that students started to spent time more actively: 45.83 of them spend their leisure time doing sports, communicating with Russian students and Buddy volunteers (in comparison with 23% in 2012 [1]). Nevertheless, 54.17 are not socialized in Russia: 29.16% (25% from Korea and 4.16 from Ghana) prefer to stay at home, 12.5% (8.33% of Chinese students and 4.16% of Korean) spend their leisure time with other foreign students or at home, 12.5% (4.16% from Zambia, 4.16% from Korea, and 4.16% from Zimbabwe) prefer only communication with foreign students. We can make a conclusion that citizens of China and Korea want to connect with surrounding world less than others, preferring to communicate with only foreign students. Moreover, during organization of events for NSTU foreign students we have noticed that Chinese and Korean students have the following characteristic: the students choose a «leader» and act like him, i.e. if the «leader» has decided to not visit an event, the others do not visit it too. The fact can be explained by psychological aspect of the countries: historically, these countries stay collectivistic and group-oriented [5]. The problem is very delicate, that is why its solution is not easy, i.e. it is necessary to keep the balance in attempt to weaken links between the same region students by making new acquaintances with Russian students.

Results of the questionnaire on emerging issues and their periodicity are presented in Table 2.

Table 2

Results of the survey questionnaire on emerging issues in studying process (2017), [%]

№	Response options	Yes, often	Sometimes	No
1	Difficulties in understanding of teachers training in Russian	17	58	25
2	The lack of textbooks and manuals	12	29	59
3	Access to the PC, Internet	29	42	29
4	Lack of attention from teacher who doesn't take into account characteristics of foreign students	8	50	42
5	Lack of consulting and individual work with teachers	12	46	42

Tables 1 and 2 show that students now have more difficulties in understanding of teachers training in Russian, and lack of attention from teacher who doesn't take into account characteristics of foreign students has increased. This can be caused by absence of respondents from CIS countries who know Russian language well. The lack of textbooks and manuals has reduced. Moreover, according to the responses, the Internet problem has increased. This can be explained by wish of students to use free Wi-Fi in the university. In the matter of other problems, the respondents answered following way: 33.33% responded that they do not have additional problems, 8.33% responded that they have little problems, 45.84% noted the problems with understanding Russian in everyday life (during shopping, communicating with other people, rareness of meeting Russian people speaking English in public places). In addition, the noted problems are often changing studying schedule, absence of places for studying in hostels, high cost of living.

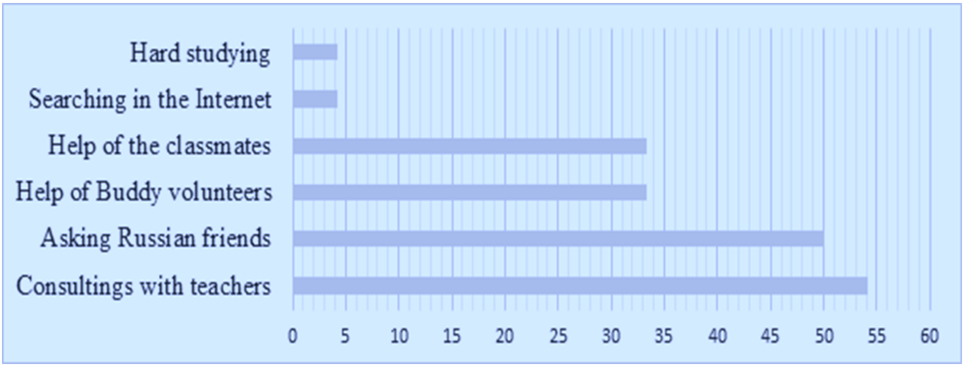

Fig. 1 Results of answering the question "what does help you to understand the difficult material?"

Foreign students prefer to ask someone, generally – teachers and Russian students, to help them with understanding of studying material (see Fig.1).

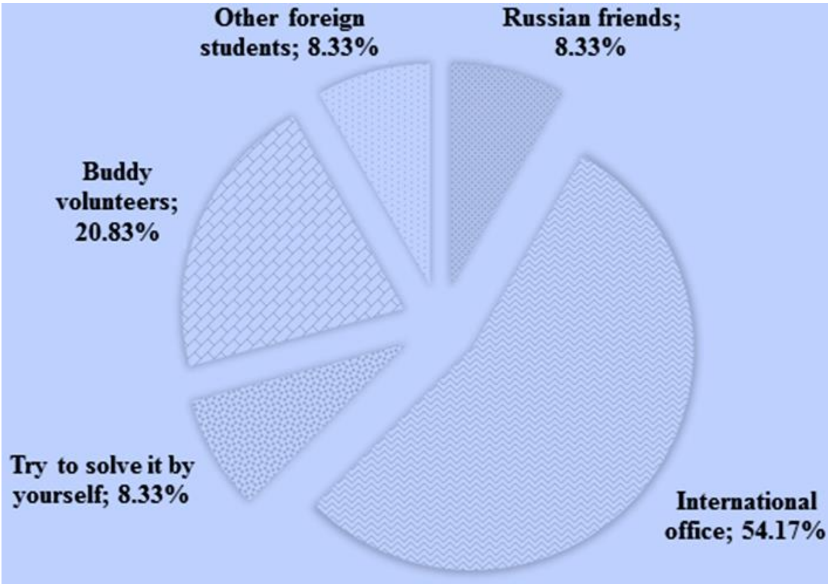

Fig. 2 Results of answering the question about preferences in contacts in case of problems

When a problem appears, students prefer to ask about consultation (see Fig.2) International Service employees (54.17%) and volunteers (20.83%). More rarely foreigners ask to help their Russian friends, other foreign students or solve the problem by themselves. In comparison, in the Omsk State Technical University similar survey questionnaire, 59% responded that they are supported by International Service and 42% noted that they get help form hostel neighbours [4].

Conclusion

During the investigation, the fact that students face the similar problems during studying as they did in 2012 was identified.

The admission form was reviewed and offered to the International Service for publication as an online-form, which can be filled and sent by students without problems.

Poor level of Russian language skill makes communication by the foreigners and their adaptation harder. The «NSTU International Service

Volunteers» program was created for solving the foreign students' adaptation problems.

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ЭУМК: СТРУКТУРНЫЙ И СОДЕРЖАТЕЛЬНЫЙ АСПЕКТ

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Аннотация: ЭУМК представляет собой инструмент структурирования учебного материала по средствам компьютерной среды, который обеспечивает комплексное представление учебных и методических материалов по курсу. В данной статье рассмотрены способы обеспечения интерактивности ЭУМК (приложения и программные оболочки), а также основные виды интерактивных упражнений программной системы eLang.

Ключевые слова: электронный учебно-методический комплекс; интерактивность; eLang; Dispace

ELECTRONIC EDUCATIONAL-METHODICAL COMPLEX: STRUCTURAL AND SUBSTANTIVE ASPECT

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Abstract: Electronic Educational-Methodical Complex is an instrument for structuring educational material by means of a computer environment; provides a complete set of educational services. The basic principle of Electronic Educational-Methodical Complex is interactivity. This article discusses the ways of providing interactivity (applications and software), as well as the main types of interactive exercises in the software system eLang.

Keywords: electronic educational-methodical complex; interactivity; eLang; Dispace

Electronic Educational-Methodical Complex (EEMC) is informational educational resource which acts as a tool for structuring training material by means of computer learning environment. EEMC integrates educational and methodical data, software utilities, hardware components and organizational means as well as various combinations of everything mentioned.

Distinctive features of EEMC include providing the most complete set of educational services, such as organizational, methodical, theoretical, practical, experimental recourses and services, etc., which are necessary and sufficient for studying a specific academic subject [4; 10]. The aim of EEMC is to provide complete didactic instructions and to optimize the process of student training in order to obtain professional competencies within certain academic subjects.

EEMC acts as a source for students in the process of education, knowledge systematization, development of practical skills and abilities and as a tool for controlling quality and process of training. EEMC presents educational materials in various ways. The main structural component of EEMC is a module. Such technology of module training makes the educational process individualized in terms ofcontent, rate of assimilation, level of independence, methods and ways of learning, types of control and self-control. The base of module includes the following elements: a) complete information unit; b) target student action program; c) recommendations of the teacher on how to implement the program successfully [3]. The goal of the module training is to promote the development of students' autonomy and their ability to work with teaching material in their own individual ways.

EEMC is assumed to be posted and registered. Among Russian data-record systems the most popular one is the system of Federal State Unitary Enterprise of Scientific and Technical Centre "Informregistr" [3]. There are 83 resources registered from NSTU, which can be divided into the following main categories: a) multimedia educational electronic publications on teaching a foreign language (3); b) educational and methodical complexes and teaching aids in other subjects (80); c) multimedia educational electronic publications in a foreign language (3).

Educational system of long-distance learning *Dispace 2.0* is a software platform in the NSTU electronic education media environment which provides support for e-learning at planning and organizational levels of educational process as well as teaching certain subjects. Dispace is a media environment for publishing EEMCs accessible for NSTU staff only. This system contains 3900 electronic educational-methodical complexes (see Table).

Table

The Number of EEMCs in Faculties/Institutes in Dispace (October, 2017)

Faculties/Institutes	Total Number of EEMCs	The Number of Core Subject EEMCs in English
Faculty of Automation and Computer Engineering	299	8
Institute of Social Technology and Rehabilitation	186	0
Faculty of Mechanical Engineering and Technologies	311	11
Faculty of Radio Engineering and Electronics	176	11
Faculty of Business	588	9
Faculty of Humanities	601	5*
Aircraft Faculty	212	7
Faculty of Mechatronics and Automation	367	4
Faculty of Applied Mathematics and Computer Science	165	8
Faculty of Physical Engineering	117	8
Faculty of Power Engineering	350	10
Faculty of Law	183	0
Faculty of Teacher Development	68	0
Institute of Distance Learning	664	3
Graduate School	287	7

**not for studying a foreign language*

Electronic educational-methodical complexes are the most optimum way to systematize a variety of teaching aids. One of the basic principles of the EEMC, in addition to the diversified forms of content presentation, is interactivity of EEMC itself as well as its components [11]. The interactive side of the multimedia educational course can be realized only with the help of modern information and communication technologies. Interactivity is provided not only by standard applications that involve the presentation of materials, but also with the help of software shells that allow creating and publishing various types of interactive exercises. Such software shells can be classified as follows: a) *freeware* — software, the license agreement of which does not require any payments to the rightholder [5] (i.e. an app to support e-learning and the teaching process through interactive modules *LearningApps.org* [6]); b) *proprietary ware* — software that is the private property of authors or rights holders and does not meet the criteria of free software [9] (i.e. to develop online courses on foreign languages NSTU uses the software shell eLang [2]).

In accordance with the normative documentation on the organization of teaching in foreign languages in NSTU and the development of educational programs, courses, modules in foreign languages [8] EEMC on teaching foreign languagescreated on the basis of the Novosibirsk State Technical University has to include at least 25 interactive exercises for each module, and for a course itself: dictionary of terms, grammar notes, entrance and final tests. These exercises can be implemented using various multi- and hypermedia. For this purpose eLang, a specialized tool program system, is used in NSTU. The system was developed taking into account didactic and linguistic methods, the principles of electronic didactics and linguodidactics; it has a modular structure, multimedia resources, background information on the course, modules and tasks, a simple and intuitive interface. The language of the system interface in the learning mode is the foreign language being studied [1].

There are 12 types of interactive tasks in this system [1]: 1) choosing the right answer from several options; 2) choosing several correct answers from the presented options; 3) an open answer; 4) restoring the sequence: letters in the word (spelling); words in the sentence; 5) restoring the sequence of sentences or paragraphs in the text or dialogue; 6) establishing correspondence: between the text and the text; between text and audio or graphics; 7) filling in gaps in the text: based on the list of missed words; without a list of missed words; 8) filling out tables and omissions in the tables; 9) restoring the text: based on the title, number of characters in words, punctuation marks; 10) the text and the task for it (a choice of any kind from tasks 1-8); 11) audio text and assignments to it (selection of any kind from tasks 1-8), 12) video and tasks to it (selection of any kind from tasks 1-8).

EEMC containing interactive modules are the most effective tools for substantive training in a foreign language. Interactivity allows a student to choose the path of learning a foreign language, provides unlimited access to tasks and additional multimedia resources, as well as gives the possibility of self-control.

The eLang system has four options for self-monitoring of completed tasks: 1) Show mistakes; 2) Show correct answers; 3) Show all correct answers.

The development of subject courses and EEMCs with eLang modules integrated in them is an adequate response to the needs of modern society in the field of obtaining new knowledge.

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РОЛЬ ИГРЫ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

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Аннотация: В данной статье рассматривается игровая методика и роль игры в преподавании английского языка детям младшего школьного возраста. В статье также обсуждается классификация игр и приводятся в качестве примеров игровые методы и приемы.

Ключевые слова: игры; иностранный язык; обучение; ученик младшего школьного возраста

THE ROLE OF GAMES IN TEACHING ENGLISH TO CHILDREN OF PRIMARY SCHOOL AGE

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Abstract: this article discusses the playing technique and the role of games in teaching English to children of primary school age. The article also discusses classification of games with examples of game methods and techniques.

Keywords: games; foreign language; teaching; children of primary school age

Teaching children and adults has a lot in common, for example: well-thought lessons, teachers' experience and also teachers' knowledge. Each child as well as each adult student, has own personal preferences, interests and believes. But the process of teaching children of elementary school age has its own specificity.

The boundaries of "elementary school age" are determined by psychological age periodization. The period from six to twelve years is a very important period in emotional and cognitive development.

We can define the following important features of pupils of elementary school age:

- in elementary school a child is still actively growing. Also his thinking skills, communication skills with peers, social skills, and motor skills are developing;

- children of elementary school age are very motivated. This is due to the fact that they are very curious and, so it is very important to hold a child's interest in learning language, infatuate him;

- many children at this age still have problems with the native language, such as problems of pronouncing, reading and writing.

That is why, it becomes obvious that the basis of learning is the curiosity of the child, his activity, openness to new skills and knowledge. The technique that uses all the features of the child of primary school age is a gaming technique.

The term "didactic game", which is understood as a game specially created for learning, first introduced by F. Frobel and Maria Montessori [5]. Games that they offered were intended for children of preschool age. Gradually, the educational games were introduced in elementary school, taking the form of gaming techniques in teaching. Russian pedagogy sees children's play as an important means of education and comprehensive development of children. Fundamental for the work of the teacher is also the idea of the A. S. Makarenko: "the Game is important in a child's life and has the same value as that for an adult in activities, work, and service. The way a child behaves in a game in many ways demonstrates how he will behave at work when he grows up " [1, p.121]. According to V. A. Sukhomlinsky: "Without play, there cannot be a full-fledged mental development. The game is a huge bright window through which the spiritual world of the child joins the life-giving flow of ideas, concepts. The game is a spark that ignites the flame of curiosity and inquisitiveness [3].

The game is a main means of communication, knowledge of the world, building social skills in elementary school age, as it satisfies all the psychological characteristics of children.

There are the following rules of choosing a game:

- the game should be understandable;

- the rules of the game should be simple;

- during the game, children have to switch roles. For example, everyone takes the role of a leader;

- the game should not be too long, for children of elementary school age is very important to frequently change activities;

- the game should be relevant to the lesson material, to be logically associated with it;

- the game must have a clearly set learning goals and results, that should be achieved;

- the game must be accepted by all students;

- there should be an atmosphere of respect between the teacher and children [6].

Games can be divided into groups, in terms of the different approaches [2]. For example, games can be divided into training, controlling and generalizing. During the learning games, the students acquire new knowledge and skills. The purpose of the control game is to fix and repeat the material. Generalizing games establish interdisciplinary connections and develop the ability to act in different teaching situations. Also it is possible to group all games up according to language skill or aspect which is mostly involved in the game. For example:

- vocabulary games;
- games to consolidate speech skills;
- pronunciation games;
- games to consolidate grammar structures;
- games to study spelling;
- drama games –with mixed operation;
- auditive games.

Thus, it can be noted that there is a variation of games and it helps a child master and reinforce critical skills [5].

The game "Simon says" promotes the development of comprehension. It also is a physical workout, as it includes verbs of action, such as: jump, run, etc. Students like this game because it is very simple and gives you the opportunity to increase positive emotions in the classroom.

There are a lot of games for practicing spelling [2]. For example, a student looks how teacher writes a word on the board for a few seconds and memorize it. Then the teacher erases the word and the child tries to accurately reproduce it. This game is simple, but very effective.

Different variations of the game "The crocodile" are suitable for practicing vocabulary. This may be as a picture of an animal, and object gestures or drawings.

The game "What's missing" is used to build up vocabulary. The essence of this game is the following: the teacher writes on the board some words, taking into account the age and abilities of the students. Children look at the words, then the teacher says, "Close your eyes", and erases one word from the list. After the command "Open your eyes" the students open their eyes and guess which word has disappeared.

Also very popular is the use of quests. In the game, you need to show resourcefulness, to train your own memory and care. The quests help students to establish a successful cooperation in a team, to form a mutual separation of duties.

Games in the classroom can be used in different situations: for self-study themes, and for the construction of the entire lesson as a whole [4]. The game can turn the lesson of repetition into a real adventure. You can use different variations of games: using cards, songs, quest technologies. Games can be active, verbal, table. Personal interest of the teacher and teacher's imagination are very important for gaming techniques [6].

In addition to the obvious benefits to the educational process the games play another important role. First, in the process of playing younger children learn to communicate. Secondly, the game has a friendly competitive spirit, it strengthens the confidence of children and increases motivation. And third, the game helps to develop children of primary school age, giving way to emotions and energy.

So, the game promotes the development of thinking skills because it requires constant decision-making. In the elementary school age, pupils develop and learn about the world, relationships between people. It is the game which is necessary for the full development of children.

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ФОРМИРОВАНИЕ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ СТУДЕНТОВ ВУЗОВ КАК ЧАСТЬ ПОДГОТОВКИ БУДУЩИХ ПРОФЕССИОНАЛОВ В СОВРЕМЕННОМ ОБЩЕСТВЕ

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Аннотация: В данной статье рассматривается необходимость формирования информационной культуры студентов ВУЗов, которая является неотъемлемым элементом будущих профессионалов в различных сферах профессиональной деятельности.

Ключевые слова: информационная культура; образовательный процесс; студент, профессионал

FORMATION OF THE STUDENT INFORMATION CULTURE IN HIGHER EDUCATIONAL INSTITUTIONS AS A PART FUTURE PROFESSIONALS TRAINING IN THE MODERN SOCIETY

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Abstract: In this article the necessity studentsinformation culture formation in higher educational institutions which is an integral part of future professionals in various spheres of professional activity is considered

Keywords: information culture; educational process; student; professional

Nowadays, people live in an information-intensive space where theinformation resources play a fundamental role in development of human and his daily life. This importance of information resources leads to more close human connections with the modern information environment, and the informational content of his social actions becomesmore significant. According to this statement, a person should have a set of competences which will promote:

1. Navigation in the modern information environment.
2. Work with various types of information resources qualitatively.

3. Solution emerging problem situations.

This set of competences composes the person information culture, which is an important component of his life in modern society.

The formation of person information culture has special meaning in the educational process at the higher educational institutionsbecause students are the prospective professionals in various spheres of postgraduate activity. According to the requirements of federal educational standards, every prospective professional must have a developed information culture.

Person information culture can be divided into general and special information culture. General information culture includes general knowledge and skills which everybody requires. Special information culture linked with information culture of professionals. In the global information space professional is demanded to keep up with innovations related to his specialization and activity field. It includes developing new knowledge and skills [5, p. 58].

Due to the high degree of variability modern society, the requirements by the information culture of the professionalsalso change constantly. As information and knowledge in any area of society can be quickly replaced with new ones, the knowledge might quickly lose its significance. Therefore, a prospective professional should be able to update his knowledge. This will be possible, if he has a developed information culture [5, p. 58].

The educational process at the higher educational institutionhas the following conditions for formation of a student developed information culture:

1. The main student goal is work with the information and its transformationinto a system of personal knowledge.

2. During student days a person develops intellectual, strong-willed and reflexive skills for further development of more complicatedskills forworking with information resources.

3. Student days is a period of personactive existential search. At this age a person needs not only to receive ready-made information, but also to understand following:

1) the reason of its creation;

2) the purpose of its creation;

3) its influence on him and other people [1, p. 246].

A developed information culture assumes the existence of following competences that are necessary in future work in a modern society:

1. Knowledge of the laws of functioning and development in the professional sphere.

2. Professional thesaurus which is associated with professional activity.

3. The ability to process and analyze professional information resources [2, p. 153].

Another important function in the development of studentinformation culture is the satisfactionof humanneed for creativity.This manifests in the student ability to transform the received information into personal knowledge. In this case, one of the goals in developing thestudent information culture is formation of ability to purposefully transform the environment. To solve this task, the educational process at the higher educational institutionshould include the providing students with theoretical knowledge and methodological tools for transforming activity [2, p. 150].

Every student is a consumer of social information, which should become his personal knowledge in the modern infocommunication educational space of the higher educational institution. Nowadays, there is a problem that some students cannot assimilate the social information and transform it to their personal knowledge. Student should act as a "person-transformer", whois able not only to assimilate information, but also to create new information products. It is possible only if student has a developed information culture [3, p. 477].

For formation a developedstudent information culture in students it is necessary have the following motivations:

1. The need to expand his cultural, educational and professional horizons.

2. The necessity to develop information and communication skills.

3. The necessity to satisfy his information needs by using of modern information technologies.

4. The necessity to satisfy his needs for creativity [4, c. 169].

Thus, formation of a developed student information cultureis a social demand of the modern society because development of the information society culture depends on the level ofpeople information culture. At the same time, development of the studentinformation culture is one of the main elements of this processbecause students are prospective professionals in various spheres of practical activity.Therefore, society future development depends on studentinformation culture.

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ОСОБЕННОСТИ ЕВРОПЕЙСКОГО ВЛИЯНИЯ НА КИТАЙСКУЮ СИСТЕМУ ОБРАЗОВАНИЯ

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Аннотация: Данная статья посвящена специфике влияния европейской культуры на систему образования Китая. Проводится анализ развития Китайской системы образования в историческом аспекте, рассмотрены особенности государственного регулирования в системе образования, направленные на повышение ее эффективности при сохранении национальной идентичности.

Ключевые слова: китайская система образования; религиозно-философские учения; политика «открытости» Китая

FEATURES OFTHE EUROPEAN INFLUENCE ON THE CHINESE EDUCATIONAL SYSTEM

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Abstract: The article deals with the specific influence of the European culture on the Chinese educational system. The development of the Chinese educational system in the historical aspect is analyzed, as well as the features of the state regulation in the educational system, which are aimed at increasing its efficiency and saving the national identity.

Keywords: Chinese education system; religious and philosophical studies; China’s Openness policy

The Chinese educational system has a very long and unique history, which is directly connected with the philosophy and mentality of the Chinese people. At the same time, China is one of the few countries which could accept some knowledge from the European countries in order to use them in practice and everyday life. The development of the Chinese education is inextricably linked to the Chinese thought and philosophy of people. The founder of the Chinese education is considered to be Confucius (about 551-479 BC). He had a hard childhood marked with manual labor and poverty, but despite this fact, he could learn on his own. In a course of time, when grown up physically and morally, he could raise his status in the society, so he worked in the political sphere and was an official in the Kingdom of Lu. But, when he understood that other officials didn't follow the traditions which they had to and they also disrespected the Chinese rituals and customs, he decided to finish his career as an official and devote his life to the development of the Chinese education. His philosophy was based on four main categories. These are filial piety, humanity, ritual and virtue. «Filial piety» means that a person has to respect parents and also has to keep and follow all the traditions of the ancestors. The main idea of the «humanity» is that a person should treat other people the same as he wants them to treat him. The next category «ritual» means that every person should follow the ancient traditions and customs, because they are the basis of everything. The main idea of virtue is that a man has to be sincere in his actions and thoughts and also has to be honest with himself and other people.Confucius singled out these main components of the Chinese philosophy in order to give people some kind of moral compass, which can teach them how to live and make the right decision in difficult situation. He believed that the process of learning can't exist without these categories because they help people to create the right understanding of things around them and, at the same time, to formulate their own position regarding some problems [5].

Later, the main ideas of the Confucianism were developed by one of the followers of Confucius whose name was Meng Ke (about 372-289 BC). He was born in the Kingdom of Lu, and he studied with the grandson of Confucius. Later he founded his own school and expressed his ideas in the work which was called «Mengzi». There he claimed four main beginnings of the human essence which were linked with the certain feelings. In this way the feeling of compassion is the foundation for humanity, the feeling of modesty and complaisance is the foundation for propriety, the sense of shame and dislike is the foundation for justice and the sense of right and wrong is the beginning of wisdom. Meng Ke supposed that each of us had to use these foundations in everyday life in order to develop the main human qualities and to grow up from the moral point of view [5].

Another Chinese philosopher who made a great contribution to the perfection of Confucian thought was Xun Kuan (about 313-238 BC). He was born in the State of Zhao and he got a very good education. Then he worked in the academy of Jixia and in some time opened his own private school. He put his main ideas in his work which was called «Xunzi». So, he stated that every human was born evil by nature because from his birth he always wanted to get only benefits and pleasure from life. But, despite this the philosopher thought that people could become kind, only if they listen to their mind which can help them to understand such categories as justice, humanity, sincerity and so on [5].

The Chinese educational system was based on these three studies. It wasn't only focused on the preparation of the official's class; its main goal was also to regulate relationships between people and government, bring harmony to the society.

A big influence on the Chinese educational system was made by the European culture. This was due to the factthat in 1978 the Chinese leader Deng Xiaoping started the policy of the «reform and openness». The main aim of such a kind of policy was to increase the technical and economic level of the country. In this way, it was necessary to bring some changes to the Chinese culture, basically to the Chinese education.First of all, science and technology started to play a great role, because Deng Xiaoping supposed that only it could increase the level of the modernization and education in the country. Secondly, the national college and university entrance exams (Gaokao) were reintroduced. Thirdly, the university education became paid and the rights were expanded, which allowed to improve the quality of education. By the way, China began to implement the students' exchange programs, which strengthened the cooperation between China and Europe [4].

On the one hand, such changes brought a lot of benefits to the country. Borrowing some elements of the European culture, related to the education, China could overcome the lagging behind other countries for a short period of time. Integration between East and West enabled to raise the level of education in China. The students' exchange programs allowed to increase strongly the efficiency of education. Besides, due to the integration, many European teachers came to China and brought the new methods of teaching to the Chinese educational system.

On the other hand, the influence of the European countries caused a lot of problems in China. One of the most serious of them is the «question of money». Despite the fact that primary and secondary education is free of charge, many of the Chinese children from the poor families haven't got enough money to continue their studies in universities. In this way, it reinforces inequality between people from the village and urban residents. One more challenge is that some universities aren't interested in giving a high-quality education. Their main aim is to make money on students and to make a profit on them [4]. Such a kind of problem first of all reflects the European influence on the Chinese ideology. So it threatensthe national identity and specificity of the Chinese people and China as a whole. As an example we can take «The Reform of the Chinese writing». In the article of the Russian philologist, G.P. Serdyuchenko, we can see that the main aim of this reform was to increase the cultural and educational level in the country in order to overcome the lagging behind the European countries. So during the twentieth century, traditional hieroglyphs began to be replaced by simpler ones. This improved the situation in the country towards the poor illiterate people and made the Chinese writing simpler [3]. But this reform also damaged traditional philosophy and mentality of the Chinese people because the traditional hieroglyphs reflected the history and the culture of the country. The fact is that, each hieroglyph consists of graphemesthat together express the meaning of a hieroglyph. So, when the hieroglyphs became simpler, some of their components were lost, so the meaning of the hieroglyphs was lost as well [1].

Moreover, there is another serious problem which is connected with the Chinese writing; it is that nowadays China is the leader in the field of technology and science. The thing is that new technologies, such as keyboards and graphic tablets, replace the handwritten hieroglyph writing. So, many of the Chinese teenagers don't know or pay attention how to write hieroglyphs correctly. Even in primary school the teachers teach the children how to use the computer, instead of teaching them calligraphy. Accordingly, since the early childhood they don't bring up the respect and love to the Chinese language in children. So, nowadays most of the Chinese teenagers and adults don't want to know some specific features about the Chinese grammar, vocabulary and phonetics.That leads to the destruction of the culture and the national identity of China.

It’s important to say that a big role in solving such problems is played by the Chinese government. So, judging by the history of this country, it’s clear that the authorities of China controlled almost all spheres of the society, and their main aim was to maintain the order in the society and save the identity of the country. At present, the Chinese government pays a lot attention to such a problem as illiteracy. In 2006 the official authorities started to finance compulsory education in the rural areas that had a great influence on the educational level of the Chinese people. So, now education for people who live in villages became available. Thereby, the Chinese education becomes more and more popular, and many people go to the universities in order to get knowledge and then become specialists [2]. It allows to raise the status of the country among the European states. Besides, the work of young specialists and scientists develops the industry of the country.

In addition, the authorities of the country continue the policy of cooperation with the European countries that allows to exchange the educational experience of the East and the West. So, the students’ exchange programs continue to be developed, that is beneficial for the future of the scientific activity of students. Another important program of the Chinese government is the creation of the Confucius Institute system abroad. The main idea of this program is to spread both the Chinese language and the culture and traditions of China in order to provide the cultural exchange and cooperation between China and other countries. This project is also the confirmation of the fact that the Chinese culture and traditions revive and the government tries to rearrange priorities and put people’s interests at the first place.

In conclusion, we would like to say that Chinese system of education is one of the unusual phenomena in China. The thing is that it could save not only the traditions and culture of the Chinese people and their mentality, but it could also borrow some elements of the European culture and develop them. Nevertheless, the question of cooperation and confrontation between Europe and Asia remains open because of the religious, political and cultural differences.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОГО ОБЩЕСТВА

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